



POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

“Promoting positive attitudes and choices towards learning”.

Masterton Primary School

September 2026

Aims

At Masterton Primary School we aim to create a welcoming and nurturing environment where all learners are included, and have their values and rights respected.

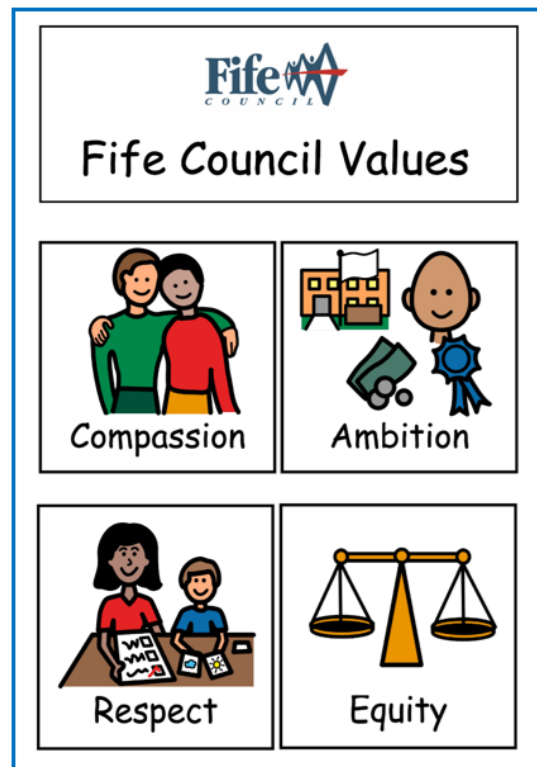
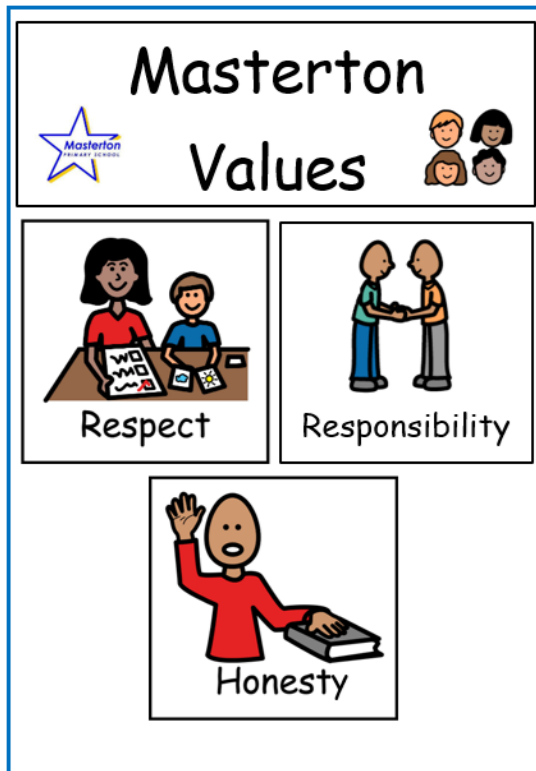
As a school community we share the values of **Respect, Honesty, and Responsibility**, and we seek to represent these values in our day-to-day interactions, in and beyond our school.

We aim to:

- ✓ Create a calm, purposeful, safe and happy environment.
- ✓ Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing boundaries for unacceptable behaviour.
- ✓ Encourage each child to take responsibility for their own behaviour.
- ✓ Ensure we all show respect for individuals, valuing self and others are high priorities. The development of children's self-esteem is an important part of our curriculum.
- ✓ Raise children's standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meet the needs of all learners.
- ✓ Enable staff to work together with children to provide a positive, supportive approach to help reinforce expectations and develop self-regulation to enable all children to access the curriculum and participate in school life.
- ✓ Work in partnership with parents and carers to develop a consistency of approach towards positive behaviour and relationships.

We believe that our aims are achieved when:

- ✓ Clear expectations are established, understood and shared throughout the school.
- ✓ Encouragement, praise and rewards, both formal and informal, are key elements in promoting positive behaviour.
- ✓ A school atmosphere is maintained which is consistent and caring.
- ✓ The choice to behave is placed on the child, and children are taught how to make positive behaviour choices.
- ✓ Children are provided with good role models.
- ✓ Consequences are directed at the action and not the child.
- ✓ Parents/families and school are in partnership to help children who need support to manage their own behaviour.



Pupils:

- ✓ Demonstrate our school values at all times.
- ✓ Follow class charters and school expectations.
- ✓ Strive to manage their own behaviour, making appropriate choices which allow children around them to learn in a calm, safe environment.

Parent/Carers:

- ✓ Encourage children to respect the diversity of our community and our school.
- ✓ Model the school values.
- ✓ Ensure children attend school, arrive punctually and in school uniform.
- ✓ Support the school's policy and systems to promote high standards of behaviour at school and at home.

Staff:

- ✓ Model the school values to pupils, parents and each other at all times.
- ✓ Follow the school systems and policies consistently.
- ✓ Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child has learning opportunities appropriate to their level of ability.

How will we achieve our aims?

Class Charters

Staff have worked with children in their class to agree and create class charters. Charters are based on positive statements and children will have ownership of the chosen language. This is in line with our Rights Respecting School journey. Charters are displayed in every class, are regularly referred to, and form a central part of the positive ethos within our school.

Celebrating Success and Achievement

At Masterton Primary School, we believe that recognising and celebrating success helps to build confidence, motivation and a positive school culture. We are committed to ensuring that all children have opportunities to be recognised for their achievements, efforts and contributions both within and beyond the classroom.

Success and achievement are celebrated regularly through weekly assemblies, classroom recognition, displays, and school communications. A key feature of our celebrations is the presentation of weekly certificates, which are awarded by teachers and pupils to recognise individuals who have demonstrated our school values of **Honesty, Respect and Responsibility**.

Certificates are also awarded to recognise learners who demonstrate the four capacities of Curriculum for Excellence by becoming:

- **Successful Learners**
- **Confident Individuals**
- **Responsible Citizens**
- **Effective Contributors**

Staff and pupils are encouraged to identify and celebrate examples of positive behaviour, effort, resilience, teamwork, leadership, kindness and personal achievement. Recognition is inclusive and reflects the diverse strengths, talents and successes of all learners.

By celebrating success and achievement, we aim to foster a sense of belonging, encourage aspiration and support every child to recognise their own progress and potential.

Engagement in Learning and Positive Behaviour

At Masterton Primary School, we recognise that positive behaviour is closely linked to high levels of engagement in learning. When learners understand the purpose of their learning, feel involved in decision-making and can see their progress, they are more likely to participate positively, demonstrate responsibility and contribute effectively to the learning environment.

To support this, all learning is delivered through our four-part teaching model, which actively involves learners throughout the learning process:

1. **Sharing and Co-creating Learning Intentions and Success Criteria**

Learners are supported to understand what they are learning and why it is important. Where appropriate, learning intentions and success criteria are co-created with pupils to develop ownership, clarity and motivation.

2. **Discussing the Learning and Teaching Strategy**

Teachers and learners discuss how learning will take place, including the approaches, resources and activities that will be used. This helps learners understand expectations, make connections in their learning and engage more fully in lessons.

3. **Learning Dialogue and Active Participation**

Learners are encouraged to ask questions, share ideas, collaborate with others and take an active role in their learning. Positive relationships, clear routines and high expectations support all learners to engage respectfully and confidently.

4. **Agreeing Plenary and Feedback Approaches to Inform Next Steps**

Learners are involved in deciding how they will reflect on, evaluate and share their learning. Through effective plenaries, self-assessment, peer feedback and teacher feedback, learners identify successes, recognise areas for improvement and agree next steps in their learning journey.

By involving learners in these key aspects of the learning process, we promote a sense of belonging, responsibility and achievement. This proactive approach supports positive behaviour by creating engaging learning experiences where learners feel valued, respected and empowered to succeed. Through this shared commitment to learning, our school values of **Honesty, Respect and Responsibility** are consistently reinforced in both classroom interactions and wider school life.

House Points System

Our house points system promotes positive relationships and behaviour by instilling a sense of identity, belonging and teamwork and by promoting the importance of our values and positive behaviour choices.

Bruce Canmore Carnegie Wallace

Pupil house and vice captains lead and encourage house members across the school. House points are collected, and totals shared during weekly assemblies. At the end of each school term, the winning house receives a house treat. At the end of the school session, the overall winning house receives an end of session treat and our house trophy.

Improving Behaviour - When things go wrong

From time to time things will go wrong with relationships and/or behaviour as children grow and learn. When this happens we will use **Restorative Conversations**.

Restorative Approaches

Schools are complex institutions, where there will always be competing ideas, tensions, and personal disagreements. Restorative practices offer ways for the pupils and staff to manage these fairly and positively, to prevent conflict and harm but still allow for the expression of difference.

Restorative approaches are very effective when harm has been caused as they provide a framework for adults and pupils to discuss what has happened, the impact or effect of this and to plan a clear way forward together.

A restorative approach is all about relationships – making, maintaining and when necessary repairing relationships. The restorative approach supports the victim, giving them a voice, as well as listening to those who have harmed relationships or property, while working together to reach a resolution.

We aim to equip our children with different strategies which they can use when they meet conflict or tension, allowing them to reach decisions calmly and resolve conflicts quickly and fairly, while maintaining and repairing relationships independently.

- What happened?
- What were you thinking/feeling?
- Who has been affected/hurt?
- What needs to happen now to put things right?
- Are you happy with how it has been sorted?

Consequences

Should a child choose not to follow our core values all staff are expected to deal with them in a calm and consistent manner and follow agreed procedures.

- Reminder/initial discussion with the child explaining why the behaviour is inappropriate, reminder of our school values.
- Discussion between pupil and SLT.
- Consequences will be related to actions directly, e.g. unsafe behaviour in the playground may result in finding a safe space indoors with an adult.
- If persistent unacceptable behaviour continues, including putting self and others at risk of harm, a personalised pro-active management protocol will be created between home and school, working together to support the child

Reasonable adjustments

As an inclusive school we have children who come to school with additional support needs. We recognise it is our legal duty under the Equality Act 2010 to prevent pupils additional support needs from being a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In such cases we will work closely with the families and partner agencies to plan accordingly. Our primary focus will be to ensure the safety and wellbeing of all.

Anti-Racism Commitment

Masterton Primary School has a zero-tolerance approach to racism in all forms. Any incident involving racist language, behaviour or discrimination will be treated seriously by all staff and recorded on the SEEMIS file of the child displaying the behaviour, in line with local authority guidance. We are committed to ensuring that children who experience racism feel believed, supported and safe, and that appropriate restorative and protective measures are put in place. Our approach focuses on repairing relationships, addressing prejudice and ensuring that all members of our school community are treated with dignity and respect.

Anti-bullying

We work with the local and national approach to anti-bullying and follow the guidance as set out within Fife Council's Anti-bullying Policy (Jan 26) and the Respect For All campaign.

[Revised Fife Anti-bullying policy - Final draft Jan 26 \(1\).pdf](#)

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of agency. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (RespectMe, 2015)

Bullying is never acceptable and is a breach of the UN Convention of the Rights of the Child. It can affect a young person's confidence, resilience, participation and attainment. Bullying can also prevent children and young people from experiencing opportunities for personal development within and beyond school. In school we work with every child to support them to become well rounded individuals who are kind and respectful to all.



For further information regarding the national approach to anti-bullying, see the Scottish Government website:

[Respect for All: national approach to anti-bullying - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Respect For All aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying; regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying.

Central to this, Respect For All is underpinned by the values of:

Fairness, Respect, Equality, Inclusion.

These values closely link with our own and will help ensure that children and young people feel safe and secure and are able to build up strong and positive relationships with peers and with adults.

What do we mean by bullying?

Bullying is behaviour that can harm people physically or emotionally, and although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

Being called names, teased, put down or threatened face to face/online

Being hit, tripped, pushed or kicked

Having belongings taken or damaged

Being ignored, left out or having rumours spread about you (face to face/online)

Sending abusive messages, pictures or images on social media, online gaming platforms or phone

Behaviour which makes people feel like they are not in control of themselves or their lives (face to face/online)

Being targeted because of who you are or who you are perceived to be (face to face/online)

Prejudice-based bullying

Bullying behaviour may be as a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards a disability or faith.

Online bullying

Online bullying should not be treated differently from face to face bullying. Online bullying is often referred to as cyber bullying on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying effectively when we address it as part of our whole school approach, not as a separate area of work or policy.

When is it not bullying behaviour?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. Our Restorative Approach, allied with the Emotion Works programme is designed to support our children in developing this resilience.

What will happen in school?

If a pupil/parent brings an incident to the attention of a member of staff, the member of staff will deal with it as appropriate – this may involve a restorative discussion, supporting all those involved in making things right and repairing relationships.

If the incident is thought to have involved bullying behaviour, it will be reported to the school SPOC (single point of contact – Headteacher/Principal Teacher) who will record the incident on our school record-keeping system (SEEMIS).

A restorative approach will be used to deal with situations of bullying so that all involved can discuss what happened, the impact or effect of their actions and then plan a clear way forward together.

Pupils who experience or display bullying behaviour will be supported through our Positive Relationships and Behaviour Policy (this document) and through supportive and nurturing approaches throughout the school. Pupils will be supported by school staff, in partnership with parents/carers, to find solutions.

Parents and children are well informed about who to contact and what to do if they are worried about their child in school.