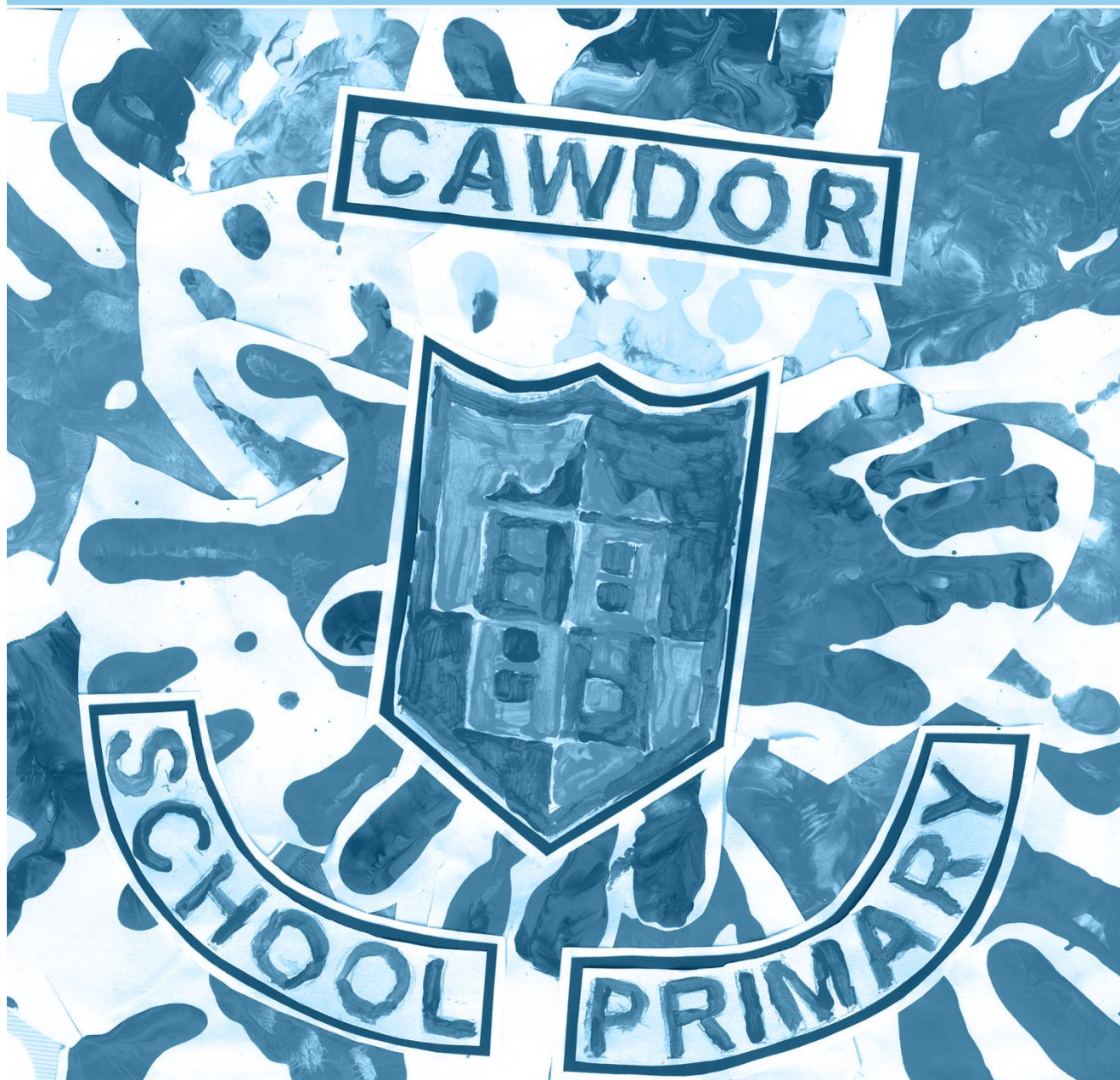


# Cawdor's



# Way to Wellbeing

**March 2024: Written by Cawdor Young Leaders of Learning**



This policy has been written by a group of children in Cawdor – the Young Leaders of Learning. 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 page (page 9) was written by adults for adults. It has links that you can click to find out more information.

**Our Values** - Exploring our four values in Cawdor and how these values are practised throughout the school. Page 3

**SHANARRI** - How we develop the wellbeing indicators. Page 4

**Children's Rights (UNCRC)** - How we learn about and through our rights. Page 5

**Equality** - Our commitment to the protected characteristics. Page 6

**Positive Relationships** - What this looks like child-child and child-adult. Page 7

**Anti-Bullying** - Our three-step approach and investigating / SEEMiS. Page 8

**'Adult' Aspect of the Policy** Page 9

*Thank you to Derek from the Northern Alliance and Hannah from Education Scotland for working with us to support the development of Cawdor's Way to Wellbeing.*

**Cawdor Young Leaders of Learning**



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

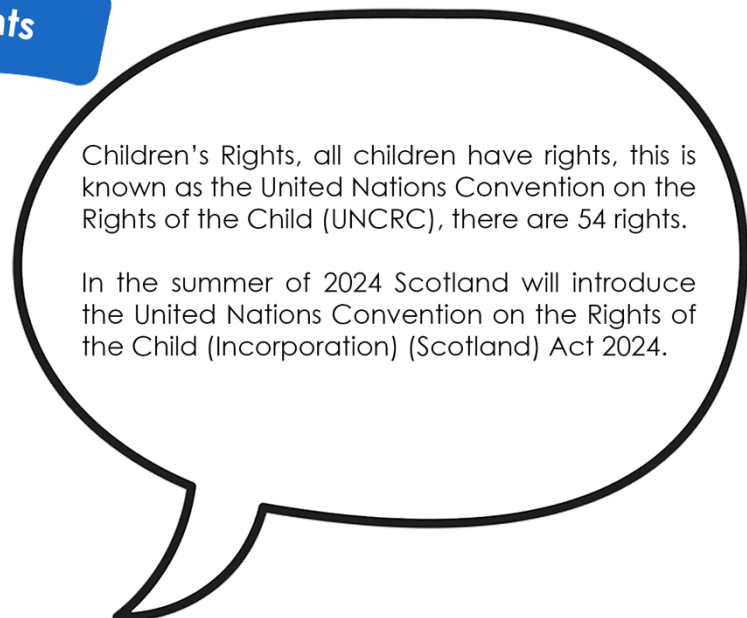
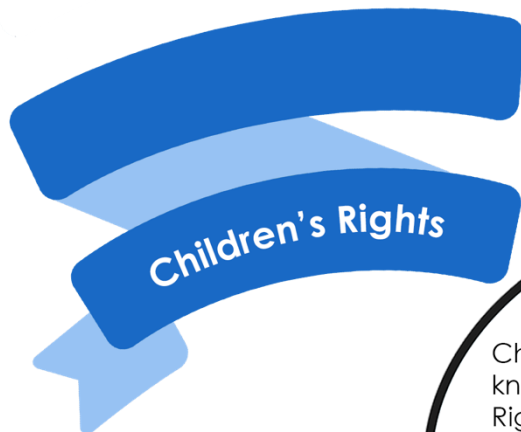


When we are young, we learn about each of the SHANARRI wellbeing indicators through stories.

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 think about what helps us feel SHANARRI.





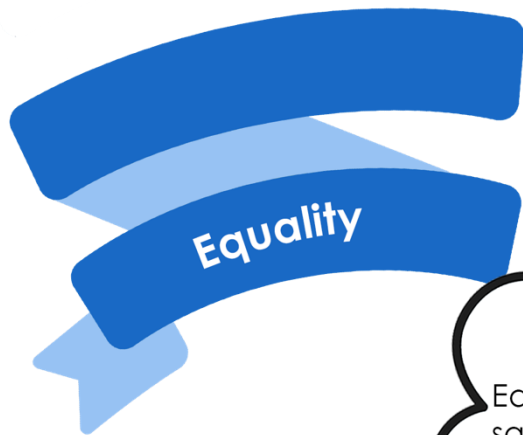
Our Rights Rangers help us learn about Children's Rights through working on the Rights Respecting Schools Award.

We know that we all have rights. We know that our rights cannot be taken away from us. We are learning about all the rights that all children have.

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

## SUSTAINABLE DEVELOPMENT GOALS

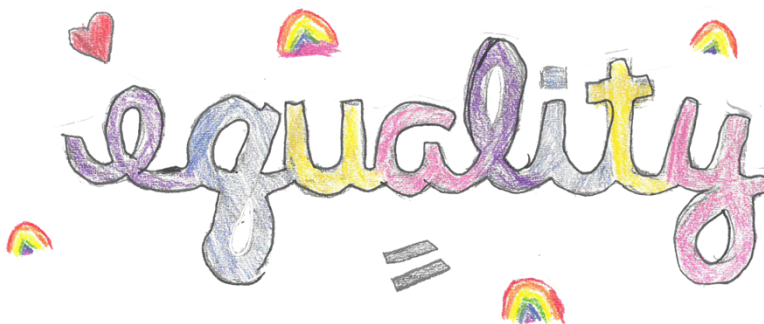


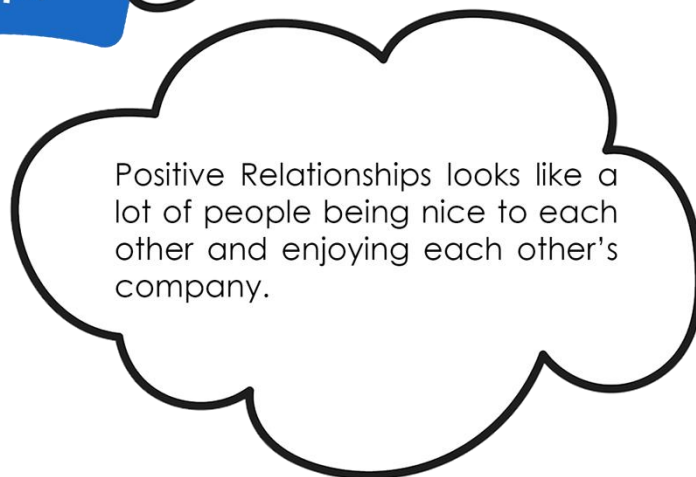
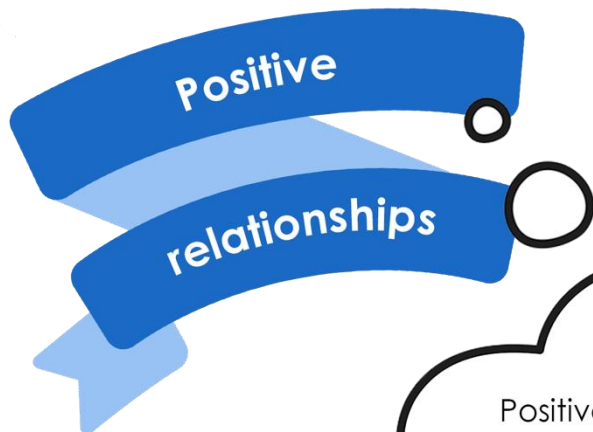


Two of our values are belonging and respect. When we belong, we feel like we are safe and supported. We learn to respect and celebrate that every person is different.

We 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.





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.

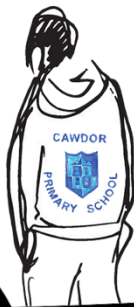


## Anti-Bullying

TELL THEM TO STOP!



IGNORE AND WALK AWAY



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.

SPEAK TO AN ADULT





# Cawdor Primary School

Cawdor's Way to Wellbeing – Information for Adults (March 2024)



**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 <a href="#">our four school values</a>:</p> <ul style="list-style-type: none"><li>Kindness</li><li>Teamwork</li><li>Belonging</li><li>Respect</li></ul> <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 <a href="#">wellbeing indicators</a>.</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"><li>Safe</li><li>Healthy</li><li>Achieving</li><li>Nurtured</li><li>Active</li><li>Respected</li><li>Responsible</li><li>Included</li></ul>	<p>Through our curriculum we are developing an understanding of the <a href="#">United Nations Convention on the Rights of the Child (UNCRC)</a>. Our aim is that children's rights are realised.</p> <p>We know that all children have all rights.</p> <p>We know that the rights that children have cannot be taken away.</p> <p>We know that all rights are equally important.</p>																
EQUALITY	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 <a href="#">Equality Act (2010)</a> ensures that we actively eliminate discrimination based on the protected characteristics:</p> <ul style="list-style-type: none"><li>Age**</li><li>Disability</li><li>Gender reassignment</li><li>Race</li><li>Religion or belief</li><li>Sex</li><li>Sexual orientation</li><li>Marriage and civil partnership**</li><li>Pregnancy or maternity</li></ul> <p><b>**Age and Marriage and Civil Partnership do not apply to children in schools.</b></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 <a href="#">Equality Act (2010) Technical Guidance for Schools in Scotland</a> to guide our practice and challenge discrimination that children and adults face.</p>	<p>Teamwork is our value that ties Team Cawdor together. To enable this we support positive relationships through using <a href="#">Highland Council's Promoting Positive Relationships</a> guidance:</p> <ul style="list-style-type: none"><li>Child ↔ Child</li><li>Child ↔ Adult</li><li>Adult ↔ Adult.</li></ul> <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. This may include a discussion with a child's family to identify how this can be reinforced at home.</p> <table><tr><th colspan="2">Restorative Comments &amp; Questions</th></tr><tr><th>Comments</th><th>Questions</th></tr><tr><td>1. State what happened: e.g. &lt;child's name&gt; told me that... <b>or</b> I saw you...</td><td>1. What happened?</td></tr><tr><td>2. When you... &lt;insert action&gt; you must have been thinking or feeling...</td><td>2. What were you thinking/feeling at the time?</td></tr><tr><td>3. You look &lt;insert emotion&gt;...</td><td>3. What are you thinking/feeling now?</td></tr><tr><td>4. I can see that... &lt;insert name&gt; is feeling... &lt;insert emotion&gt; because... &lt;insert action&gt;</td><td>4. Who's been affected by what happened and how?</td></tr><tr><td>5. When this happened, &lt;insert school value&gt; was missing</td><td>5. When that happened, which of the school values were missing?</td></tr><tr><td>6. To fix this you need to... &lt;insert action&gt;</td><td>6. What needs to happen to make things right?</td></tr></table>	Restorative Comments & Questions		Comments	Questions	1. State what happened: e.g. <child's name> told me that... <b>or</b> I saw you...	1. What happened?	2. When you... <insert action> you must have been thinking or feeling...	2. What were you thinking/feeling at the time?	3. You look <insert emotion>...	3. What are you thinking/feeling now?	4. I can see that... <insert name> is feeling... <insert emotion> because... <insert action>	4. Who's been affected by what happened and how?	5. When this happened, <insert school value> was missing	5. When that happened, which of the school values were missing?	6. To fix this you need to... <insert action>	6. 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"><li>Tell them to STOP!</li><li>Ignore and walk away</li><li>Speak to an adult.</li></ol> <p>We have agreed that bullying is when you do not feel safe due to:</p> <ul style="list-style-type: none"><li>repeated comments in person or online from a child or a group of children</li><li>repeated physical behaviours from a child or group of children.</li></ul> <p>Everyone should feel safe in Team Cawdor.</p> <p>Supporting children to practise our school value of kindness is core to Highland's policy on <a href="#">Positive Relationships and Bullying Prevention</a> which we follow alongside <a href="#">Respect for All – The National Approach to Anti-Bullying</a>.</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 <a href="#">SEEMIS</a> and, working with children and their families, provide appropriate support and consequences.</p>
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