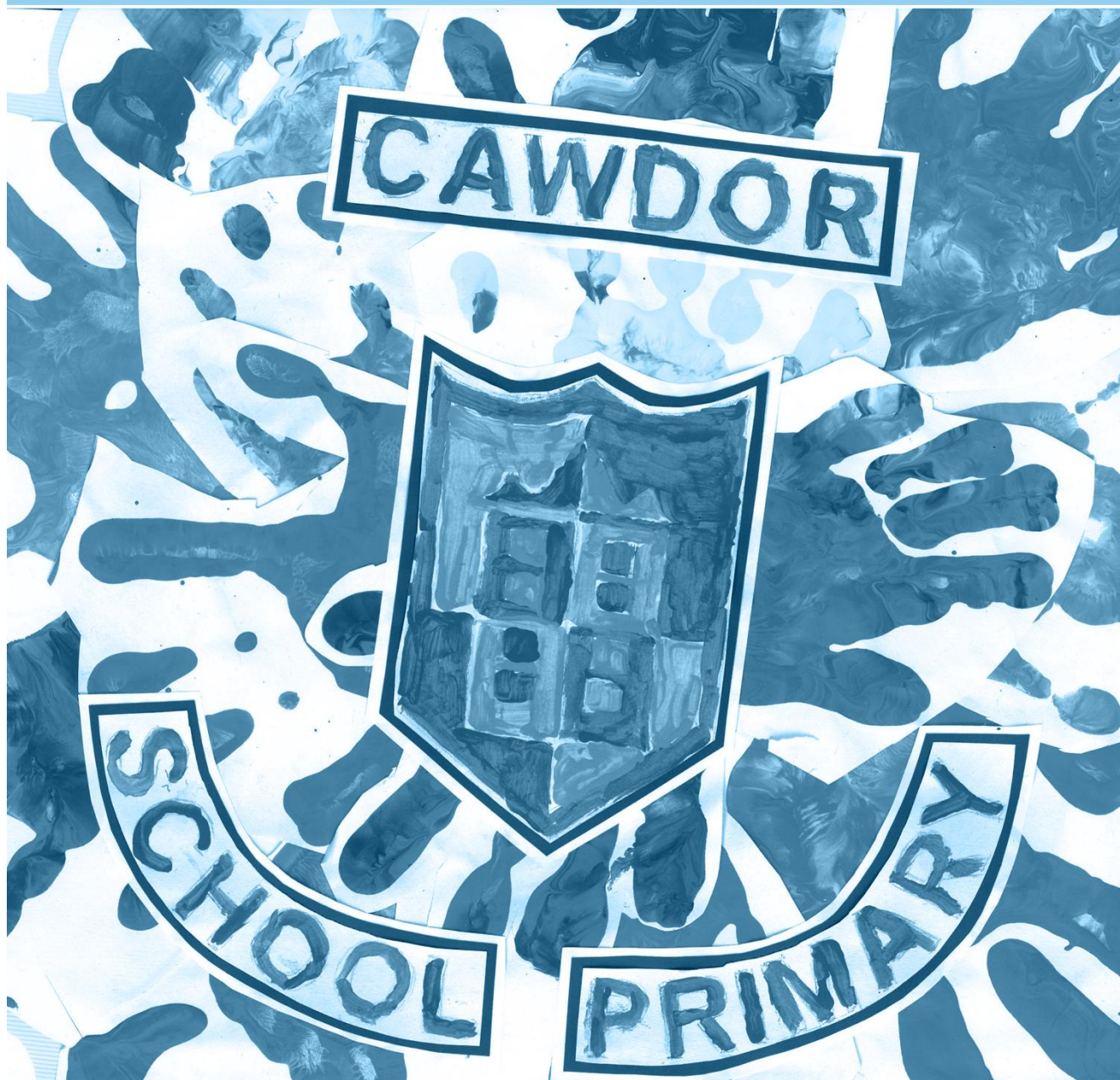


Cawdor's



Way to Wellbeing

May 2026: Written by the children and adults of Cawdor Primary School



This policy has been written by children for children and adults. It explains Cawdor's Way to Wellbeing for children and adults.

Each page explains a different part of wellbeing that is important to our way.

The last two pages were written by children and adults for adults. They have links that you can click to find out more information and our agreed consequences.

Our Values - Exploring our four values in Cawdor and how these values are practised throughout the school.	Page 3
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Anti-Bullying - Our three-step approach and investigating / SEEMiS.	Page 8
'Adult' Aspect of the Policy and Consequences	Pages 9 and 10

This policy was originally created in 2024 by Cawdor's Young Leaders of Learning. They worked with the Northern Alliance and Education Scotland.

It was reviewed in 2026 to include updates from the Scottish Government, and to include agreed consequences (page. 10) to make sure everyone experiences the what is expected in Cawdor's Way to Wellbeing.



Our values are kindness, teamwork, belonging and respect. Our values are the behaviours that all children and adults in Team Cawdor commit to.

We learn how to be kind, work as a team, help everyone belong, and show respect. We explore what it looks like, sounds like, and feels like when we show our values.

our values

teamwork

- **Looks** like everyone working as a team to achieve something.
- **Sounds** like everyone is in a good mood.
- **Feels** you are included, everyone is working together.

kindness

- **Looks** like people playing together.
- **Sounds** like people complimenting other, having fun, and laughing.
- **Feels** like a warm heart and welcoming feeling.

- **Looks** like you are including everyone.
- **Sounds** like multiple voices talking together, people being listened to.
- **Feels** like you are safe and supported.

belonging

- **Looks** like letting someone play with you & including others.
- **Sounds** like saying kind words.
- **Feels** like a warm feeling, makes you feel good.

respect

We have agreed consequences on page. 10 when we do not show our school values.

SHANARRI

When we are young, we begin to learn about each of the SHANARRI wellbeing indicators through stories.

Adults tell us what each of the words mean and help show us how we can make sure that we are all safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI).

In our learning we learn about what helps us feel SHANARRI.



We have agreed consequences on page. 10 when we show behaviours that make us or someone else not feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

Children's Rights

Children's Rights, all children have rights, this is known as the United Nations Convention on the Rights of the Child (UNCRC), there are 54 rights.

In the summer of 2024 Scotland will introduce the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024.

Our Rights Rangers help us learn about Children's Rights through working on the Rights Respecting Schools Award.

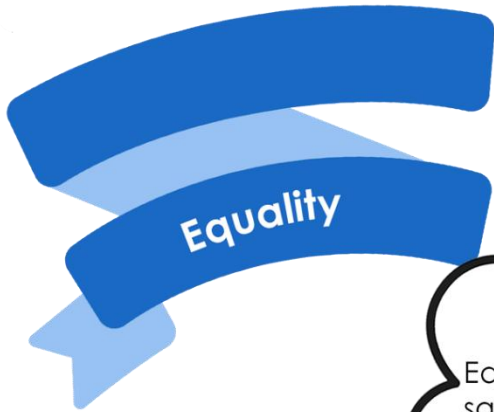
We know that we all have rights (Rights Holders). We know that our rights cannot be taken away from us. We are learning about all the rights that all children have. We know that adults (Duty Bearers) must protect our rights as children.

We are learning how the Sustainable Development Goals (SDGs) connect to our rights.

SUSTAINABLE DEVELOPMENT GOALS



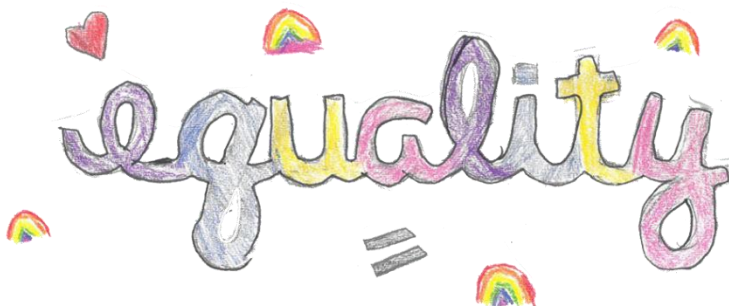
We must respect the rights of other children. We have agreed consequences on page. 10 when we do not respect the rights of other children.



Two of our values are belonging and respect. When we belong, we feel like we are safe and supported. We learn to respect and celebrate that every person is different. We know that people need different support to achieve and feel included. This is fair.

We learn about different groups of people. We learn that some groups of people are not treated fairly because of who they are. This might be because of the colour of their skin, their religion, their family, or who they care about.

We know that it is not okay for people to be treated like this. If people are treated unfairly because of who they are it is important that we talk to an adult we trust.



We have agreed consequence on page. 10 when we do not experience equality. Different people have different needs. Each situation is different. The consequences may be different for different people. This is fair.

Positive relationships

Positive Relationships looks like a lot of people being nice to each other and enjoying each other's company.

When learning about our values, our rights, and SHANARRI, we are being taught how we can respect ourselves, other children, and adults.

As children, we do not always make the right choices and we do not always get along together. Sometimes we might say or do something that is unkind or disrespectful. When this happens, we can think about what went wrong, and agree a plan on what we will do to move forward. Sometimes we can do this on our own, but sometimes we need help from adults to do this.

These are called restorative conversations. Depending on what has happened, we might need to discuss and follow a consequence when having our restorative conversation.



We have agreed consequence on page. 10 when there are not positive relationships between children, or between children and adults. These consequences might look different for different people. This is fair.



Everyone should feel safe in Team Cawdor.

If someone is not being kind to you, we agreed three things that you could do:

1. Tell them to STOP!
2. Ignore and walk away
3. Speak to an adult.

When someone or a group of people make repeated unkind comments in person or online, or show repeated physically unkind behaviours in person, we have agreed that this is bullying.

This is not okay. Speak to a trusted adult so this can be investigated to help make sure any bullying behaviours stop and the outcome is recorded.



Bullying will not be tolerated in Cawdor Primary School. All allegations of bullying will be investigated. Adults in Cawdor will use guidance from Highland Council and the Scottish Government to investigate and act. This may include putting in place agreed consequences from page. 10.

Cawdor Primary School

Cawdor's Way to Wellbeing – Information for Adults (May 2026)



Our Purpose: In Team Cawdor every journey matters. We believe that everyone can achieve their dreams.




CAWDOR VALUES	WELLBEING INDICATORS	CHILDREN'S RIGHTS																
<p>As a school community we have agreed to our four school values:</p> <ul style="list-style-type: none"> Kindness Teamwork Belonging Respect <p>We use the language of our values in our interactions. These are the expected behaviours which all Team Cawdor children and adults in our school community have committed.</p> <p>In ELC/ class, and as part of our assemblies, we celebrate children practising our school values.</p>	<p>Through our curriculum we explore the wellbeing indicators.</p> <p>We develop our understanding of what each of the following indicators look like through wellbeing lessons, our assemblies, and our interactions where we model the language of SHANARRI:</p> <ul style="list-style-type: none"> Safe Healthy Achieving Nurtured Active Respected Responsible Included 	<p>Through our curriculum we are developing an understanding of the United Nations Convention on the Rights of the Child (UNCRC). Our aim is that children's rights are realised.</p> <ul style="list-style-type: none"> We know that all children have all rights (Rights Holders). We know that adults (Duty Bearers) must protect the rights of children. We know that the rights that children have cannot be taken away. We know that all rights are equally important. 																
EQUALITY and EQUITY	POSITIVE RELATIONSHIPS	ANTI-BULLYING																
<p>We are committed to ensuring fairness for all. This is driven through our values of belonging and respect.</p> <p>The Equality Act (2010) ensures that we actively eliminate discrimination based on the protected characteristics:</p> <ul style="list-style-type: none"> Age** Disability Gender reassignment Race Religion or belief Sex Sexual orientation Marriage and civil partnership** Pregnancy or maternity <p><i>**Age and Marriage and Civil Partnership do not apply to children in schools.</i></p> <p>Through our curriculum we develop respect for all. Our curriculum takes the protected characteristics into consideration, driven by our school value of belonging.</p> <p>We use the Equality Act (2010) Technical Guidance for Schools in Scotland to guide our practice and challenge discrimination that children and adults face.</p> <p>We know that everyone is different. Different people need different support to experience equality and equity. We know that this is fair.</p>	<p>Teamwork is our value that ties Team Cawdor together. To enable this we support positive relationships through using Highland Council's Promoting Positive Relationships guidance:</p> <ul style="list-style-type: none"> Child ↔ Child Child ↔ Adult Adult ↔ Adult. <p>When relationships break down, we have restorative conversations using Cawdor's agreed restorative comments or restorative questions. Through our restorative conversations, an appropriate consequence may be agreed. Agreed consequences are outlined on page. 10. Different people have different needs and consequences may look different for different people. This is fair.</p> <table border="1" data-bbox="568 1308 1031 1993"> <thead> <tr> <th colspan="2">Restorative Comments & Questions</th> </tr> <tr> <th>Comments</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>State what happened: e.g. <child's name> told me that... or I saw you...</td> <td>What happened?</td> </tr> <tr> <td>When you... <insert action> you must have been thinking or feeling...</td> <td>What were you thinking/feeling at the time?</td> </tr> <tr> <td>You look <insert emotion>...</td> <td>What are you thinking/feeling now?</td> </tr> <tr> <td>I can see that... <insert name> is feeling... <insert emotion> because... <insert action></td> <td>Who's been affected by what happened and how?</td> </tr> <tr> <td>When this happened, <insert school value> was missing</td> <td>When that happened, which of the school values were missing?</td> </tr> <tr> <td>To fix this you need to... <insert action></td> <td>What needs to happen to make things right?</td> </tr> </tbody> </table>	Restorative Comments & Questions		Comments	Questions	State what happened: e.g. <child's name> told me that... or I saw you...	What happened?	When you... <insert action> you must have been thinking or feeling...	What were you thinking/feeling at the time?	You look <insert emotion>...	What are you thinking/feeling now?	I can see that... <insert name> is feeling... <insert emotion> because... <insert action>	Who's been affected by what happened and how?	When this happened, <insert school value> was missing	When that happened, which of the school values were missing?	To fix this you need to... <insert action>	What needs to happen to make things right?	<p>If someone is not being kind to someone else, we agreed three things that we could do:</p> <ol style="list-style-type: none"> Tell them to STOP! Ignore and walk away Speak to an adult. <p>We have agreed that bullying is when you do not feel safe due to:</p> <ul style="list-style-type: none"> repeated comments in person or online from a child or a group of children repeated physical behaviours from a child or group of children. <p>Everyone should feel safe in Team Cawdor.</p> <p>Supporting children to practise our school value of kindness is core to Highland Council's approaches to Promoting Positive Relationships and Preventing and Responding to Bullying which we follow alongside the Scottish Government's Respect for All – The National Approach to Anti-Bullying for Children and Young People.</p> <p>If a child feels that they are experiencing bullying behaviours, they should report this to an adult that they trust at home or at school.</p> <p>We will investigate reported bullying behaviours and, using the above policies, record this on SEEMiS and, working with children and their families, provide appropriate support and consequences.</p>
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Cawdor Primary School

Cawdor's Way to Wellbeing – Guidance on Consequences (May 2026)



Children and adults develop charters to ensure that children's rights are realised in classrooms and the playground. Cawdor Primary School use the Scottish Government's [Fostering a Positive, Inclusive and Safe School Environment](#) guidance to ensure Cawdor's Way to Wellbeing is realised. Children and adults have developed agreed consequences to ensure that everyone experiences Cawdor's Way to Wellbeing. These consequences will be applied by staff, appropriate to the individual situation. Different people have different needs; therefore, different people will have different consequences.

Consequence Type	Example Behaviours	Related Consequences
 <p>Positive <i>These will be used to reinforce and celebrate positive behaviours.</i></p>	<ul style="list-style-type: none"> ▪ Demonstrating the school values of kindness, teamwork, belonging, and respect towards children and adults. ▪ Helping others feel safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). ▪ Respecting the rights of other children. 	<ol style="list-style-type: none"> 1. Verbal praise from adults. 2. Positive note or telephone call home. 3. House points awarded. 4. Celebrating achievements at assemblies. 5. Additional break time.
 <p>Universal <i>These apply to all children in Cawdor Primary School when demonstrating inappropriate behaviours.</i></p>	<ul style="list-style-type: none"> ▪ Disrupting learning by shouting out, making inappropriate comments, or throwing objects across the room. ▪ Disrespectful comments to other children and adults. ▪ Not being physically safe and respectful when playing and interacting with others in the playground. 	<ol style="list-style-type: none"> 1. Restorative conversation to remind of expectations and reflect on behaviour. Firstly, with a pupil support assistant, member of the early years team, or a class teacher, then with the head teacher if required. 2. Work in another area within the classroom. 3. Reflective exercise indoors during class, break, or lunchtime. This may be in the classroom, the open area, or the head teacher's office. 4. Removal of playground activities, e.g. football or handball, for a specified time. 5. Telephone call/ email home to family.
 <p>Targeted <i>These are targeted to individuals who display behaviours which impact on the safety of themselves and others.</i></p>	<ul style="list-style-type: none"> ▪ Bullying behaviour towards children. ▪ Discriminatory language and behaviour towards children and adults. ▪ Violent and aggressive behaviour towards children. ▪ Violent and aggressive behaviour towards adults. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>An individual risk assessment may be conducted to ensure the safety of children and adults. This will detail risks and mitigations, and be informed by conversations with the family and appropriate professionals.</i></p> </div>	<ol style="list-style-type: none"> 1. Restorative conversation to remind of expectations and reflect on behaviour. Firstly, with the class teacher/ early years practitioner, then with the head teacher if required. This will be followed by a reflective exercise indoors during class, break, or lunchtime. This may be in the classroom, the open area, or the head teacher's office. 2. Parental supervision at break and lunchtime. 3. Work in another classroom. 4. Telephone call/ email home/ meeting with family and appropriate professionals. 5. Exclusion from school.