



# Promoting Positive Behaviour Policy 2025-26

**“Bullying is both behaviour and impact; the impact is on the person’s capacity to feel in control of themselves. This is what we term 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

In St Cuthbert’s Primary School, the whole school community and Parish are committed to supporting the formation of the whole person. We have an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. As a Catholic school, we are a community of faith and learning, which helps our young people to come to know Jesus Christ as the son of God, to become familiar with His teaching and to use their own talents in order to give personal witness to Him in their daily lives.

The catchment area of St Cuthbert’s Primary School is very diverse and children from every decile in Maybole and the surrounding villages are represented within the school.

We want children to be safe, included, responsible, respected, active, nurtured, achieving and healthy. We believe that the positive promotion of the physical, emotional and social health and wellbeing of our children and their families has a direct impact on the attainment and achievement of children.

We want to support the development of a positive and respectful ethos within our school and so this policy will explain our behaviour policy and actions we take in order to support those who experience and those who display bullying behaviour.

St Cuthbert’s Primary School:

“We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, develop into confident individuals, effective contributors and responsible citizens”

Rachael McCallum

Head Teacher

To prevent bullying type behaviours in school, we consider the following 5 policy frameworks:

### Framework 1: The United Nations Convention on the Rights of the Child (UNCRC)

#### Bullying is a Breach of Children's Rights.

St Cuthbert's Primary School is very proud to be a Gold Rights Respecting School (RRS). The UNCRC is at the heart of the school's planning, policies, practice and ethos.

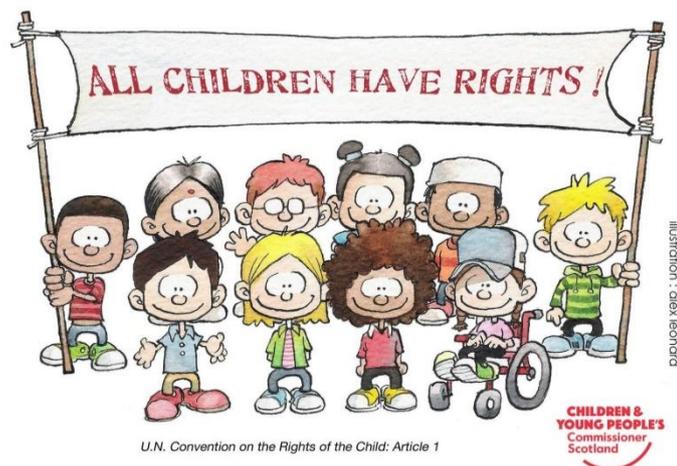
*The UNCRC, article 2 states (without discrimination) "the convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from".*

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others.

They have a right to respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt and mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect their own and other cultures.

Bullying behaviour goes against many of the United Nations Convention on the Rights of the Child articles and may prevent children and young people from enjoying their full rights and developing their full potential in learning and in life.

As a South Ayrshire school, we believe Education is an environment where children and young people's dignity should be respected at all times and where personality, talents and abilities should be encouraged to shine and be celebrated.



## Framework 2: A Charter for Catholic Schools in Scotland

St Cuthbert's Primary School is a Catholic denominational school and as such, all staff within the school follow the aims set out within this charter. As such, we have a commitment to the integrated education and formation of the whole person, in close partnership with *parents as the first educators of their children*. We create an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

*“Article 14 (freedom of thought, belief and religion) - Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.”*

## Framework 3: Getting it Right for Every Child (GIRFEC)

This sets out how agencies and professionals should work together to promote the welfare and rights of the children and young people, and ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included.



*“Article 3 (best interests of the child) - The best interests of the child must be a top priority in all decisions and actions that affect children”*

## Framework 4: Curriculum for Excellence

Children and young people are expected to achieve Health and Wellbeing outcomes as part of their learning experience. The area of key relevance is “Relationships”.



*Article 15 (freedom of association) - Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

## **Framework 5: The Equality Act 2010**

This act provides protection from discrimination, harassment and victimization based on a range of “protected characteristics”. These characteristics are defined in the Act as:

*Race, Sex, Disability, Sexual orientation, Religion or belief, Age, Gender reassignment, Pregnancy and maternity, and Marriage and civil partnership.*

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

*Care experienced children, Young carers and Children and young people living in deprivation.*



## The Equality Act 2010

*“Article 30 (children from minority or indigenous groups) - Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.”*

*“Article 23 (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.”*

## **So what does this all mean for St Cuthbert’s Primary School?**

After thorough consultation, a behaviour reward system has been developed to reward achievement and effort but also allow for reflection to behaviours that are impactful on the learning and well-being of all within our school. Within this policy, a number of initiatives and programmes will be explained and intertwined to ensure we are supporting the needs of all pupils: Mindfulness, Growth Mind-set and Restorative Practice. These will be in the forefront of how we deal with and manage behaviour, keeping in mind the expectations and responsibilities of staff, managers, pupils and parents/carers.

## Mindfulness

Mindfulness is noticing what is happening right now around you. Mindfulness helps us create space between a strong emotion and our actions. We learn to deal with positive and negative experiences more calmly and by making better decisions. When we pay attention to our thoughts and feelings, we can respond in a more effective way, without hurting our own feelings or the feelings of others.

In St Cuthbert's Primary School we are looking at ways to boost children's confidence in their ability and build a Growth Mindset in all of our pupils. Growth Mindset is all about what individuals believe about their ability to learn new things.

## Growth Mindset

*"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."*  
Psychologist Carol Dweck

A mindset, according to Dweck, is a self-perception or "self-theory" that people hold about themselves. Believing that you are either "intelligent" or "unintelligent" is a simple example of a mindset. People can be aware or unaware of their mindsets, but they can have profound effect on learning achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.

Dweck's educational work centres on the distinction between "fixed" and "growth" mindsets. According to Dweck, "In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort."

Pupils who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning.

Within school we ask 10 'What Questions' in order to develop a Growth Mindset in our children:

- (1) What did you do today that made you think hard?
- (2) What happened today that made you keep going?
- (3) What can you learn from this?
- (4) What mistake did you make that taught you something?
- (5) What did you try hard at today?
- (6) What strategy are you going to try now?
- (7) What will you do to challenge yourself today?
- (8) What will you do to improve your work?
- (9) What will you do to improve your talent?
- (10) What will you do to solve this problem?

We ask children to recognise their own Mindset and to be mindful of their own thinking and of the messages they send with their words and actions.

## Rationale

In St. Cuthbert's Primary, drawing from our Christian ethos, we aim to provide a safe, caring, purposeful environment in which pupils and staff will be treated with respect and the talents and contributions of all will be valued. We aim to promote positive behaviour at all times. At all times are pupils are reminded of their school values and to share examples of how they demonstrate the values of:

FAITH HONESTY RESPONSIBILITY OPPORTUNITY RESPECT

## Aims

- To promote positive self-esteem and self-worth in all members of the school community.
- To foster in pupils a sense of individual, values and shared responsibility.
- To promote behaviour which ensures a safe and happy environment for all.
- To encourage a supportive environment in which pupils feel able to acknowledge and accept personal responsibility for their actions.
- To lead pupils to an understanding that with rights and responsibilities there may also be consequences for behaviour choices.

## Whole School Approach

Encouraging self-discipline is a shared responsibility involving pupils, parents, the school chaplain and staff, working together to ensure that our children become confident individuals, responsible citizens, effective contributors and successful learners, ready to take their place in society.

In St. Cuthbert's Primary, we aim to support positive attitudes and behaviours in all our pupils. Working together, the pupils and staff established two whole school rules:

- **Keep hands, feet and unkind words to yourself**
- **Follow instructions the first time they are given**

The effectiveness of these rules will be monitored and may be changed or added to depending on the needs of the school.

## Why these rules?

School rules are necessary, not only to keep pupils safe and happy, but also to prevent behaviour which disrupts teaching and learning in the classroom and to maintain a positive learning environment where:

- Each session of the school day gets off to a good and prompt start.
- Teaching and learning time is not disrupted by behaviours such as, shouting out, interrupting etc.
- Pupils are prepared, organised and ready to learn.

## Procedures

### Celebrating the good

Here in St. Cuthbert's, we take pride in the many personal qualities of all of our children. Good behaviour, politeness, consideration for others, effort, talents and achievements are acknowledged and celebrated throughout the school by:

- Giving positive oral feedback to pupils who meet expectations of good behaviour.
- Sending an "On a positive note." home, via the pupil, to parents.
- The class teacher making a good news phone call home to parents.
- Open Door policy
- The class teacher talks to parents at the end of the day.
- Increase a greater sense of belonging through individuals earning stickers for their chart and "house points" for their house teams.
- Making sure that stickers once given cannot be taken away.
- Individuals earning positive points for their class reward system.
- "Hot Chocolate Friday"
- Whole school assemblies share good news and awards e.g. "Playground award" and "Star of the Week" are issued as well as celebrating birthdays and the wider achievements of the children.

### Learning from our mistakes – in the classroom

It is our intention to help children learn from their mistakes. Action taken to address misbehaviour does not need to be severe to be effective, but it must be clearly explained and understood by pupils. We recognise that staff attitude, fairness, and consistency are vital, and therefore we aim to ensure that St. Cuthbert's Primary is a no-shouting zone.

In the day-to-day discipline of the school, staff use **natural consequences** to help children understand the impact of their behaviour and make better choices. These consequences are proportionate, relevant to the behaviour, and explained calmly so that pupils can learn from the experience. Every day is treated as a fresh start.

- Examples of natural or logical consequences may include:
  - Restorative actions
  - Re-doing work that was rushed or deliberately spoiled
  - Helping to tidy an area that was disrupted
  - Apologising or repairing harm through a restorative conversation
  - Loss of privilege linked to the behaviour
  - Sitting away from peers if learning time has been disrupted
  - Temporary loss of equipment if it has been misused
  - Missing part of a preferred activity to complete unfinished work
  - Reflection opportunities
  - Completing a Think Sheet to reflect on choices and plan improvements
  - Spending a short period of time in a calm space to reset
  - Involvement of senior staff or parents when needed
  - If behaviour continues despite support, the child may speak with the Head Teacher
  - Parents may be contacted so that school and home can work together

To ensure consistency across the school, all staff apply natural consequences fairly, calmly, and in line with this policy.

## **Learning from our mistakes – in the playground**

During playtime and lunchtime, children are supervised by our School Assistant and management. Outdoor staff, in both primary schools, support all children. Management also supervises lunches to ensure that pupils can eat and play in a safe, calm environment. We aim to promote and maintain positive relationships in the shared playground we have with Culzean Primary, so it is essential that learners are clear about expectations and procedures.

Our goal is to provide children with opportunities to calm down, manage emotions, and understand the importance of sharing space and resources fairly. Pupils also have opportunities to play cooperatively at the MUGA and Astro pitch. When difficulties arise, playground supervisors use natural and logical consequences to help children

reflect on their behaviour and understand how it affects others. Every playtime is treated as a fresh start.

Examples of natural consequences at playtime may include:

- Restorative actions
- Helping to tidy or reset an area that was misused
- Re-joining a game only after agreeing to follow shared rules
- A restorative conversation with peers or staff to repair relationships
- Loss of privilege linked to the behaviour
- Temporary loss of equipment if it has been used unsafely
- Moving to a different area of the playground if a space has been misused
- Sitting out for a short reflective period to calm down and consider safer choices
- Reflection opportunities
- Spending a few minutes with a supervisor to talk through what happened
- Using a quiet space to reset before returning to play
- Completing a brief reflection with an adult if needed
- Involvement of senior staff or parents when appropriate
- If behaviour continues despite support, the incident may be shared with the class teacher
- Repeated or more serious concerns may be referred to the Head Teacher
- Parents may be informed so that school and home can work together

If misbehaviour in the playground becomes a repeated pattern, this will be monitored by the Head Teacher and discussed with parents to ensure a consistent and supportive approach.

### **On a more serious note**

In instances of violence, aggression, defiance, or swearing, the behaviour is considered a **RED**. The child will go directly to the Head Teacher, and parents will be informed. If serious misbehaviour becomes repeated, parents will be invited into school to meet with the Head Teacher so that we can work together to support the child in managing the pressures of school life more appropriately.

When a child is consistently behaving outside acceptable limits, a range of supportive measures may be put in place. These are designed to help the child understand their behaviour, develop self-regulation skills, and experience positive change. Depending on the needs of the child, the following strategies may be used:

- Small, achievable behaviour targets monitored by staff and shared daily with Parents
- Regular check-ins or counselling sessions with a trusted staff member chosen by

the child

- Identifying a behaviour buddy to model positive choices and offer peer
- Support
- Daily or weekly communication with parents to maintain a consistent approach between home and school
- Access to a calm, supervised space for cooling-off time when emotions become Overwhelming
- Support from external agencies where additional expertise is required
- Staged Intervention Paperwork (i.e. focused on behaviour, outlining tailored strategies and goals)

## **Equality and Inclusion**

This approach to discipline should promote equality and inclusion for the whole school community of St. Cuthbert's Primary enabling and encouraging everyone to develop self-discipline and self-awareness and ensure that our school is a welcoming, safe and happy place to learn.

### **Restorative Actions**

Restorative approaches offer us an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. Restorative Intervention gives pupils a structured opportunity to learn to manage shame and/or take responsibility for their behaviour by addressing any harm done, reconciling damaged relationships and by considering how future problems can be avoided.

We agreed that we would use restorative measures, either when the situation arose or later that day or the next when the situation had calmed and pupils were more settled and able to rationalise their thinking.

### **Reflective Actions**

To hold restorative conversations at an appropriate time and to also have accountability for actions, at St Cuthbert's, we will have a 5 to 10-minute reflection time on a Monday after break. For this to be consistent all children are made aware of the following process. Firstly, a warning will be issued to a pupil, which will draw attention to behaviours which are impacting the learning, safety or happiness of those around them. If a second warning is issued within a school week the pupil will be asked to attend reflection on the next Monday. Warnings are issued by all staff members in a consistent manner. Warnings are recorded in a folder stored within the staffroom.

## House Reward Points

In order to reward positive behaviour from pupils, House points are available. Children from all stages are divided into 3 houses.

Houses are as follows:

**Carrick**

**Culzean**

**Cassillis**

Each house elects' pupils as House Captain and Vice-Captain. Children receive points during each term for positive behaviour, for respecting school values and following RRS charters both during assembly and throughout the week.

Points will also be awarded to houses/individuals for class work, achieving or working on targets, dinner hall and playground behaviour, manners and for class and playground lines.

House and Vice captains are responsible for reminding their house to follow class and school charters in relation to RRS.

Children are each given a rewards chart. This rewards chart is filled up with stickers that can be rewarded to them by any member of staff working within the school. These will be given out as staff feel it best fits a situation. Once a child has a full rewards chart, they will be allowed to select a gift from the 'Prize Box' as well as earning their house 50 house points.

House points:

Full Rewards Chart	50
Star of the Week	200
Positive Notes	100
Curricular Awards	100

\*\*\*House points will be awarded in addition to this when it is deemed to be fitting

The house with the most points at the end of an academic year are rewarded with an Award Day everyone else is rewarded with a celebratory day.

## **Anti-Bullying**

At St. Cuthbert's we are committed to creating a safe, respectful and inclusive environment for all children. Bullying is behaviour—intentional or not—that leaves someone feeling frightened, anxious, humiliated or upset. It can be physical, verbal, emotional, relational or online, and may be based on real or perceived differences such as age, race, gender, disability, religion, sexual orientation or socioeconomic background.

Bullying can be subtle or obvious, and may have short-term or long-lasting effects on wellbeing. Examples include name-calling, exclusion, spreading rumours, physical aggression, damaging belongings, intimidation, extortion, and online abuse.

## **Roles and Responsibilities**

### **Head Teacher and Senior Leaders**

- Ensure clear anti-bullying policies and procedures are in place and understood by staff, pupils and parents.
- Provide staff training, including awareness of suicide-prevention language and approaches.
- Ensure all incidents are recorded and responded to in line with South Ayrshire guidance.
- Work with external agencies when additional support is required.
- Monitor patterns of bullying and evaluate the effectiveness of school responses.
- Pupils
- Treat others with kindness and respect.
- Report bullying to a trusted adult and use available supports such as worry boxes.
- Make safe choices online and seek help if something feels wrong.
- Support peers by reporting concerns and encouraging them to speak to an adult.
- Parents and Carers
- Familiarise themselves with the school's promoting positive behaviour policy
- Listen calmly to their child and explore options together.
- Work in partnership with the school and maintain communication until the issue is resolved.
- Avoid encouraging retaliation and instead support constructive solutions.
- Model respectful behaviour and promote a caring, compassionate ethos.
- Listen to children, take concerns seriously, and record incidents promptly.
- Challenge discriminatory attitudes and behaviours.
- Engage in ongoing professional learning related to bullying and wellbeing.

### **Preventing Bullying**

- We take a whole-school approach to prevention. This includes:
  - Anti-bullying week activities and awareness events
  - Assemblies and curriculum work promoting kindness, respect and rights
  - Circle time, Health lessons and nurture-based approaches
  - UNICEF Rights Respecting Schools principles
  - Posters, newsletters and pupil-led campaigns
  - Opportunities for peer support and positive playground relationships

- Children are encouraged to help keep each other safe by reporting concerns and supporting peers to seek help.

### Responding to Bullying

- All concerns are taken seriously and investigated promptly.
- Staff use professional judgement, evidence and the child's perspective to guide decisions.
- Confidentiality and impartiality are maintained, involving only those who need to know.
- Incidents are recorded in line with South Ayrshire policy.
- Restorative approaches, peer mediation or friendship support may be used where appropriate.
- Parents/carers are involved when necessary, and child protection procedures are followed if required.
- External agencies may be involved to support the child's needs.

Serious or repeated bullying behaviours may result in further consequences, including exclusion.

Should parents exercise their right to take further a complaint then they should follow South Ayrshire's "Listening to You" complaints procedure

Here are several useful websites available on the subject of bullying:

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.respectme.org.uk](http://www.respectme.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.cybermentors.org.uk](http://www.cybermentors.org.uk)

[beautifulinsideandoutsocio@gmail.com](mailto:beautifulinsideandoutsocio@gmail.com)

Cyberbullying and Net Safety:

[www.digixen.org](http://www.digixen.org)

[www.childnet.org](http://www.childnet.org)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.stoptextbully.com](http://www.stoptextbully.com)

Further reading on children, childcare and bullying

[www.unicef.org.uk](http://www.unicef.org.uk)

## **Other supports**

Supports are also set up to support a child's health and wellbeing targets therefore improving the attainment of the individual and supporting the work of the class teacher. Children to be supported may either require more help with regulating behaviour, have experienced trauma, have attachment difficulties or have suffered a bereavement or loss.

### **Team With the Family Meetings**

A formal TWF meeting will be called at least twice a year. This is an opportunity for all agencies working with the family/child to get together to ensure the child's needs are being met. A TWF meeting may also be called just with school staff to discuss progress with school supports.

### **Nurture Support**

We provide regular nurture check-ins for children who need additional emotional or social support. These sessions are small, personalised and focused on individual targets, led by a member of teaching staff and a school assistant. Our nurture approach is guided by the Six Nurturing Principles:

- Children's learning is understood developmentally
- All behaviour is recognised as communication
- A safe, calm space is available when needed
- Nurture supports the development of self-esteem
- Language is a key tool for understanding and connection
- Transitions are recognised as significant in children's lives

These check-ins help children feel secure, build confidence and develop the skills they need to succeed in school.

### **Involvement from outside agencies**

If extra support is still required, request for assistance forms will be completed and submitted for agencies such as school nurse, Barnardos, CAMHS, Learning and Inclusion Team, Social Work and Teacher of the Deaf.

## **Wellbeing Concerns**

The wellbeing of children and young people can be adversely affected by bullying behaviours. If there is a continuing wellbeing concern the Head Teacher or designated member of staff should use the National GIRFEC Practice Model (reorded in the Child Protection Pol

## Promoting Positive Behaviour in the Dinner Hall

### Dinner hall Charter

To encourage positive behaviour in the dinner hall, pupils agreed and made a dinner hall charter which is displayed in the hall and in classrooms.

<b>Children respect this right by...</b>	<b>Rights</b>	<b>Adults respect this right by...</b>
We will offer to help each other and listen to what people are asking you.	<b>If you have a disability you have the right to access things by yourself. (Article 23)</b>	Adults will make sure that items in the lunch hall can be accessed easily.
We will try and make healthy choices in the lunch hall and try new things.	<b>We all have the right to the best possible health. (Article 24)</b>	Adults will provide us with a choice of healthy food.
We will take time to eat our lunch in the hall and have a chat with our peers.	<b>We all have the right to have a good standard of living to meet our social, physical and mental needs. (Article 27)</b>	Adults will allow us to chat quietly with our peers and not rush us when we are eating.
We will be polite when asking for our lunch and speak nicely if there is something that we don't like.	<b>We all have the right to an opinion. (Article 12)</b>	Adults will listen to what we have to say.
We will try and sit beside different people in the lunch hall and listen to what everyone has to say.	<b>We all have the right to relax and play. (Article 31)</b>	Adults will create a welcoming lunch hall that we all want to eat in.

### Promoting Positive Behaviour in the classroom

As part of being a Right's Respecting School, every class must have a class charter which is discussed, agreed and displayed at the start of each school year and reviewed throughout the year if needed. This shows the rights which are being promoted in each class and it models rights and respect in all relationships between teachers/adults and pupils, between adults and between pupils

## In the Playground

To encourage positive behaviour in the playground, pupils agreed and made a playground charter which is displayed in the hall and in classrooms.

<b>Children respect this right by...</b>	<b>Rights</b>	<b>Adults respect this right by...</b>
We will not drop rubbish in the playground. We will put all rubbish into the bin.	<b>We all have the right to a clean environment. (Article 24)</b>	Adults will remind children of where their rubbish goes and choose people to be litter pickers.
We will think about the needs of everyone and change our games so everyone can join in.	<b>If you have a disability you have the right to access things by yourself. (Article 23)</b>	Adults will help to make sure that we have games that everyone can join in with.
We will help people who have hurt themselves.	<b>We all have the right to a good standard of living. (Article 27)</b>	Adults will provide first aid for children that are hurt.
We will share toys with each other and work together to make sure toys are used properly.	<b>We all have the right to relax and play. (Article 31)</b>	Adults will make sure that we have fun toys that are not broken.
We will include everyone in our games and never leave anyone out.	<b>We all have the right to meet with friends and to join groups and clubs. (Article 15)</b>	Adults will show us different games that we can do in the playground and help us to make friends.