



# Cults Primary School and ELC

## Positive Relationships Policy



### Rationale



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To be reviewed Sep 2025





In Cults School we aim to create a positive learning environment where all learners, staff and parents and carers are treated with equality, fairness and respect. We recognise the strong link between effective learning and positive relationships and behaviour and we strive to maximise learning at all times.

Every member of the Cults community has a role to play in ensuring positive experiences are celebrated and learners are encouraged to be active participants in making good choices. In all restorative actions it is essential that learners are involved in the process, understand the consequences of their actions and know that it is the child's behaviour that is unacceptable and not them as a person.

**The role of school staff in this area is vital, it is essential that all of our learners are dealt with in an agreed and consistent manner.**

*A culture where learners and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by learner's rights and a focus on positive relationships across the whole school community.*

*Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)*

## Policy Aims

- To promote the Compassionate and Connected Community by fostering positive relationships
- To develop confident learners who demonstrate respect for the school values
- To develop learners' self-regulation skills and understanding of responsibility for their own actions
- To ensure consistency in approaches, resulting in shared expectations, allowing effective learning and teaching to take place

## National and Local Context

- *Education (Additional Support for Learning) (Scotland) Act (2009)*
  - *The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of support to learners in schools. Education authorities and other agencies have duties to identify, plan for and review the additional support needs of their learners. (Better Relationships, Better Learning, Better Behaviour)*
- *The Equality Act (2010)*



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- *Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)*
- *How Good is Our School (HGIOS4) (2015) and How Good is our Early Learning and Childcare (HGIOELC) (2016) 3.1 Features of highly-effective practice:*
  - *A shared understanding of wellbeing and learner's rights.*
  - *Stakeholders promote a climate where learners and young people feel safe and secure.*
  - *Staff and partners model behaviour which promotes and supports the wellbeing of all.*
  - *Staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.*
  - *Staff, learners and young people know, understand and use the wellbeing indicators as an integral feature of school life.*
  - *Staff and partners have created an environment where learners and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.*
  - *Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.*
  - *Staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all learner and young people*
  - *The curriculum provides learners and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.*
  - *Learners and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.*
  - *Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.*

## Whole school underpinning approaches to building positive relationships

### Compassionate and Connected Community

Within the Cults Community, we use nurturing approaches to create a safe, open and trusting environment which is ACE's aware and trauma informed. We will work to develop warm, empathetic relationships which provide challenge, clear expectations and structure to support our learners and their families.

### United Nations Convention on the Rights of a Child (UNCRC)

At Cults School we value and promote **all** rights of the child (appendix 2).

These rights underpin our relationships policy, with a particular focus on:

- **UNCRC Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect the learner.
- **UNCRC Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



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- **UNCRC Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **UNCRC ARTICLE 29:** learner's education should allow them to develop their personality, talents and mental and physical abilities to their fullest potential.

Article 12 ensures that children have the right to express their views, feelings and wishes in all matters. Opportunities for this include their class charter and shared language within the school. At the beginning of the year classes will create a class charter stating expectations of the relationships within the school environment. Shared language used by staff and learners will reflect the school community's co-constructed values and aims.

### Getting it Right for Every Child

We use bi-termly SHANARRI reflections to allow learners to share how they are feeling in and out of school and promote dialogue between learners and their teachers. These reflections are documented and any inconsistencies are followed up. We build positive relationships with our learners which allows us to assess their individual needs and plan and provide for necessary support, including outside agencies and meetings where appropriate (appendix 1).

### Anti-bullying and Safeguarding Policies

The school's Anti-bullying and Safeguarding policies link directly to building and maintaining positive relationships.

### School Values (appendix 3)

- **Ambition**
- **Equity**
- **Fairness**
- **Honesty**
- **Respect**

All learners have a shared understanding of the School Values, which are clearly displayed throughout the school. Shared language is used to encourage discussion of these and learners are rewarded/praised for demonstrating our values. School values are used in restorative discussions.

### Opportunities to celebrate achievement

- Rewards e.g. Class 123, table points, marble jars
- Learning Journeys
- Positive Relationships Strategies
- Class Awards



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- Wow walls
- Achievement wall
- Unit achievement assemblies/stars of the week
- Head Teacher newsletter
- Twitter
- Shared achievements on Google Classroom
- Pupil Voice Groups
- Learning celebrated within classrooms and across year groups
- School reports
- Parent/Carer Consultations
- Open day event
- Sent to a member of the Senior Leadership Team

### Leadership opportunities

All learners are given opportunities and encouraged to take an active role in the life of the school. Examples of these leadership activities are:

- P7 buddies
- P7 leadership roles
- Pupil Voice groups e.g. Rights Respecting Committee, Eco Committee , Fundraising Committee , Health Committee, Year Leaders and Pupil Council
- Roles within classrooms/ELC
- Class buddies and paired teaching across stages
- Group work across the curriculum

### An Empowered System

*An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.*

*Education Scotland 2021*

### Staff will ...

- develop positive relationships - be approachable and supportive
- provide opportunities for learners to share feelings and emotions
- will ensure learners feel safe and secure in their setting by promoting and encouraging the school values
- use consistent, solution focused language
- contact, discuss and liaise with parents/carers about individual problems



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### Senior Leadership Team (SLT) will ...

- lead assemblies where learners can be reminded about good practice, attitudes, school expectations and our school values
- recognise and reward positive behaviours through verbal praise, individual stickers and certificates
- support class teachers by discussing and advising on class organisation, positive relationship strategies, curriculum and pupil behaviour
- liaise with support staff and other agencies if necessary, e.g. Educational Psychologist
- contact, discuss and liaise with parents/carers about individual problems not resolved by class teacher
- act immediately to inform parents/carers in the case of serious misdemeanours (in line with ACC procedures)
- Ensure stakeholders will be provided with opportunities to engage with training around the policy

*Within the Curriculum for Excellence and General Teaching Council for Scotland standards all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in: establishing open, positive, supporting relationships across the community, where learner and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives promoting a climate in which learner and young people feel safe and secure modelling behaviour which promotes health and wellbeing and encouraging it in others using learning and teaching methodologies which promote effective learning being sensitive and responsive to the wellbeing of each child and young person.*

*Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)*

*When supporting learner and young people's behaviour within the context of nurturing relationships nurture principle five – all behaviour is communication is of key importance. This means that all staff reflect on the reasons for underlying behaviours to support them to consider how best to support the child/young person and meet their emotional needs. School rules or charters which are created in collaboration with learners, should be clearly articulated and shared with parents. Clear boundaries are important for all young people to provide emotional security. Where consequences are used they should be proportionate with a focus on repairing relationships.*

*Applying Nurture as a Whole School Approach*

### Learners will ...

- Demonstrate the school values, use manners and be polite.  
Reflect on how it is always better to work with someone rather than against someone.
- Be kind and treat everyone with equity and fairness and trust that adults are doing the same.
- Use a strategy if they are struggling to build positive relationships such as: walk away to a safe place when needed; use calming strategies; ask a trusted adult or peer for help; remember that compromise can be an option; talk calmly to others if you are angry or upset.

### Parents/Carers will ...





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- Have an awareness of the policy and where possible, will try to engage with the training opportunities provided by the school.
- Use language between home and school, which reflects the aims and ethos of this policy.
- Contact, discuss and engage with school about individual concerns and encourage children to trust that they will be supported and that staff will do their best to deal with the concerns.
- Endeavour to understand that working in partnership with the school in regard to unacceptable behaviour will create a consistent approach and therefore more likely to result in a positive outcome.

*Schools should engage directly with parents and carers and foster a positive and inclusive environment where parents and carers are encouraged to work in partnership with the school to develop consistent messages.*

*Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)*

### School Ethos

**Cults Primary aims to provide a safe and engaging/nurturing/inclusive environment with a focus on positive relationships across the whole school community.**

**All members of staff will reinforce consistent messages through a shared understanding of wellbeing and a shared language.**

### Learning and Teaching

Positive relationships are key to successful learning and teaching in school. All adults in school have a responsibility to set a positive example for learners by:

- modelling appropriate behaviour and good manners
- treating young people with respect and kindness
- giving praise where it is due
- encouraging application to learning by enthusiastic and motivating teaching
- setting high expectations for all
- celebrating achievement and success
- setting up and maintaining a calm, supportive and secure environment, which may involve a 'go to' safe, quiet space (Zen Den, Calm Space)
- using consistent classroom management appropriate to age and stage
- using HWB/Circle Time lessons, regularly and responsively, to air, share and resolve issues
- Golden Time
- applying the school's Positive Relationships Policy consistently

### Expectations within classrooms





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Learners should know what they are expected to be doing and why they are expected to do it. It is the responsibility of all adults in the classroom to recognise the importance of a quality learning environment, which can be achieved by the promotion of positive relationships, good classroom organisation and management. The school values promote positive behaviour and are clearly displayed in a prominent place in the classroom and all learners understand how the system works. Staff will encourage self-regulation through the use of calm spaces which are consistently used in all classrooms.

Where a situation arises in class it is dealt with, in the first instance by an adult in the classroom. When appropriate, staff seek advice from a colleague or alternatively speak with a member of the Senior Leadership Team.

### Expectations throughout the school building

The responsibility for learners' behaviour in these areas is a collective one. In the interest of safety, and to ensure order is maintained, staff and learners must ensure that school expectations and values are adhered to at all times.

Learners will be reminded to follow the one way system by being told to stay on the left. To safely move through the building, learners and staff will be walking at all times. Classes moving through the school will be in calm and orderly lines.

Doors should be held open for all members of the school community when practical, respecting the needs of everybody.

All members of the community will be respectful of all shared spaces in schools. Examples of this will be picking up any fallen displays, leaving the cloakrooms tidy, not leaning on the work of learners and remaining quiet so as to not disturb other learners.

### Expectations during lunchtime and intervals

Pupil Support Assistants supervise during the lunchtime and breaks and generally deal with any unacceptable behaviour when it arises. Issues that have been dealt with outside will be recorded and a note of this will be passed onto the Class Teacher. The Class Teacher may maintain a log of recorded incidents, which may be shared with parents/carers.

Some learners do find playtimes difficult and we use a range of strategies to support these learners. These include providing additional support, or, in some cases, a temporary alternative to the playground environment. These strategies support the mental, emotional, social and physical wellbeing development of learners and should not be seen as punishment.

Pupil Support Assistants (PSAs) supervise learners in the playground. As well as ensuring learners' safety in the playground they encourage and support fun and friendly play, help to resolve minor squabbles and provide security for learners who find the playground situation difficult. The playground is a more informal and unstructured environment than the classroom, however, to



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ensure a happy and safe playtime for all, it is essential that all learners observe the agreed school values in the playground and that they comply with instructions from adults working in the playground with them.

The PSAs will report inappropriate or dangerous behaviour to the class teacher. The class teacher decides whether the incident may be dealt with in class or if the incident requires a member of the SLT. In extreme cases where a learner/s cannot be left, the PSA will bring them directly to an SLT member and will notify the class teacher.

Occasionally it may be appropriate to place a child on playground exclusion. This is generally used as a sanction for poor playtime behaviour and may extend to a whole week, supervised by a member of SLT and parents/carers notified. The length of playground exclusion will depend on circumstances. Very rarely a learner who is finding playtimes particularly challenging may be kept out of the playground situation for a short time and supported to find strategies for managing their ability to make good choices and cooperating with others with a view to reintegration as soon as possible.

### Expectations during school trips

For all outings normal school values and expectations apply. Teachers should deal with incidents on the spot. Serious incidents should be reported to SLT on return to school.

### Courtesy

All members of our school community should treat all others with courtesy and respect at all times. This is taught and is modelled by adults and learners alike to ensure consistency throughout our community. Our school aims and values and the UNCRC underpin this.

### Golden Time

Golden Time is a positive incentive. Staff will use their professional judgements in implementing and coordinating Golden Time. This may not be used as a strategy in all classrooms and may look different across year groups. If a learner is not demonstrating the school values, Golden Time may be removed.

## IMPLEMENTING THE POLICY

Staff will follow agreed procedures for dealing with unacceptable behaviour and supporting the building of positive relationships. Universal and/or targeted restorative approaches may be used. Where unacceptable behaviour is repeated or learners are struggling to build or maintain positive relationships, staff follow a staged intervention guide, with interventions chosen to suit the needs of the child. These will often be implemented in collaboration with the parents/carers and reviewed as needed. Age appropriate and relevant consequences will be needed at times, during which a strong understanding and partnerships with the school is essential.



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## MONITORING, EVALUATING AND REVIEW

- At the start of each session, staff meeting time is given to reading and discussion of the policy
- Discussion with all staff, e.g. forward planning, staff/department meetings
- Observation of policy in practice
- Formal recording/monitoring of incidents and exclusions
- Feedback from learners, parents/carers and school community members



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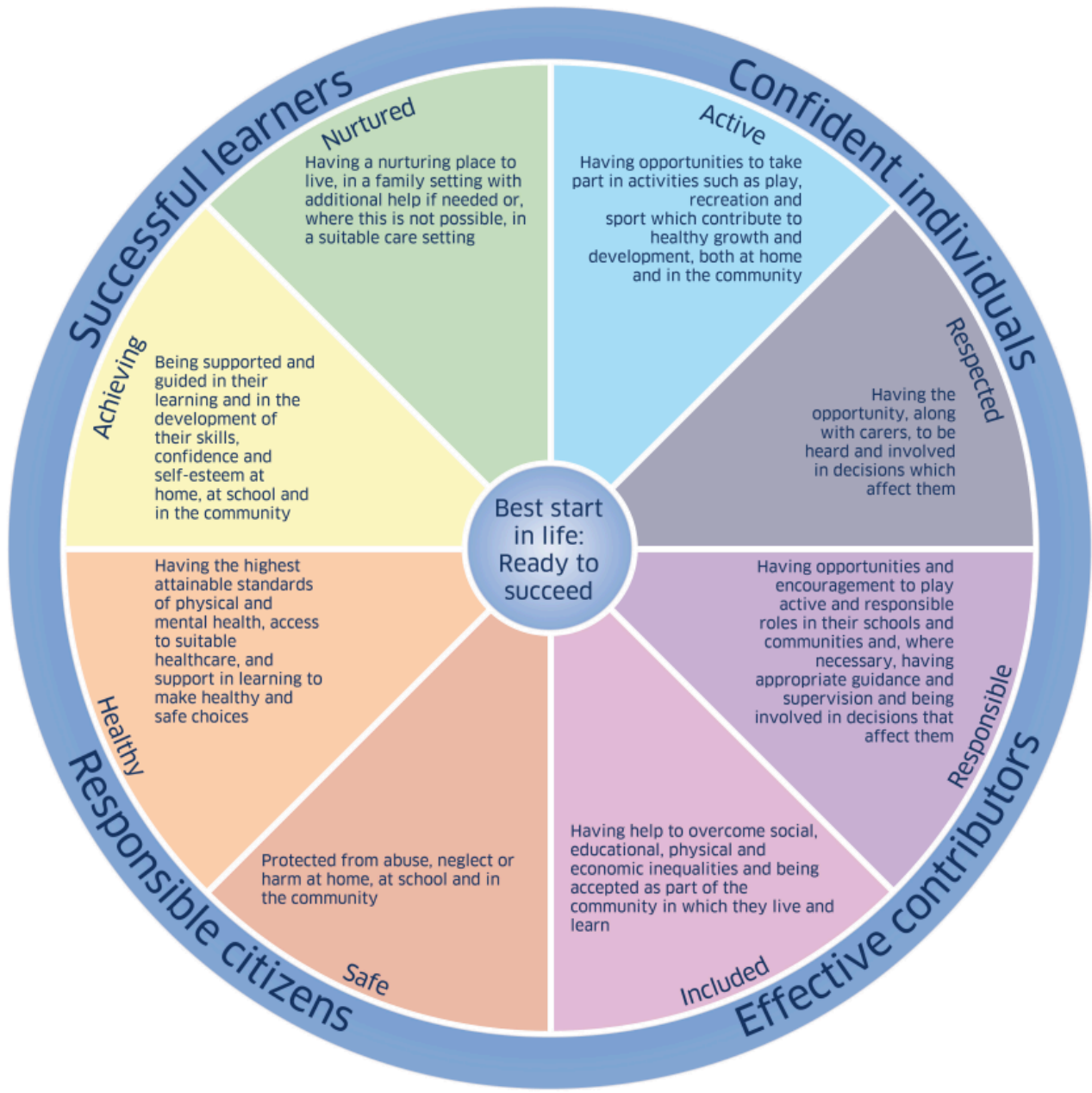


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Appendix 1





Appendix 2



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## Making the links

### United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (UNCRC) was produced in 1989 specifically for children, recognising the special care and protection they need throughout childhood. The Convention sets out these rights in 54 Articles and three Optional Protocols.

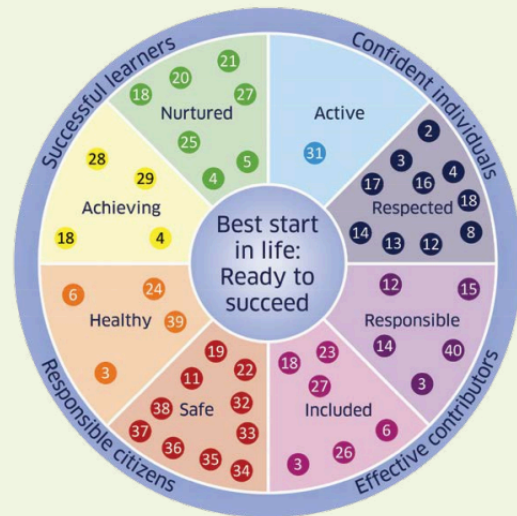
Every child is entitled to the **protection, provision and participation** that these rights seek to uphold; it is the responsibility of every adult working with children to be effective **duty-bearers** of these rights, and to ensure that children are able to claim their rights through opportunities for learning and participation.

#### The four core principles of the convention are:

- Non discrimination
- Devotion to the best interests of the child
- The right to life, survival and development
- Respect for the views of the child

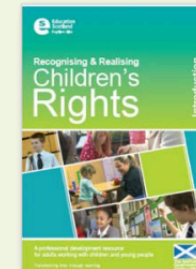
Children's rights clearly relate to their wellbeing. If we value children and young people's rights then we must provide a learning community which makes them feel included, where their achievements are valued and celebrated and where their **voice is heard**. To ensure we take practical approaches to support children and young people, the UNCRC/GIRFEC approach would encourage practitioners:

- To consider each child as an individual with their own needs, risks and rights
- To engage and involve the child as far as practical in discussions and decisions which affect his or her future
- To seek out and consider the voice of the child
- To plan and review activity to improve outcomes based on wellbeing



**UNCRC: The foundation of Getting it right for every child**

UNCRC: The foundation of Getting it right for every child links each of the Articles to the wellbeing indicators.



### Recognising and Realising Children's Rights

This interactive training resource aims to develop participants' knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) with the purpose of promoting rights-based values, attitudes, skills and practices among those adults who have a duty of care for children and young people.



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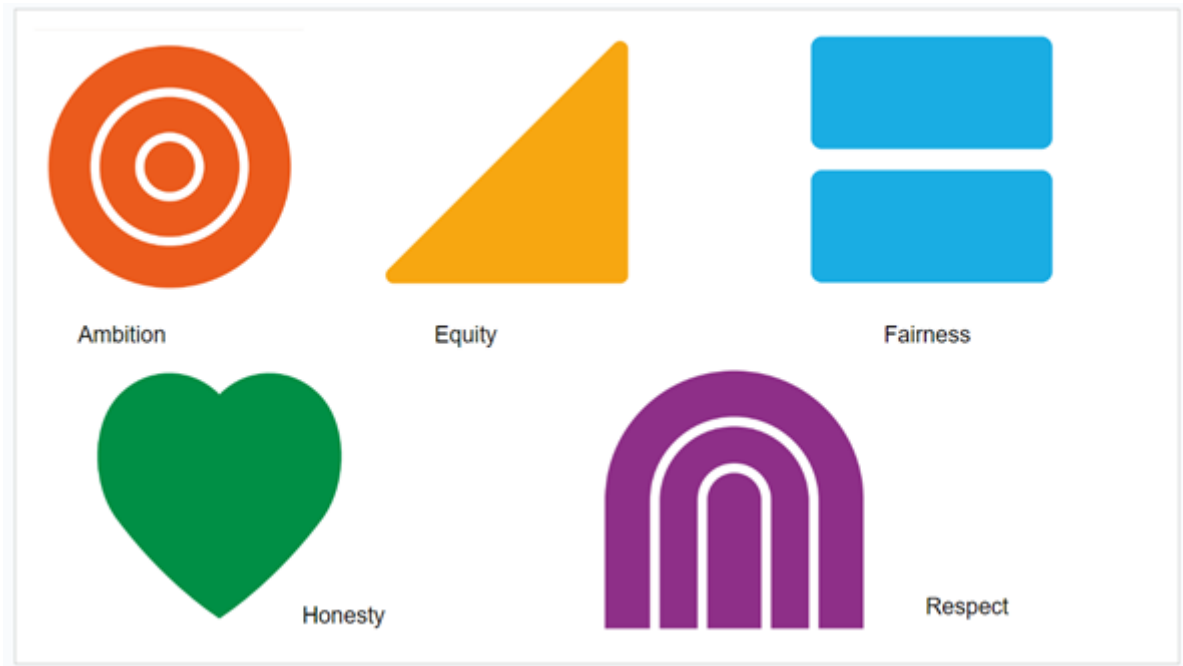


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Appendix 3 - School Values



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# Cults Primary School and ELC Positive Relationships Policy



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