

## **Cuiken Primary Positive Relationships Policy-DRAFT**

This policy was created by staff, pupils and grown-ups from home. It underpins our values of being safe, being kind and aiming high. This policy has children's wellbeing at the heart of it and reflects the values and principles of the Convention of the Rights of the Child. It is informed by the national policy GIRFEC (Getting It Right for Every Child) where all staff focus on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. This is done through adopting a whole school nurturing approach. The 6 key nurturing principles are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language as a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

We put these principles into practice in a number of ways:

- 3 consistent rules throughout the school 'Be Safe, Be Kind, Aim High'
- Meet and Greet- children welcomed individually to class each morning to ensure a feeling of connectedness
- Shared language around learning- Cuiken Toolkit
- Role Model of the Week- celebrating achievements
- Wider achievement class books and assemblies
- Recognition boards- celebrating achievements
- Restorative conversations to help resolve any conflict
- Bubble Time- opportunity to have 1:1 chat to adult in school to share any worries
- Clear structures in each class to support learners to regulate their emotions- emotional check-ins, thinking time, time out spaces
- Together time to promote opportunities to play and build relationships
- Circle Time focused on wellbeing indicators and developing empathy
- Access to My Space counselling service
- P6 Playground Buddies and Mediators
- Positive playground plan to promote play and feeling included
- A whole school approach taught in class and assemblies to cover key aspects of the Health and Wellbeing curriculum. This approach also links

to the wellbeing indicators and UNCRC articles- 'Building Resilience: Promoting mental, emotional, social and physical wellbeing'

- Nurture groups
- Tracking and monitoring of behavioural needs to identify triggers and plan for support
- Strategy sheets and behaviour plans to support pupils with additional needs

### **Equalities and Anti-Bullying Information:**

Within our community we promote acceptance and understanding of one another and value diversity to promote positive relationships. We recognise the effects that bullying and discrimination can have on children's feelings of self worth and are committed to eliminating all forms of bullying and discrimination.

#### **Definitions**

##### **Bullying**

"Bullying...can make you feel frightened, threatened, left out and hurt. Something only needs to happen once for you to feel worried or scared to go to school or other places you enjoy going to. Just because someone doesn't realise how hurtful their behaviour is doesn't mean it is not bullying." (Respectme)

##### **Equalities**

The Equalities Act 2010 states it is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics. Looked-after children, young carers and children and young people from poor backgrounds can also be included as equalities groups.

## **Racism**

"A racist incident is any incident which is perceived to be racist by the victim or any other person" (Police Scotland)

**What should happen if a child feels they are being bullied or discriminated against in any way?**

- Talk to a grown-up at home or trusted adult in school as soon as possible
- Grown-ups at home to share any worries with adults in school as soon as possible
- Staff will be solution-focused and offer support to all involved. They investigate all incidents and consider sensitively what action should be taken- this may be a restorative conversation, using curricular opportunities to raise awareness and teach empathy, inviting grown-ups from home in to discuss incidents and the use of the behaviour monitoring forms
- Adults in school to inform HT/DHT of any bullying or discrimination incidents for them to log
- All reported incidents are reviewed at Senior Leadership Team meetings to ensure close monitoring of the situation

## **Cyberbullying and bullying outside the school premises**

We know that bullying can occur outside the school gates and via mobile phones and social network internet sites. When a child tells us of bullying off the school premises we will:

- Talk to the child (and grown-up at home if required) about how to avoid or respond to bullying outside of school
- Consider additional support, police involvement and child protection procedures
- Talk to the head teacher of another school if children from another school are involved

## **Evaluating and Reviewing our Policy**

We will evaluate this policy using a variety of measures including examining staff, grown-ups at home and children's views from surveys or questionnaires and the number of incidents that are reported. This policy is due for review in Jan 2022.

