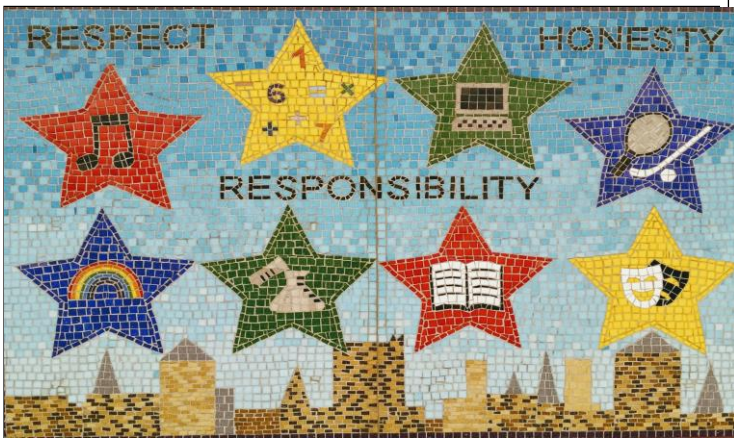


**Masterton Primary School**

**Relationships and Behaviour Policy and Guidance 2024  
(Updated)**

# MASTERTON'S BEHAVIOUR BLUEPRINT



## THE 3 RULES

1. Be **responsible** for your learning and show *pride* and *perseverance* in your work.
2. Show **respect** to yourself, others and the school.
3. Be **honest** and make the right choices, both in and out of school.

## CORE VALUES

Responsibility      Respect      Honesty

### STEPPED SANCTIONS

1. **Redirection:** a non-verbal cue in the form of a gentle encouragement.
2. **Reminder:** reminder of the 3 Rules delivered privately wherever possible. De-escalate where reasonable.
3. **Formal Verbal Caution:** a clear verbal caution (microscript - not a conversation), delivered privately where possible, of the Rule in need of reminding and clear awareness of the consequences to learning should the behaviour persist. Reminder of previous positive conduct.
4. **Reflective Conversation:** the child will speak to the adult away from others at an appropriate time, where the boundaries are reset. Reminder of previous positive conduct.
5. **'Take up Time':** gives a child an opportunity to reflect away from others with a senior member of staff.
6. **Reparation:** a restorative meeting between CT, SMT and child will take place during the next playtime.

### ADULT CONSISTENCIES

1. Relentless routines.
2. Work hard to sustain positive working relationships.
3. A calm, consistent and unified approach.

### MICROSCRIPT - 30 SECONDS

I've noticed...

I need you

to...

Do you remember

### Reflective Conversation (Suggestions)

We've previously discussed ...

What has happened since then?

Why is the behaviour continuing?

What is preventing you from making good choices?

What can change to help you make better choices?

## **Rationale**

Masterton belongs to every member of the school community. Every child and every adult has the right to feel valued and part of the school. They have the right to feel respected and be treated appropriately. Each individual is responsible for his/her own behaviour. As adults we model positive and acceptable behaviour. We expect all members of the school community to live by the agreed values.

Fundamentally the aim of the behaviour policy and underlying principle is that at Masterton we want our pupils to be safe, happy, healthy and receiving the best possible education. This is in line with the school values of Responsibility, Respect and Honesty.

## **Aims**

- For all pupils to feel happy, safe and excited about coming to school.
- To foster a caring, supportive community whose values are built on trust and respect.
- To promote a safe, secure and stimulating environment for everyone.
- To provide a structure where good behaviour is promoted and celebrated.
- To develop good relationships between pupils and staff and strong links with home.
- To put the interests of **all** pupils at the heart of our policy.
- To ensure consistency of approach across the school at all stages.

## **Behaviour Blueprint**

Our 'Behaviour Blueprint' is based upon the 'Pivotal Approach' to behaviour management with a stepped approach to behaviour management. The Behaviour Blueprint provides a clear and unambiguous approach to the steps we use and consistency of approach.

## **Recognition**

An important part of our approach is the focus on Recognition rather than reward. At Masterton we expect all our children to behave well and therefore focus on recognising behaviour that is over and above for each child. We want children to take responsibility for their learning and put great effort into all they do because they are motivated and willing to put the effort in to continuously improve. We recognise that many reward systems are inconsistent and intrinsically motivate children rather than focus on what they are actually doing well.

## **How We Show This**

1. At assemblies through Stars and House Points.
2. Doubling up praise.
3. Achievement Board.

Alongside these 3 ways we also use:

Non-verbal praise such as a smile or positive body language.

Verbal praise (genuine, specific and all children must receive some).

Special mentions by staff to parents / carers.

Being chosen for 'special jobs'

Sharing work on the school website.

Stickers.

Recognition, certificates and badges for 'Over and Above'.

Recognition in assembly for achievements outside of school.

It is essential that all children receive positive encouragement and gain positive consequences . Relationships and building fair and consistent high expectations of behaviour are key principles of our school values and policies.

### **Sanctions**

We recognise that we do not always know what experiences a child has had prior to coming to school or during different parts of the school day. It is extremely important that we are welcoming and positive and that the children feel we are firm, fair and that we 'like them'.

If a child does not behave in line with our expectations we have a clear side of stepped, scripted sanctions. All staff are expected to use this to manage children's behaviour. We understand that some of the more extreme behaviour is not personal against ourselves although it may feel like that sometimes.

### **Serious Incidents**

**These must be reported to the HT / DHT.**

Any incidents involving a physical altercation or a pupil speaking aggressively / inappropriately may be dealt with outside of these steps.

This will be investigated and a decision on how to proceed will be made taking into account all evidence. This could include removal of breaktimes / lunchtimes as well as not being allowed to represent the school.

In cases of extreme violence parents will always be informed verbally by phone call or via a request to meet with the HT / DHT.

### **Exclusion**

The decision to exclude a pupil from the school is never taken easily and requires serious thought to consider the consequences of the exclusion. The right to exclude a child is at the

direction of the Director of Education. This has been delegated to the Headteacher of schools in Fife. Fife Council's Policy on exclusion of pupils (2018) is available to all parents and is constructed within a legal framework which is followed in every case. Although rarely used at Masterton it is only used as a last resort and provides time for all parties to consider the best way forward.

S Humphries, December 2024