

Calderwood Primary School

Positive Relationships Toolkit



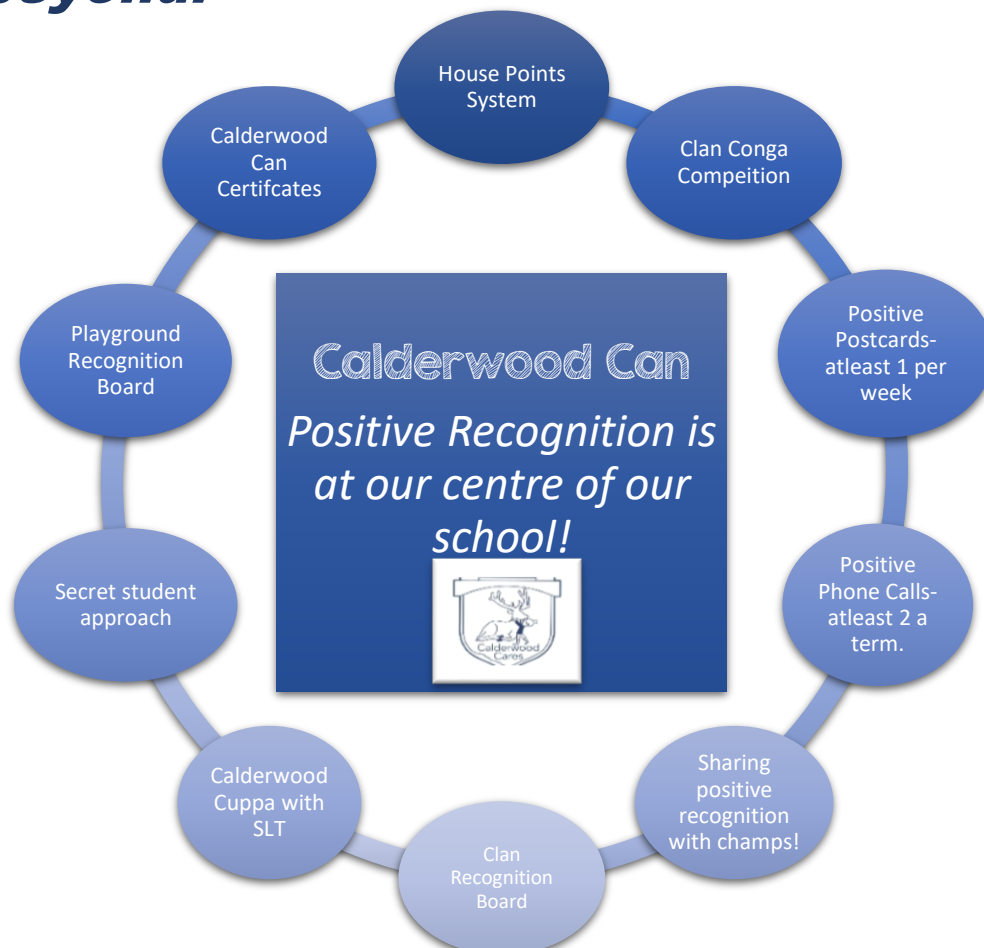
Our Champion Character-consistent adult behaviour

- 1. Relentless routines**
promoting consistent clan and school routines.
- 2. Calm and nurturing ethos**
focus on building relationships
- 3. Positive Attention first**
recognising and spotting positive behaviour.

Our Calderwood Expectations

1. Be *ready* to learn!
2. Be *respectful* to all!
3. Keep everyone *safe!*

At Calderwood, we all can go above and beyond!



Calderwood Clan Choices

- 1 • **Reminder**
• Quietly remind the pupil of the school expectations: *ready, respectful and safe*.
- 2 • **Turn it around**
• Issue a warning to the pupil in private and remind them that they can turn their behaviour around by making positive choices.
- 3 • **Last chance to turn it around (30 second chat)**
• A 30 second discussion will take place with the pupil privately using the following script.
- 4 • **Time Out**
• If the last chance is not adhered to a time out in an appropriate place should be given, such as outside the clan room or in another clan.
- 5 • **Restorative Conversation**
• A restorative conversation should follow from the time out, where the champion and pupil should discuss the behaviour.
- 6 • **Refer**
• If the behavior continues to escalate, pupils should be referred to Miss Burton, Miss Miller or Mrs Grieve. Parents/carers may be contacted at this stage.

The 30 Second Chat

- 1) *I have noticed you are (state behaviour). Remember our rule of (ready, respectful and safe) that you have chosen to ignore.*
- 2) *I know you can make positive choices. Do you remember when (refer to a time when a positive behaviour was displayed). That is the (child's name) I want to see today.*
- 3) *You can turn this around by (provide choices to the pupil and praise for choice made) or we will need a time out.*
- 4) *I know you can make the right choice. Thank you for listening*

Restorative Chat

- STEP 1
Incident
In your words, what happened?
Why did you make this choice?
How did you feel at the time?
- STEP 2
Affects
How did this make others feel?
Who has been affected/hurt by this?
How have they been affected/hurt?
- STEP 3
Future
What should we do to make this right?
How can we do things differently in the future?

