



# Crosshouse Primary School & Early Learning & Childcare (ELC)

*Promoting Positive Relationships  
& Understanding Behaviour*



Phone: 01355 25300  
Fax Number: 01355 579874  
Email: [gw14crosshouseoffice@glow.sch.uk](mailto:gw14crosshouseoffice@glow.sch.uk)  
Website: [www.crosshouse-pri.s-lanark.sch.uk](http://www.crosshouse-pri.s-lanark.sch.uk)



Promoting **Positive** Relationships and Understanding Distressed Behaviour



**Attain,  
Believe &  
Achieve**



**Respect for All:**  
The National Approach to  
Anti-Bullying for Scotland's  
Children and Young People

**H**appiness **E**xcellence **A**chievement **R**espect **T**ogether

## Promoting Positive Relationships & Understanding Behaviour



*'Achieve success for today and prepare for tomorrow by attaining, believing and achieving'*

### *What is Promoting Positive Relationships and Understanding Behaviour?*

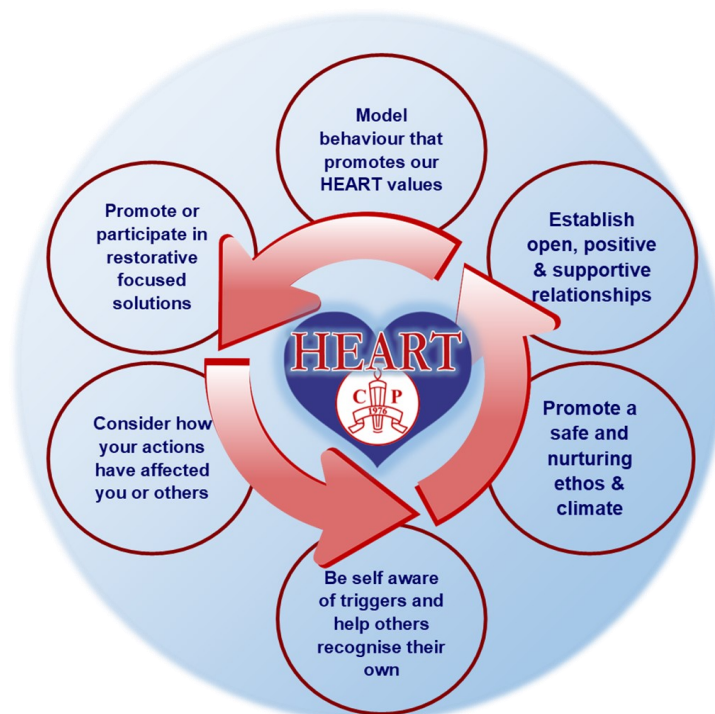
At Crosshouse Primary School and ELC, we provide an inclusive community, where learners can achieve success for today and prepare for tomorrow by attaining, believing and achieving. For learners to achieve their full potential, they must learn in a safe and nurturing environment. Central to this are our HEART values, which form the basis of our promoting positive relationships and understanding behaviour policy.



Where learners happy, excelling, achieving, respected and together, they are more likely to make positive choices, develop self-confidence and resilience and become successful learners. ***“Research has shown that a positive ethos based on mutual trust and respect has a positive impact on improving learning and behaviour”*** (Scottish Government and Scottish Advisory Group on Behaviour in Schools - SAGBIS, 2012).

### *What is expected of everyone?*

To achieve a respectful, trusting and inclusive community, it is essential that learners, staff and parents/carers recognise that they have a responsibility to be proactive in promoting positive relationships and understanding that all behaviour is communication and that distressed behaviours are often responses to anxiety, confusion, vulnerability and a range of other needs. You should:



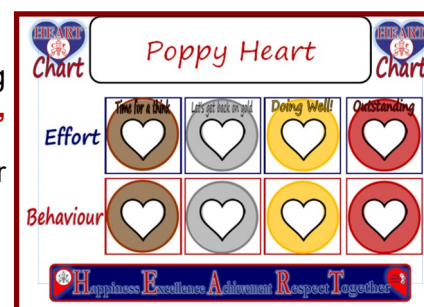
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### How do we help learners manage their own behaviour?

We are launching a new way of promoting and rewarding outstanding behaviour and effort. Our new system is called **'HEART CHARTS'** and it is based on our HEART values. This is how it will look for learners:



Children's **HEART CHARTS** will be on their desks each day. They will move a counter along the coloured hearts. They will not need to go and move their name anywhere else. We have kept behaviour and effort columns separate.

Similar to the 'Ladders', everyone will start on gold. If one of our values is not being shown, a verbal reminder will be given and the pupil will be encouraged to consider the HEART values. If it is repeated and no improvement is evident, they will be asked to move to silver. Another verbal reminder and opportunity for reflection will be given before learners would reach bronze.



Listening to stakeholders' views, we realised that there should be a step beyond gold for someone who is showing our HEART values to the highest degree. This will be called a **RED HEART** and it will be given out occasionally for outstanding behaviour or effort. Winners will receive an extra treat on a Friday!

Learners will colour their learning logs each day. If they end the day on silver or bronze, they or their teacher (P1-3) will circle the HEART indicator which requires improvement and will write a simple sentence to explain to parents/carers. **This should also happen if a learner receives a red heart for outstanding behaviour or effort!**

As always, a silver or bronze will result in 'Reflection Time' (5/10 minutes per heart) during Friday Happy Heart Time. Learners and staff will use this time to discuss and reflect on choices and make a plan for how to improve next week.

Others ways we celebrate and reward our HEART values being shown:	
HEART Certificates	Whole Class Sticker Charts
Well Done Postcards	Phone Calls
House Tokens	Class Reward Systems
House Assemblies	100% Gold Certificates



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### *How do we support learners exhibiting distressed behaviour?*

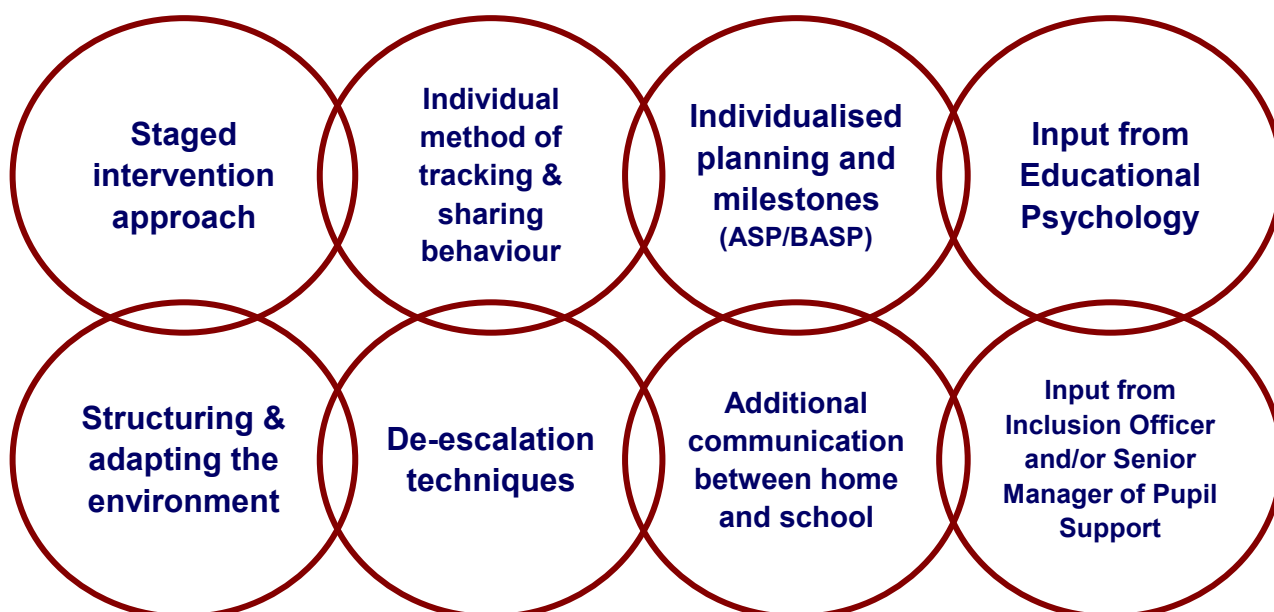
For almost all learners, **'HEART CHARTS'** will be appropriate and successful in supporting them to reflect on their effort and behaviour and better equip them with the skills necessary to apply themselves to tasks and achieve success.

However, there may be instances of ongoing distressed behaviour. Staff will work closely with learners and parents/carers to establish individual planning that focuses on the mental, emotional, social and physical triggers that may be impacting on their 'readiness to learn'.

#### **As a school community, we will focus on:**

- ⇒ Establishing positive relationships, which enable success and achievement for all.
- ⇒ Recognising all behaviour as communication.
- ⇒ Ensuring awareness of learners' needs amongst all staff.
- ⇒ Understanding learners' behaviour.
- ⇒ Promoting and engaging in positive and restorative approaches.
- ⇒ Including learners as active participants in the process of addressing behaviour.
- ⇒ Supporting learners to manage and improve behaviour and learning.

To ensure learners' needs are met, we will work in partnership with pupils and parents/carers to achieve the aims set out above. This may take the form of:





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*How will behaviour be recorded, monitored and reported?*

- ⇒ Learners will use their '**HEART CHARTS**' to manage their behaviour and effort throughout the day.
- ⇒ Learning Logs will be coloured at the end of **each day**.
- ⇒ Staff will **discuss successes and improvements** required, using **positive language** related to our HEART values.
- ⇒ Parents/Carers should monitor and discuss with their child **each night**, with a focus on **positive language and behaviour** and how best to improve.
- ⇒ Learning Logs should be **signed** by parents and teachers every week.
- ⇒ Learners will participate in '**Reflection Time**' on Fridays if they have been on silver or bronze.
- ⇒ **This should not be seen as a punishment**, but rather an opportunity to focus and engage in restorative conversation on how to meet the HEART values consistently.
- ⇒ **Attainment** of colours (gold, silver, bronze and red) **tracked and reported to SMT**.
- ⇒ Class teachers or SMT will **contact** parents/carers if learners **consistently** attain red, silver or bronze.
- ⇒ Behaviour and effort will be reflected in school reports and discussed at parents' nights.
- ⇒ Ongoing correspondence for learners on individual planning.



# Promoting Positive Relationships & Understanding Behaviour Policy

## How did we write our policy?

### Consultations:

Pupil Survey  
Parental Survey  
Staff Survey

### Awareness Raised:

Training of Staff  
Whole School Assemblies  
Class Charters, Lessons &  
Discussions  
Parental Correspondence

**Draft Published:** August 2021

**Revise:** June 2022

**Final Published:** August 2022

### References:

Scottish Government

- Respect for All, 2017.
- Developing a Positive Whole School Ethos and Culture, 2018.
- Better relationships, better learning, better behaviour, 2013.

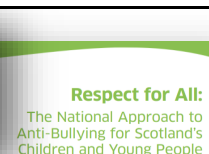
South Lanarkshire Council

- Promoting Positive Relationships and Understanding Distressed Behaviour, 2019.
- Treat Me Well, 2018.
- Framework for Inclusion and Equality, 2018.

Paul Dix

- When the Adults Change, Everything Changes, 2017.

YOU SAID...	...WE DID!
100% of parents/carers felt they understood the 'Ladders' system and 93% of learners felt it helped them and others to make good choices.	We developed a policy built on the understanding of the ladders and tweaked it to make it more inclusive and individual.
50% of staff felt the HEART values were not reflected in our policy.	We placed our values at the HEART of our policy, with all discussions, rewards and celebrations linked to them.
A few parents/carers felt the behaviour policy was 'too negative' and focused on what learners were 'doing wrong'.	Our policy is based on our values and has a positive and restorative tone. All conversations, rewards and reflections will be focused on improvement rather than consequences.
All stakeholders felt learners who make positive choices consistently and apply 100% effort should be recognised and celebrated more.	We have added a step beyond gold for excellent behaviour and/or effort (red heart) and added a Friday treat for these learners. We have also introduced an end of year certificate for 'all gold' and other things to celebrate successes throughout the year.



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