



April 2024

**Article 12: Respect the view of the child**

**Article 28: Every child has the right to an education, where discipline respects children's dignity and their rights.**

Crosshouse Primary School &  
ELC  
Relationships Policy  
(Draft)



**HEART**



Phone: 01355 245300  
Fax Number: 01355 579874  
Email: [gw14cross-houseoffice@glow.sch.uk](mailto:gw14cross-houseoffice@glow.sch.uk)

## Crosshouse Primary School Relationships Policy

### Our Vision, Values and Aims

At Crosshouse Primary School, children are at the heart of an inclusive community, where they can achieve success for today and prepare for tomorrow by attaining, believing and achieving.

It is everyone's responsibility to create and foster a calm, nurturing environment where all learners are supported to **Attain, Believe and Achieve**, to the best of their ability.

Our expectation is that everyone at Crosshouse is always

Ready  
Respectful  
Safe

We believe our Relationships Policy should reflect our Vision, Values and Aims.

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

We will do this by :

- ♦ Establishing Positive Relationships
- ♦ Respecting the Rights of Ourselves and Others
- ♦ Understanding that Behaviour is Communication
- ♦ Promoting Good Social, Emotional and Mental Health and Wellbeing



# Rationale – Policy and Practice

## ‘Start With the Why?’

- ◆ Research has shown that traditional punitive measures used in schools, can have a harmful and lasting impact on mental health. This can exacerbate incidences of distressed behaviour.
- ◆ Research conducted by the Scottish Government (2017) indicates that good relationships and a positive ethos have a huge influence on engagement with learning.
- ◆ Relational Approaches “help to build environments that reflect knowledge and understanding of what it takes to be cooperative and behave in ways that provide emotional and physical safety for everyone. Relational approaches create emotionally safe environments, encourage cooperation, and discourage behaviour that hurts others” (Education Scotland 2023)
- ◆ “Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.” (Better relationships, better learning, better behaviour, 2013)
- ◆ Practitioners who are committed to relational approaches will generally:
  - ⇒ show unconditional positive regard to learners (accepting and supporting them exactly as they are without evaluating or judging them)
  - ⇒ understand and respond to behaviour in a respectful, child friendly and holistic way, considering the individual in the context of their family, community, and culture
  - ⇒ proactively develop responses to support learners’ wellbeing and specifically to support learners who may be at risk of disengaging or of being excluded
  - ⇒ actively listen, with purpose, to children and young people
  - ⇒ focus on inclusion, wellbeing, and addressing barriers to learning rather than punitive processes and behaviour
  - ⇒ help children and young people to be aware of and understand the impact of their actions and behaviours (Promoting Positive Relationships and Behaviour in Educational Settings, Education Scotland, 2021 updated 2024)





## Rationale – Policy and Practice

## National Policy Guidance -Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

- ◆ All schools should have a relationships and behaviour policy
- ◆ All schools should have a programme for providing professional learning to support the implementation of the policy

## Guidance for developing a Local Relationships and Behaviour Policy (Education Scotland updated 2024)

## Positive relationships support:

- ♦ everyone in the learning community – learners, parents, and staff
- ♦ behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights
- ♦ resilience and the ability to deal with difficulties

## SLC Attachment Informed, Trauma Sensitive practice

Ensures an authority-wide approach to attachment informed, trauma sensitive practice, offering a safe haven, a secure base and that attachment is for all. We adhere to the 6 Attachment Strategy pledges:

- ◆ Act to make a difference
- ◆ See the whole person
- ◆ Hear their voice
- ◆ Recognise behaviour as communication
- ◆ Respond with compassion
- ◆ Believe in change



## PPRUDB

**South Lanarkshire Council's Promoting Positive Relationships and Understanding Distressed Behaviour guidelines state that all staff should be proactive in this role through**

- ◆ “Establishing open, positive and supportive relationships”
- ◆ “Promoting a climate in which all children and young people feel safe and secure”
- ◆ “Modelling behaviour which promotes Health and Wellbeing and encouraging it in others”
- ◆ “Being self-aware, recognising your own triggers and the impact your actions may have on others”
- ◆ “Using teaching methodologies which promote effective learning”
- ◆ “Being sensitive and responsive to the wellbeing of each child and young person”

## Roles and responsibilities – Relational Approaches

“Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.”

Paul Dix, [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)

**At Crosshouse, the promotion of positive relationships is the responsibility of all:**

Staff  
Learners  
Parents and carers

**At Crosshouse , staff should use nurturing approaches in all aspects of their daily practice (see Appendix 2)**

**At Crosshouse, staff should provide a secure base by:**

- ♦ Being available
- ♦ Being sensitive
- ♦ Being nurturing
- ♦ Being cooperative
- ♦ Building self-esteem
- ♦ Managing the environment

**At Crosshouse, all staff should engage in restorative practice.**

This requires a change of mindset from more traditional rules-based processes to a more restorative process, focussed on relationships.

| Rules Based  | Restorative  |
|--|--|
| <ul style="list-style-type: none"><li>♦ <b>What happened (rule broken)</b></li><li>♦ <b>Who's responsible (wrong doer)</b></li><li>♦ <b>What sanction do I need to enforce in order to: (action)</b></li><li>♦ <b>Change behaviour</b></li><li>♦ <b>Deter others</b></li><li>♦ <b>Avoid re-occurrence/re-offending</b></li></ul> | <ul style="list-style-type: none"><li>♦ <b>What happened (story)</b></li><li>♦ <b>Who's been affected and how (impact/harm)</b></li><li>♦ <b>What needs to happen to put things right (solution)</b></li><li>♦ <b>What can I do to support this process:</b></li><li>♦ <b>Change behaviour</b></li><li>♦ <b>Deter others</b></li><li>♦ <b>Avoid re-occurrence/re-offending</b></li><li><b>What needs to happen to put things right (solution) . How can I support this process in order to: support/ change behaviour , deter others ,avoid re-occurrence/re-offending</b></li></ul> |

## Restorative Conversations and scripts

All adults should use, model and teach:

COOPERATION   COMMUNICATION   EMOTIONAL LITERACY

Restorative work involves conversations, class meetings, peer mediations and conflict resolution. There may be occasions when more formal restorative meetings and enquiries are necessary.

Restorative conversations and meetings should be supported by the use of restorative questions (see Appendix?) and used in a way that is appropriate to the developmental age and stage of the learner.

## Emotion Coaching Approach

1. Recognise emotions and empathise
2. Validate and label emotions
3. Set limits (if needed)
4. Problem solve with the child



## Expectations and Boundaries

- Expectations, structure and boundaries are key to supporting emotional, psychological and physical safety
- Natural consequences teach us more about the cause and effect of our behaviour and offer opportunities to make different choices in the future. Natural consequences support development of responsibility, independence and motivation. Clear expectations link to natural consequences.
- There should be focus on restoring and repairing relationships through:
  - ⇒ Relating- recognizing the young person's feelings and empathizing with them
  - ⇒ Regulating- validating and labelling the emotion the young person is feeling in the moment
  - ⇒ Reasoning - not ignoring unacceptable behaviours and addressing this, while acknowledging that behaviour is communication
  - ⇒ Repairing - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated. What does the young person do when they feel these emotions again?

(Bomber, Louise, 2020. Know Me to Teach Me)

## Behaviour Blueprint (Appendix 1)

Our new Behaviour Blue print affirms:

- ◆ Our rules– Ready, Respectful, Safe
- ◆ Our pledges as adults
- ◆ The importance of routines and rituals
- ◆ The Crosshouse Way – visible consistencies and relentless routines
- ◆ Key phrases to be used by adults
- ◆ Stepped Boundaries
- ◆ Restorative talks–repairing and rebuilding
- ◆ The use of positive recognition in class and across the school
- ◆ Incentives for ‘going above and beyond’

## Supporting Distressed Behaviours

Expectations, boundaries and consequences may be differentiated to meet the developmental needs of those with additional support needs, e.g. ASD, ADHD, or in a way which reflects awareness of individuals’ lived experiences.

Distressed behaviour should be tracked and monitored by adults to see if any patterns or common triggers emerge. Targeted support may be required in terms of a Behaviour Assessment and Support Plan for some learners. This plan includes a wellbeing profile, a risk assessment and an individual plan to support distressed behaviours. This is reviewed termly and shared and agreed with parents/carers and the learner.

Adults should employ a wide range of agreed de-escalation tactics to prevent or diffuse escalation of distressed behaviour.



|            |                               |
|------------|-------------------------------|
| Appendix 1 | Crosshouse Primary Blueprint  |
| Appendix 2 | Crosshouse Nurture Rationale  |
| Appendix 3 | Relationships Do's and Don'ts |

# Crosshouse Primary School Behaviour Blueprint (draft)

## Our Pledge

- ♥ All adults are calm, consistent and kind.
- ♥ All adults give first attention to best conduct.
- ♥ All adults address behaviour – no bystanders.
- ♥ All adults use 'take up time'
- ♥ All staff model the behaviour they want to see.
- ♥ Praise in public/reprimand in private.

## Routines and Rituals

- ♥ Are relentless and consistent.
- ♥ Staff accompany children to the playground at playtimes and at the end of the day.
- ♥ Staff and children are ready when it is time to enter the building.
- ♥ End and send done calmly and consistently.
- ♥ Clap and respond is the universally recognised attention strategy.

## Visible consistencies & Relentless Routines

### The Crosshouse Way

- ♥ Meet and greet.
- ♥ Fantastic walking.
- ♥ Our School Uniform.
- ♥ Cloakroom routine.

## Some key phrases adults will use

- ♥ Name (if known) I noticed that you are...(distracted, wandering around, chatting etc)
- ♥ You are not showing our Heart values and you weren't READY/RESPECTFUL/SAFE.
- ♥ Do you remember last week I saw you show our HEART values when... That's what I need to see today.
- ♥ How could you show our HEART values now? / How could you show that you are READY/RESPECTFUL/SAFE
- ♥ That sounds like a good plan/the best thing to do/a better option.
- ♥ Thanks for listening.

## Our Rules

Ready  
Respectful  
Safe

## Above & Beyond

- ♥ Red Heart
- ♥ Head Teacher's Heart
- ♥ Hot chocolate Friday
- ♥ Heart Awards

## Positive Recognition

- ♥ Positive note home/call
- ♥ Happy Heart Time
- ♥ House Tokens
- ♥ Verbal Praise
- ♥ Class and whole school recognition boards

## Repair & Rebuild – Restorative Talk

### The Fact

- ♥ What happened?
- ♥ What were you thinking at the time?

### The Consequences

- ♥ What have you thought about since?
- ♥ How did this make people feel?
- ♥ Who has been affected?

### The Future

- ♥ What should we do to put things right?
- ♥ How can we do things differently in the future?



## Stepped Boundaries

Reminder – Heart Values/ READY/RESPECTFUL/SAFE

Warning – Stepped boundaries outlined

Last Chance – Adult will take child aside

Time to cool off/time out

Repair the situation – restorative conversation

Escalation – PT/DHT/HT

Contact with parents/carers

Behaviour Support Plan





## Crosshouse Primary School Whole School Nurture Rationale



**We are effective in ensuring the school feels a safe place for all learners.**

- We greet children individually and 'check-in' with them daily.
- We provide consistent, predictable routines and structures.
- We are consistent in de-escalation strategies at all times and model/support self-regulation.
- We show sensitivity, particularly with the most vulnerable children, at all times.

**We understand the developmental stages of children's learning.**

- We use our understanding of attachment and brain development to support children.
- We are aware of social and emotional development when planning learning experiences and differentiate to meet individual needs.
- Setting and reviewing of targets is informed by our knowledge of the child.

**Our staff are committed to the six nurture principles and embed them in our daily practice.**



- **The environment is a safe space.**
- **Children's learning is understood developmentally.**
- **The importance of nurture in the development of self esteem.**
- **Language is understood as a vital means of communication.**
- **All behaviour is communication.**
- **The importance of transitions in children's lives is understood.**

**We value language as a vital means of developing communication.**

- We give all children time to express their feelings, emotions and answer and ask questions.
- We match our language to the developmental stage of the child.
- We model good practice by listening and showing empathy in our responses.

**We understand that all behaviour is communication.**

- We are alert to non-verbal behaviours, body language, expression, mood.
- We have understanding of distressed behaviours and have systems in place to support them.
- We recognise physical contact can be a means of communication and respond appropriately.
- We use restorative approaches to build and repair relationships.

**We understand the importance of change and transition in children's lives.**

- Our routines are consistent, simple and manageable.
- We are aware that transitions can be difficult times for children.
- We manage transitions points well throughout the day and have awareness of their potential negative impact for some.
- We prepare and plan before introducing simple changes to the routine and environment and consult with the children.

## Getting it Right for Everyone – The Dos and Don'ts of Positive Relationships at Crosshouse.

**Do** recognise behaviour as communication.

**Do** acknowledge and validate the emotions behind the behaviour.

**Do** personalise your responses. This is not a one size fits all approach.

**Do** use a trauma-informed approach to supporting learners, e.g. **PACE**. (Dan Hughes)

Do relate with a 'playful' attitude – keep it light and upbeat.

Do show **acceptance** of their thoughts and feelings without judgement.

Do make a 'curious' rather than judgemental response to distressed behaviour.

Do relate with **empathy**, try to understand how they are feeling.

**Do** use attachment informed language.

**Do** consider natural rewards and consequences to behaviour.

**Do** try to look beyond the consequence and see where things went wrong and how they could be put right.

**Do** praise positive behaviour and actions.

**Do** use a positive recognition board in your class.

**Don't** use the term 'challenging behaviour'.

**Don't** manage behaviour, support it.

**Don't** completely abandon structure, expectations, and boundaries. These are still necessary in a nurturing environment.

**Don't** enforce consequences that can lead to feelings of shame or isolation as these may trigger cycle of negative or distressed behaviour.

**Praise in public, reprimand in private.**