



Calderwood
Primary

Positive Relationships Statement

Rationale

At Calderwood, we believe that positive relationships between champions and pupils will lead to better behaviour and better learning.

‘The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour.

Everyone in a learning community should feel they are in a safe and nurturing environment.’

From ‘Included, Engaged and Involved’ Scottish Government

Our Aims

TO BE ADDED

Our School Vision

“Beyond the dream.”

Calderwood Values

TO BE ADDED

Our Expectations

- Ready to Learn
- Respectful
- Safe

Creating Positive Environments

Every child has the right to an education (Article 28, UNCRC). At Calderwood Primary we work in partnership with parents, carers and the wider community to create a positive ethos and environment for effective learning and teaching. All champions are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider community. Champions and learners use our Calderwood Choices to ensure a consistent approach to expectations across the school. All learners nominate a Trusted Champion within the school who they can go to for support when they need it, and all champions within the school are a valued part of this approach. Pupil Council, Calderwood Chiefs, House/Vice Captains, Pupil Council and Health and Wellbeing mini champs collect views of the school community and promote a positive environment, based on the suggestions they collect.

Impact: Champions and learners value the impact of positive relationships on enhancing learning and teaching. Learners feel listened to and supported through our Trusted Champion approach. Calderwood Choices and clan charters ensure consistent expectations. Mini Champ groups focus on the development of positive environments.

Whole School Approaches

UNCRC Clan Charters

Clan Charters are created by learners alongside their champions to outline the expectations and agreed standards of behaviour in clan rooms. These relate directly to Children's Rights from the UNCRC. These are referred to regularly to redirect behaviours that do not meet the agreed Clan Charter expectations. Playground Charters are also used by our Pupil Support champions across the school to ensure a consistent approach.

Impact: Learners and champions develop clear and consistent expectations for all. Language is shared and consistent across the school. Learners are aware of their rights and the rights of others.

House Points

Our four Houses are **Red, Roe, Fallow** and **Sika**. Learners can be awarded House Points for going above and beyond our school expectations of Ready, Respectful and Safe. House Points can be awarded by any champion in the school. Learners can also be given House Points for demonstrating learning Skills and Strategies. House Points are counted weekly, announced in Calderwood Connects, and the running total is displayed on a board beside the café. The winning house each term is rewarded with a House Party.

Wristbands & Positive Postcards

Blue wrist bands are given to children who go above and beyond our school expectations of Ready, Respectful and Safe. These will also tie in with our school values, once they are finalised. Blue Bands can be awarded by any champion in the school. In P1-3, the blue band is issued with a Positive Postcard so children can share their successes their family.

Green wrist bands are given to children who go above and beyond our school expectations of Ready, Respectful and Safe in the playground and cafe. Green Bands can be awarded by any champion in the playground.

Caring Café Citizens

Caring Café Citizens are awarded at both lunch sittings by the café champs. Children chosen as Caring Café Citizens will be given a star and can exchange this star on a Thursday lunchtime to sit at the "high chairs" with a friend as a reward. Caring Café Citizens demonstrate positive behaviour in the café. This includes learners sitting on their bottom with their legs under the table, using indoor voices, walking through the café, ensuring that they have the correct lunch band with them, and tidying away all their rubbish and food waste.

Clan Recognition Boards

In line with the theory of Paul Dix, every clan has a recognition board. These help to reinforce routines and expectations. The focus of the recognition board changes monthly and is chosen by the clan and champion. This supports children with the routines and how to develop positive relationships.

Calderwood Can Certificates & Calderwood Cuppa

At each Calderwood Connects, one child from each clan is nominated by their champion to receive a certificate demonstrating what they have been able to achieve in either Literacy (Communicates), Numeracy (Counts), Health and Wellbeing (Cares) or IDL (Creative) that week. Children who have received a Calderwood Can certificate at Calderwood Connects are welcomed to enjoy a cuppa with the Senior Leadership Team to have a chat and discuss their achievement.

Calderwood Clips

Every term, there is a whole school focus for clans to compete in winning “clips”. The focus could be, for example, tidy cloakrooms or quiet congas. The clips are counted weekly and the winning clan receives five minutes extra playtime as a reward.

Impact: Learners have many opportunities for their success to be celebrated and recognised across the school. Learners feel motivated to meet shared expectations of behaviour and effort. Learners feel that they are a valued part of the school community.

Calderwood Choices

In clan we follow the following 3 steps when a child is not following the agreed expectations of being ready, respectful and safe:

1. Reminder of expectations – referring to the agreed clan charter with the opportunity to “turn it around”
2. Thinking Time – in a safe space or a carefully matched “Share the Care” clan with the opportunity to “turn it around”
3. Reflection Time – at the next break time with a member of the Senior Leadership Team. Learners will complete an age appropriate reflection sheet, a copy of which will be sent home for discussion with your child. In line with the Article 31 of the UNCRC, children will still have the opportunity to play at the opposite break time to their own usual break.

After the above steps have been taken, if the learner’s choices continue, we will use the following approaches:

- Support and advice from the Senior Leadership Team.
- Parents or carers contacted to further support the situation (this may include attending school to support)

Impact: Champions have clear and consistent steps to follow, including guidance for managing behaviour in classrooms and support from the Senior Leadership Team, where required. Learners are informed of all the steps being taken and given opportunities to change their behaviour.

Targeted Approaches

Sometimes, universal approaches do not suit a learner’s individual needs. In these instances, bespoke approaches will be taken in order to meet the needs of the individual learner. This will be done in consultation with the learner’s family, champions, and external agencies if necessary. These approaches may include: Positive Response Plans, Pupil Passports and an individual risk assessment being created.

Impact: Appropriate support is put in place for learners and families to meet their individual needs.

Calderwood Glossary

Champions

Calderwood Connects

Calderwood Counts

Calderwood Communicates

Calderwood Cares

Creative Calderwood

Calderwood Café

Calderwood Chums

Calderwood Careers

Calderwood Chats

Champion Conversations

Teachers

Assembly

Numeracy and Maths

Literacy

Health and Wellbeing

Interdisciplinary Learning/Learning Across the Curriculum

Lunch Hall

Buddies

Responsible Roles for learners

Sharing the Learning

Parent/Carer Consultations

DRAFT