

POSITIVE RELATIONSHIPS AT CALDERWOOD PRIMARY



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

The aim of our policy is to put our vision and value into action, at the very centre of life in our school. We are committed to building a caring ethos where everyone is valued and have a positive approach to managing behaviour. This enables our children to take ownership of their behaviour and be aware of the impact it has on others, to develop a sense of individual and community responsibility.

Our School Vision

"Beyond the dream."

Believing in me, Aspiring each other, Achieving together!

Calderwood Values

Caring, Resilience, Integrity, Belonging.

Our Expectations

- Ready to Learn
- Respectful
- Safe

A SHARED RESPONSIBILITY

STAFF WILL:

- Have high expectations of all
- Treat children with respect
- Model how children should treat each other
- Work with parents and carers
- Have good classroom expectations
- Provide stimulating learning
- Encourage children to be independent learners
- Hold restorative conversations with children to help them understand the impact of their actions, have an opportunity to give their views and decide a way forward

CHILDREN WILL:

- Follow our 3 school expectations: Ready, Respectful & Safe
- Learn and follow classroom routines
- Work hard to achieve
- Engage with their learning
- Understand their rights within the UNCRC and behave in a way that respects the rights of others
- Be involved in restorative conversations allowing them to have their voices heard, help them reflect on their behaviour and take responsibility for their actions
- Have their successes celebrated

PARENTS WILL:

- Read, discuss and reinforce our 3 school expectations: Ready, Respectful & Safe with their child
- Support the school to ensure the best outcomes for their child
- Encourage appropriate behaviour both in school and in the community
- Work in partnership with the school and other agencies to address any challenges which may arise
- Praise their child

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. Calderwood Chiefs, House/Vice Captains 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.

Celebrating Calderwood:

House Points

Our four Houses are **Red**, **Ro**, **Fallow** and **Sika**. Learners can be awarded House Points for going above and beyond our school expectations or achievements in learning. House Points can be awarded by any champion in the school. 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 celebrated with a House Party.

Wristbands & Positive Postcards

Blue wrist bands are given to children who go above and beyond within our school expectations or values. 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 with 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.

Calderwood Can Certificates

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, Numeracy, Health and Wellbeing or Interdisciplinary Learning that week.

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, in line with our Calderwood expectations. These will be handed out by leadership team and PSW Champions. 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 five steps when a child is not meeting the agreed expectations of being ready, respectful and safe, with champions using their professional judgement to escalate through the steps where they feel it is necessary:

1. Reminder of expectations – referring to the agreed clan charter with the opportunity to “turn it around”
2. Turn it around – second reminder, given in private, reminding pupil to turn it around and giving them the opportunity to regulate their emotions in line with Zones of Regulation and Emotion Works.
3. Thinking Time – in a safe space or a carefully matched “Share the Care” clan with the opportunity to “turn it around”
4. Restorative conversation – when returning to clan a conversation between the adult and any pupils involved, following the restorative conversation script is had. After this conversation there is an understanding that agreed expectations will be followed.
5. 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 the 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)

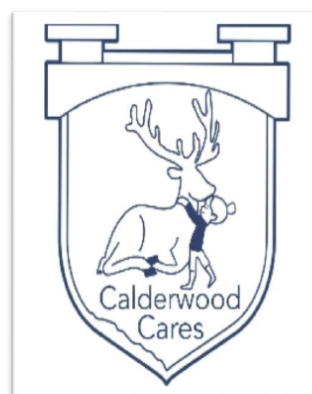
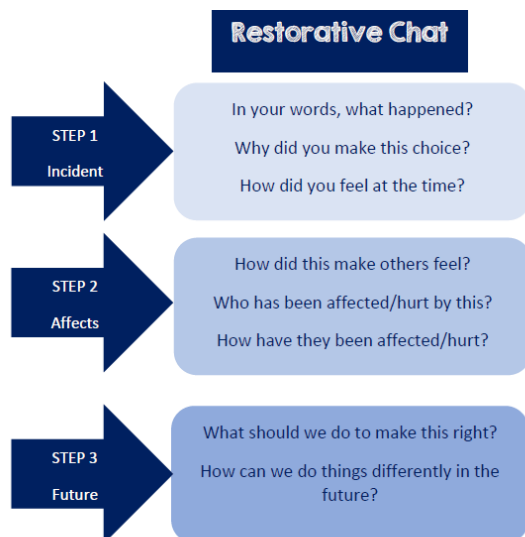
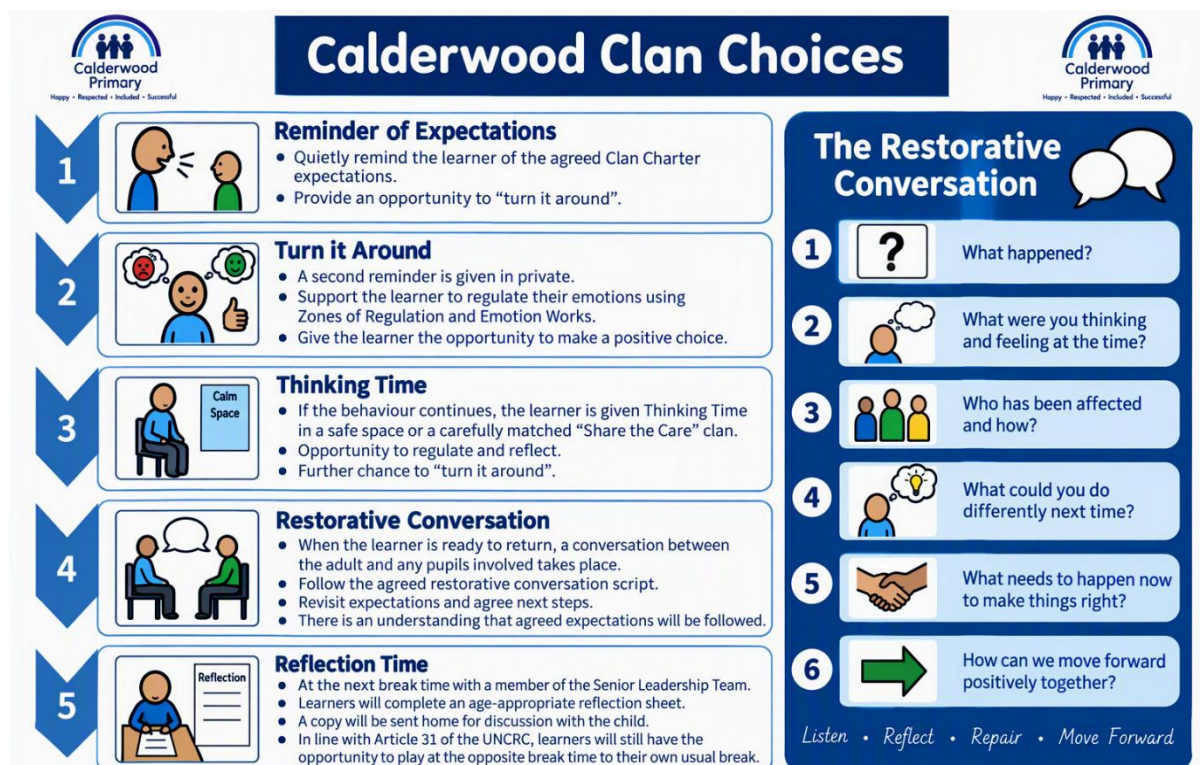
Always consider if something has happened in the child's wider environment to affect their social, emotional or mental wellbeing before issuing consequences. Chat to the child and reassure them, take action if needed.

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 Primary School

Positive Relationships Toolkit

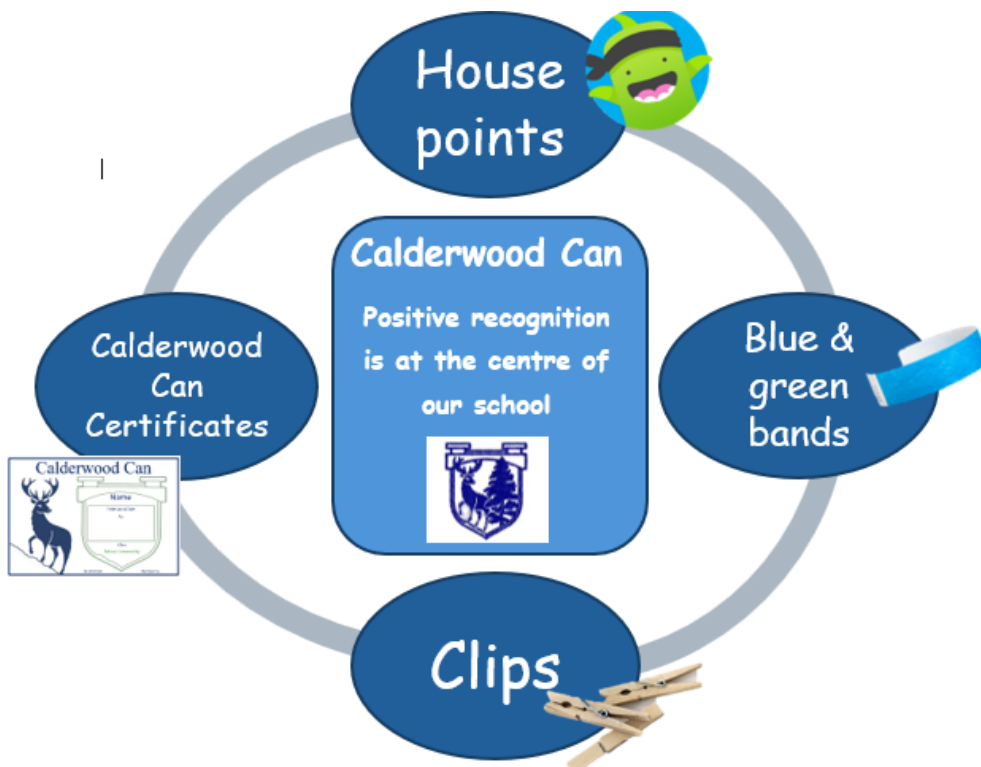


Our Champion Character-consistent adult behaviour

1. **Relentless routines**
promoting consistent class 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!**



Equality and Diversity - Being Me

“Getting the child ready for school? Getting our school ready for every child!”

(West Lothian ELC)

Introduction

At Calderwood, we believe that every member of our community should feel valued, included, respected, and safe. Our approach is grounded in our School Values, the United Nations Convention on the Rights of the Child (UNCRC), GIRFEC, and the SHANARRI Wellbeing Indicators. We are committed to fostering positive relationships and creating an environment where every child and adult can thrive and achieve their full potential.

Our Vision

At Calderwood, we are committed to building a community where everyone can be “*Being Me*.” Respected for who they are, supported in what they need, and empowered to grow into confident, compassionate citizens.

Our Aims – Being Me

Our Children Have Told Us:

- We want everyone to respect each other’s differences.
- Everyone should have equal opportunities.
- We want to celebrate and value diversity.

Our Staff Have Told Us:

- Everyone’s unique contributions should be recognised.
- Promoting positive attitudes and relationships is our core business.
- We want to nurture compassion and understanding.

These voices shape our commitment to equality and diversity and guide our daily practice.

Our Commitment to Equality and Diversity

At Calderwood, we fulfil our responsibilities under the Equality Act 2010, ensuring that we eliminate discrimination, advance equality of opportunity, and foster good relations across the nine protected characteristics:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Gender Reassignment
7. Disability
8. Sexual Orientation
9. Religion or Belief

Our equality work is created *with* our learners, giving them opportunities to lead, shape, and influence how equality and diversity are understood and lived within our school. Through videos, visuals, podcasts, and other creative approaches, we empower children to express what inclusion means to them.

Curriculum Offer

Through our curriculum, ethos, and learning experiences, we support all learners to:

- Understand and celebrate diversity in all its forms.
- Learn about equality and inclusion across curriculum areas.
- Develop an understanding of global citizenship.
- Understand their own rights, the rights of others, and their responsibilities to one another.
- Explore, appreciate, and respect a range of religious beliefs and cultures.
- Recognise and challenge prejudice, discrimination, and unfair behaviour.
- Develop the emotional, social, and intellectual skills required to thrive in a diverse, modern society.

Our curriculum rationale ensures that equality and inclusion are embedded throughout learning, support, and wider school life.

Staff Training and Professional Learning

We are committed to providing ongoing professional learning for all staff to ensure they confidently and effectively embed the principles of the UNCRC, equality legislation, and inclusive practice. This includes developing understanding of bias, promoting positive relationships, and ensuring equitable learning experiences for every child.

Partnership With Parents and the Community

We recognise the importance of working in partnership with parents, families, and the wider community to build a truly inclusive environment. Together, we:

- Celebrate the diversity within our community.
- Share learning and experiences that promote inclusion.
- Work collaboratively to support the success and wellbeing of all children.
- Develop tools such as a Calderwood Equality & Diversity Calendar to highlight celebrations, events, and learning across the year.

Anti-Bullying Statement

At Calderwood Primary, we are committed to ensuring that every child feels safe, happy, and free to learn and play without fear of bullying. We believe that bullying is unacceptable and will not be tolerated. We expect everyone to report unkind or hurtful actions to a trusted adult. Together, we will work to prevent bullying and respond to all incidents promptly, effectively, and with care, creating a positive and respectful environment for everyone within our school community.

Recording and Monitoring

In Calderwood Primary School incidents of bullying are recorded and monitored. In accordance with West Lothian guidance incidents are recorded using the SEEMIS Bullying and Equality Module.

Bullying Definition

Bullying is repeated and intentional behaviour that causes physical, emotional or psychological harm to another person or group. It involves a misuse of power, whether physical, social or verbal, and is not a one-off disagreement or conflict.

Bullying can take many forms, including:

- Verbal – name-calling, hurtful comments, or mocking someone's appearance or identity
- Physical – hitting, pushing, damaging belongings or threatening harm
- Social/Emotional – excluding others, spreading rumours, controlling behaviour, or encouraging others to join in
- Online (cyberbullying) – using digital platforms to harm, intimidate or upset others

Bullying may be carried out by an individual or a group and often involves targeting the same person or people over time, creating fear, distress, or isolation.

Identification and Investigation

Once the school is notified about possible bullying by a learner the champion dealing with alleged bullying will alert SLT and parent/carer will be contacted to let them know they will investigate. SLT or teaching champion will speak to the learner, will listen to the concerns and validate the learners' feelings. The person displaying alleged bullying behaviours and any witnesses will be spoken to as part of the investigation. Parent/carer of person displaying alleged bullying behaviours will be contacted and invited for a meeting with SLT. Parent/carer of learner will be contacted by SLT to update them on how things have been dealt with. Teaching champion will be notified of outcome and next steps. SLT/teaching champion will then check in with both learners and parents/carers for an agreed period of time to ensure everything is going ok and to offer any support as necessary. If the learner

raises a concern again – SLT should be alerted, and the above process should be repeated. In the unusual instance that circumstances do not improve, the parents/carers of both learners will be invited in to discuss next steps.

Calderwood

Anti-Bullying Process



APPENDIX 2 - RESTORATIVE CONVERSATION GUIDE

Welcome and set the expectations:

- Thank you for agreeing to talk about what happened. I understand it can't be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that?

Enquiry – locate in the event (past):

- Can you tell me what happened?
- What were you thinking?
- How were you feeling at the time?
- Who else do you think has been affected by this?

Enquiry – locate in personal context (present):

- What have your thoughts been since?
- How are you thinking/feeling now?

Reframe/summarise:

- So what I think you are saying is...

Identify needs (future):

- What do you need to do so that...
- Things can be put right? You can move on?
- **Our expectations of behaviour and use of approaches to managing behaviour must remain consistent in the playground.**
- Support staff will use agreed systems to support appropriate behaviour.
- Support Staff will support children to lead and play games and activities.
- SLT are happy to support at any time and should be called if needed.

Meeting needs and agreement:

- So what do you think needs to happen now/how will we know things are working?
- Reframe negatively worded goals e.g. "I won't be punching Mark" by asking "What will you be doing then? How will it look? How will you be feeling?"

Closure:

- How are you feeling right now? How will we know things are getting better?
- Thank you for listening so well/working hard to agree a way forward
- Will we set a day and time to check back how things are improving?

APPENDIX 3: Calderwood Glossary

Champions – All School Staff

Calderwood - Connects Assembly

Calderwood Café - Lunch Hall

Calderwood Chats - Sharing the Learning

Champion Conversations - Parent/Carer Consultations

APPENDIX 4: Useful Links

- <https://education.gov.scot/media/db0homxq/relationships-and-behaviour-resource-161023.pdf>
- <https://education.gov.scot/media/ycofs2fq/national-relationships-policy-guidance-for-schools.pdf>
- <https://education.gov.scot/media/sw3e2f4t/expectations-and-consequences.pptx>
- <https://www.gov.scot/policies/girfec/principles-and-values/>
- <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>
- [UNCRC](#)
- [Trauma Informed Practice](#)
- [Nurturing Principles](#)
- [Staff Mental Wellbeing](#)
- [Effective Contributors – Staff Health and Wellbeing](#)