

# Cultercullen Primary School

## Promoting Positive Behaviour and Relationships Policy

### Our Vision, Values and Aims

#### School Values

#### **F.R.I.E.N.D.S**

**F** – Fun

**R** – Respectful

**I** – Inclusive

**E** – Eco

**N** – Nurturing

**D** – Determined

**S** – Supportive

#### School Vision

Growing Hearts, Growing  
Minds, Growing a Community



#### School Aims

Put the **fun** in learning.

Be **respectful** of ourselves and the rest of our community.

**Include** everyone – especially those who sit alone.

Environmentally aware and **Eco** friendly.

**Nurturing** in our approach to building inner confidence.

Be **determined** to succeed and get back up and try again.

Be a **supportive**, kind and welcoming community.

### So that we all feel healthy, happy, safe and have a positive environment in which to learn...

#### The adults in school will...

- Be good role models of positive behaviour at school.
- Know each of our pupils' stories.
- Be wise with our words, ensuring we do not label any of our children.
- Build trust with our pupils by listening to their opinions and views.
- Share positive moments with our pupils and their families to celebrate success.
- Be curious and ask questions to help us understand things.
- Recognise and apologise for our mistakes.
- Show love, care and patience towards everyone in our community.
- Facilitate time to speak about feelings and emotions openly.
- Provide safe places to calm when needed.
- Teach our children emotional regulation strategies.
- Recognise and celebrate positive choices through house points and star of the week awards.

#### The children will...

- Be kind to each other through our words and actions.
- If a peer is alone, go and ask them what they need and if I can help.
- Take part in lessons about positive behaviour and healthy relationships.
- Encourage each other to show positive behaviour.
- Recognise positive choices by nominating peers for house points and star of the week awards.
- Help each other when things are tricky.
- Include others.
- Teach each other how to be kind.
- Take responsibility for our actions and apologise for our mistakes.
- Listen and learn about emotional regulation strategies then use them in practice.
- Look after our school and our community.
- Follow our school values and support our peers to do the same.

#### The parents will...

- Be a good role model of positive relationships and behaviour for their child at home.
- Work with the school when there are challenges.
- Be supportive and willing to try new approaches if needed.
- Take part in learning opportunities with their children.
- Share consistent messages with their children.
- Be curious and interested in their children's time at school.
- Discuss feelings and emotions with their children and support them to manage these.
- Encourage their children to speak to their teachers.
- Educate their children on what positive relationships look like and how to identify bullying.
- Acknowledge that all children are just learning to manage their feelings and emotions and that the adults in their lives need to support them and guide them with that.

### Consider these perspectives

What do you need when you have been harmed or hurt? What do you need when you have harmed or hurt someone else?

We know we won't always get it right and sometimes we make mistakes. If this happens, we have agreed to...

- Use good communication to explain our expectations of behaviour along with how and why it should change.
- Use a restorative approach where we can separate the person from the behaviour.
- Focus on repairing relationships and returning to learning as soon as possible.
- Take responsibility for ourselves, our actions and for making it right.
- Accept that sometimes, we may need help to do this from a peer, an adult or a parent.
- Accept that there may be consequences (beyond a restorative conversation) however these will always be specific to the situation and to the individual needs of everyone involved.

### What might our restorative approaches look like?

The restorative approach is based on an understanding that relationships and conflicts are not only a normal part of life, but opportunities for learning about social skills and relationships. It recognises that within a conflict there are unmet needs and underlying levels of harm that need to be addressed in order to resolve the conflict. The restorative approach enables everyone affected to process and move on by inviting them to take responsibility for the impact and to be part of the resolution of conflict or harm caused.

#### Questions used to facilitate a restorative conversation

What happened?  
What were you thinking at the time?  
How were you feeling?  
What have you thought about since?  
How do you feel now?  
Who's been affected by what has happened? In what way?  
What do you think needs to be done to put things right?  
How can we make sure that this doesn't happen again? Do you need help to do this?  
Does anything need to happen now?

#### Following a restorative conversation

Once this conversation has been held, it is hoped that pupils return to learning with a better understanding of what went wrong and how to manage it differently in the future.  
Sometimes a restorative conversation is not enough to make a situation better and so there may be further consequences to reinforce the serious nature of an incident.

#### Consequences

These might include:

- Restricted break time (walking with an adult).
- Working in head teachers' office for short time to allow space and time to calm.
- Meeting between pupil and head teacher to plan for improvement, followed by regular check ins to monitor change.
- Phone call to parents to inform.
- Meeting with parents and head teacher to discuss and plan for improvement followed by regular check ins to monitor change.

### What is bullying?

Bullying is persistent, intentional behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can happen face to face and/or online.

Bullying behaviour 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.

Bullying is a form of behaviour and is separate from the person as a whole. Bullying behaviour requires consequences; the person requires support to make changes.

### How do we deal with bullying?

Bullying is always taken seriously. Any report of bullying will be dealt with immediately by:

- Recording of the incident,
- All individuals involved will be listened to and spoken with,
- Parents will be informed,
- A plan will be made for improvement,
- Monitoring of the situation will be ongoing,
- Reviews will be held regularly to ensure support has been effective for improvement.

In the most serious cases, the head teacher reserves the right to exclude a child from school. For more information, please follow the link. [Promoting-Inclusion-and-Reducing-Exclusions-in-Educational-Establishments-Guidance-2022.docx \(live.com\)](#)

## What our pupils say about our school



## What the inspectors said about our school

“The headteachers and staff have established a warm and caring ethos within Cultercullen School. The team are enthusiastic, supportive and highly committed to securing the best possible outcomes for children. They have a clear understanding of the social, economic and cultural context of their local community. The headteachers and staff have effective processes for communicating with all stakeholders. Children, parents and partners feel included, respected and valued.”

**As stated in our HMiE inspection in September 2023**

## Links to UNCRC

**ARTICLE 3:** The best interests of the child must be a top priority in all things that affect children.

**ARTICLE 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

**ARTICLE 28:** Discipline in school must respect children’s dignity.

**ARTICLE 29:** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

**This policy was created with input from pupils, parents, and staff in March 2024.**

**Review date: March 2026**