



Positive Relationship Guidance

This is how we do things here

This is the Eyemouth way

Expectations

1. Safe
2. Respectful
3. Ready to Learn

We will consistently:

- Offer calm adult behaviour that models restorative practices.
- Give first attention to best conduct.
- Develop and maintain relentless routines.
- Script difficult conversations.
- Provide opportunities to put things right. Use restorative

Routines

We will consistently:

- Use House points in class and whole school.
- Use and display a visual timetable.
- To signal attention to class (teacher to put hand up and pupils to do the same)
- Walk on the left.

Over and Above Recognition

- Positive postcard home
- Star Pupil assembly certificates linked to Ready, Respectful and Safe.
- Extra playtime in Houses.
- End of term reward that is class based.
- End of term reward each term for House with the most points.

Stepped boundaries

1. Remind pupils of expectations. Give attention to best conduct of pupils.
Remind pupil of a time when they were following school expectations/doing their best. Distraction, eye contact. Warning
2. White card issued
Record of incident (ensure it is factual and does not use emotive language)
Action taken by yourself – pupil spoken to, phone call to parents etc.
Reflection and restorative conversations must be undertaken at some point in order to put things right.
3. Escalated behaviour to be dealt with by senior leaders.

Scripts

'Be safe' – 'At Eyemouth we expect safe behaviour'.

'Be respectful' – 'At Eyemouth we expect respectful behaviour'.

'Are you ready to learn?' – 'At Eyemouth we expect pupils to be ready to learn'.

Other scripts

Use your walking feet.

Keep to the left (when walking around school).

This is what we do here.

This is the Eyemouth way.

This is a school and you are here to learn.

The work doesn't go away.

Restorative Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?