

Lawthorn Primary School & Early Years Class



Behaviour & Relationships Policy

KINDNESS HONESTY RESPECT RESPONSIBILITY

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1. INTRODUCTION

At Lawthorn, our Behaviour and Relationships Policy is rooted in the firm belief that positive relationships and a supportive learning environment are fundamental to the success and wellbeing of every child. Our school values of **Kindness, Honesty, Respect and Responsibility**, are at the heart of everything we do. They underpin our expectations, our interactions, and our approaches to supporting every member of our community.

We are a Rights Respecting School and our commitment to promoting Children's Rights underpins our Vision, Promise and Values. This means that our pupils have, in line with the United Nations Convention on the Rights of the Child (UNCRC), the right to not be discriminated against, the right to have decisions taken in their best interest, the right to be kept safe from harm and the right to be listened to and their opinions considered.

We are committed to Getting it Right for Every Child (GIRFEC), Scotland's national approach to improving outcomes and supporting the wellbeing of children and young people and therefore we recognise that every child is unique, and their individual experiences, needs, and circumstances must shape how we support and respond to their behaviour. A 'one size fits all' approach is neither effective nor equitable. As such, we adopt a range of strategies and interventions tailored to the needs of each learner, ensuring that our support is inclusive, compassionate, and centred around our school vision to support every child *to be the best they can be*.

This policy will outline this approach and provide details of the many tools we use at Lawthorn for behaviour and relationships.

2. LAWTHORN'S VISION & VALUES

Our school vision and values create a consistent, positive culture across the school. By embedding our core values into every aspect of school life, we help children develop a strong moral compass, build meaningful relationships, and take responsibility for their actions. Our school vision and values promotes positive behaviour and supports emotional wellbeing, resilience, and a sense of belonging, laying the foundation for lifelong success both in and beyond the classroom.

OUR VISION



OUR PROMISE

We will welcome our children and families to our school community and work together as a team. We will support children's learning and wellbeing as well as embracing their unique talents and interests.

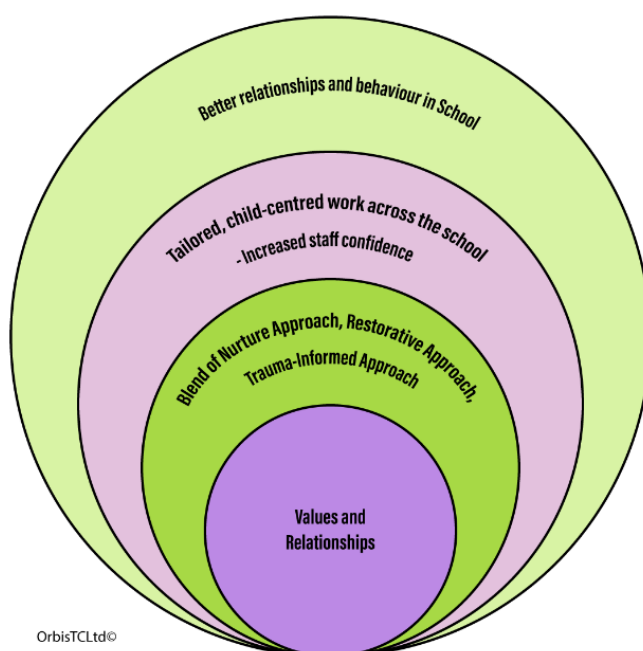


OUR VALUES



3. OUR APPROACH

Our Values are at the centre of building and supporting positive behaviour and relationships. In building a positive school ethos, we focus on a range of proactive approaches, recognising that behaviour is a form of communication. Our approach to supporting and managing behaviour and relationships reflects a commitment to understanding the underlying factors that influence behaviour. We recognise that everyone in our school community has a part to play in contributing to our overall success and we work in partnership with children, families, and other agencies to promote emotional wellbeing, resilience, and positive relationships across our school and early years.



At Lawthorn, we recognise that behaviour support is not *'one size fits all'*. All children benefit from **universal supports** built into our everyday practice, promoting positive behaviour through clear expectations, consistent language, and strong relationships. However, some children may also require **targeted approaches** tailored to their individual needs.

We select the right strategies from our 'toolbox' based on the needs of each child, ensuring that interventions are appropriate and supportive. Central to every approach - whether universal or targeted - is the relationship we build with the child. We know that any intervention is more successful when it is delivered within a caring, trusting, and respectful relationship.

4. UNIVERSAL SUPPORTS

At Lawthorn, we use a range of universal supports to promote positive behaviour and relationships. These are detailed below:

4.1 VALUES-BASED APPROACH (ORBIS)

All behaviour and relationships at Lawthorn are framed by our school values. When responding to behaviour, we encourage everyone to reflect on our values of **kindness, honesty, respect and responsibility**.

We actively recognise and reward behaviour that reflects our values. We are explicit about what our values mean and how positive behaviour can demonstrate them in everyday actions.

Our values also form the basis of our **shared language** across the school. They shape how we talk about behaviour and relationships, ensuring that all adults consistently use language that promotes and reinforces positive choices.

This shared approach makes the language in school predictable, supportive, and free from conflicting messages, helping all children to understand expectations clearly and confidently. Below you will find our definition of our school values along with examples of language we use to reinforce our values:

KINDNESS: We are friendly, caring, and welcoming to everyone. It helps make school a happy and safe place where everyone feels included. When we are kind, we help others, use kind words, share, and take turns. Kindness makes learning easier and helps us all get along.

'In this school, we show kindness to one another.' 'The way you acted there was not kind, that's not okay here.'

'When you hit that person, it's not kind and doesn't make people feel safe.'

'It is not okay to lift your hands because you are angry, it's not kind or respectful.'

HONESTY: We tell the truth and do what is right. It means being fair, admitting mistakes and recognising the impact our behaviour can have on others. When we are honest, people trust us, and our school becomes a kinder and safer place for everyone.

'At Lawthorn, when we have made a mistake, we are honest about what we did, and we try to fix it'

'I would like you to reflect on your behaviour and the impact it had, be honest with yourself and figure out what you can do better the next time'

'Did you try your best? We always strive to be honest with ourselves and the effort we have given'

RESPECT: We treat everyone with fairness. It means listening when others speak, using polite words, using good manners and taking care of our school and belongings. When we show respect, we make school a happy place where everyone feels safe and valued.

'When you called that person names, it does not make them feel respected; that is not okay.'

'When you are talking when you should be listening, you are not being respectful to the person talking'

'We show respect by taking turns.'

RESPONSIBILITY: We work hard and stay focused. It means being ambitious, listening carefully, trying our best, learning from our mistakes and never giving up. When we take responsibility for our learning, we give ourselves the best chance to succeed.

'I want you to try your best, even if the work is hard, we all have a responsibility to learn.'

'It is my responsibility to help you, to teach you and make sure you know your rights'

'I like how you did not join in there when others were talking, you took responsibility for your own behaviour.'

CONSISTENCY OF LANGUAGE

At Lawthorn, we believe that consistent language is key to effective behaviour management. When all staff use the same phrases and approaches, it provides clarity, fairness, and predictability for pupils. This consistency helps children understand expectations and make positive choices.

We aim to ensure we routinely relate behaviour to our values.

Naming the Behaviour

Staff will **name the behaviour** clearly and calmly, to help pupils recognise which specific actions are not acceptable and why. This approach separates the behaviour from the child, reinforcing that it is the choice, not the person that needs to change.

Naming the behaviour gives children a clear picture of what went wrong and what the expectation should be. It promotes self-reflection, responsibility, and learning, rather than blame. For example:

- Instead of: "You're being naughty."
 - Use: "You are pushing in line. We must wait our turn respectfully."

Clear and Positive Language

Staff will use calm, clear, and positive language when addressing behaviour. Instead of focusing on what not to do, we encourage pupils to think about the right choice.

- *Instead of:* "Stop talking."
 - Use: "You are talking over others. Remember, we listen when others are speaking."

4.2 ZONES OF REGULATION

At Lawthorn we recognise that feelings are complicated. Children are supported and taught how to manage their feelings and emotions through the Zones of Regulation. The Zones of Regulation organise our feelings and emotions into four zones – Blue, Green, Yellow, and Red.

THE ZONES OF REGULATION®

Getting Started with The Zones at School

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into **four colored Zones, all of which are expected in life.**

Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Blue Zone
Sad - Bored
Tired - Sick



Green Zone
Happy - Focused
Calm - Proud



Yellow Zone
Worried - Frustrated
Silly - Excited



Red Zone
Overjoyed/Elated
Panicked - Angry - Terrified

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"The framework is designed to move learners toward more independent regulation while also honoring and respecting the learner and their unique self." – Leah Kuypers, The Zones of Regulation creator

THE ZONES OF REGULATION FRAMEWORK & CURRICULUM

What it IS

- A proactive, skills based approach
- A simple, common language to understand, talk about and teach regulation
- A consistent, metacognitive pathway to follow for regulation
- A systematic framework with developmental sequence of lessons
- Meant to be adapted for your learners and setting

What it ISN'T

- A behavior approach
- A discipline model, punitive in nature
- A scripted curriculum with different lessons for each age/grade level
- Only about teaching the 4 Zones and feelings associated with them
- A "one size fits all" framework

The Zones of Regulation curriculum is published by Think Social Publishing, Inc. (socialthinking.com).

The **BLUE ZONE** describe slow feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored.

The **GREEN ZONE** describes a calm state. We may be feeling happy, focused, content, peaceful, or calm.

The **YELLOW ZONE** describes when our energy is higher, our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness or be overwhelmed.

The **RED ZONE** describes very overwhelming feelings potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified.

BACK ON TRACK: To help support emotional regulation, all classes have a 'Back on Track' box. There are a variety of tools within the box that children can use to support them to manage their emotions such as sensory tools, thinking strategies, breathing exercises and calming techniques. Where required, children are supported to use these effectively.

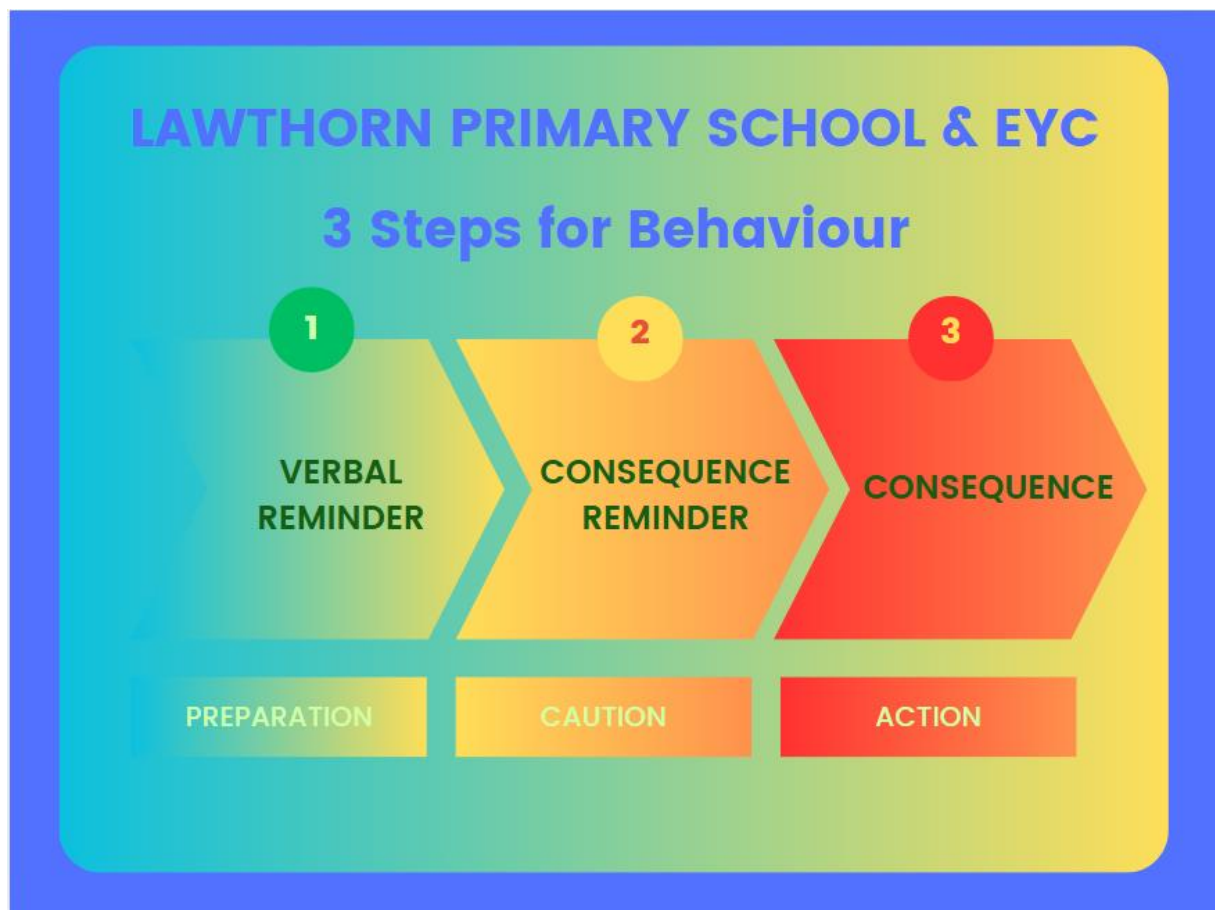
4.3 BEHAVIOUR STAGES & CONSEQUENCES

At Lawthorn, we use a 3 staged system to promote positive behaviour and provide clear consequences when expectations are not met. This system helps children understand the impact of their choices and encourages them to make positive choices.

This approach is a school wide system that will apply to the majority of our pupils. It is designed to reinforce our values and set out a path pupils recognise and can adhere to.

Like all schools, we may have a small number of children who struggle with behaviour and communication due to additional support needs and/or trauma. In these cases, we will identify and set out an approach that recognises these additional needs and tailor our approach to ensure the values and expectations are communicated and adhered to by everyone.

Our Three Steps for Behaviour at Lawthorn Primary are:



STEP 1: VERBAL REMINDER

A verbal reminder is given to encourage children to correct their behaviour. This will be framed using values.

Examples of behaviour:

- Answering back
- Not listening when the teacher or a peer is speaking
- Being off-task and distracting others
- Rough play in the playground

Response:

- A **calm, clear reminder** of expectations and our values.
- Name the behaviour: e.g., *"You are talking over others. Remember, we listen when others are speaking, and this shows respect."*

No consequence—just a chance to fix behaviour.

STEP 2: SECOND REMINDER/ CONSEQUENCE REMINDER

If behaviour continues after an initial verbal reminder, a second reminder is given and at this stage we may lay out what the potential consequences can be if the behaviour continues.

Examples of behaviour:

- Continuing to call out or disrupt learning/ Distracting others from their work
- Repeatedly ignoring instructions
- Ignoring playground rules
- Continued rough play

Response:

- A firm but fair warning explaining that continued behaviour will result in a consequence.
- Name the behaviour and explain what the next step will be: e.g., *"You are still talking over others. This is the second time I have asked you to stop. If it happens again, you will have reflection time."*

Encouragement is given to make a better choice. Reminder that should behaviour continue consequences/ reflection time will be put in place.

STEP 3: CONSEQUENCE/ REFLECTIONS TIME

If behaviour persists, staff can inform the child that they will be asked to give up some time at break or lunch or even move seat and reflect on their actions via a discussion or a written exercise.

Examples of behaviour:

- Ignoring repeated instructions and continuing to disrupt learning.
- Speaking disrespectfully to an adult or peer.
- Refusing to complete work or follow routines.
- Rough play that results in someone getting hurt.
- Name-calling or unkind behaviour toward others.

Response:

- The child is given reflection time (e.g., 5 minutes of thinking time, moving seat, or loss of privilege/break time – this will be relative to age and stage of pupil).

A **reflective discussion** follows to help the child understand what behaviour is not okay, and what is expected going forward. This may take the form of a restorative conversation (see section 4).

SERIOUS BEHAVIOUR

Some behaviours are too serious for warnings and require immediate action.

Examples of serious behaviour:

- Physical aggression
- Using offensive or inappropriate language
- Open defiance or refusal to follow instructions
- Fighting or deliberately hurting someone
- Damaging school property on purpose

Response:

- Senior Leadership Team (SLT) is informed
- Parent involvement: Parents may be contacted depending on the severity

4.4. RESTORATIVE PRACTICE

A restorative approach recognises that people are the experts of their own solutions and if implemented effectively will promote accountability and maximise personal responsibility. A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored. In different contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- respect (this could mean a sense of security, self-confidence, self-respect, or dignity)
- understanding the impact of our own behaviour on others
- repairing or replacing damaged materials or resources

There are three key questions we ask children during a restorative conversation. These are:

What happened?

Who has been affected and how?

What needs to happen next?

A restorative approach is not consequence free. At Lawthorn, we believe that consequences should be **logical and restorative**, helping children make amends and learn from their mistakes. Wherever possible, consequences will be directly related to the behaviour, allowing children to take responsibility for putting things right.

Examples of behaviour and natural consequences:

- Drawing on walls → The child will help clean the wall.
- Tearing a book → The child will help repair or replace the book.
- Throwing objects or creating a mess → The child will tidy the area.

Restorative conversations are not appropriate for every situation. This approach should be used appropriate to the age and stage of the child(ren) and the circumstances identified. This approach, alongside Reflection Time, encourages pupils to reflect on their behaviour in a meaningful way, strengthens their sense of responsibility, and supports the development of respectful, positive behaviours across our school community.

4.5 REFLECTION TIME

Pupils may be asked to reflect on an incident or behaviour and explore the impact their behaviour has had on others and themselves. They will be asked to think about what they can do differently next time and discuss it with an adult.

Teachers may ask pupils to do this in class at the start of break or lunch, especially if their conduct has impacted on the classroom. When behaviours impact other pupils during break or lunch, a member of staff may ask pupils to reflect on their actions with an adult either in the playground or lunch hall.

This is underpinned by our value of Responsibility and teaches important skills to reflect and learn from what we do.

5. Targeted Approaches

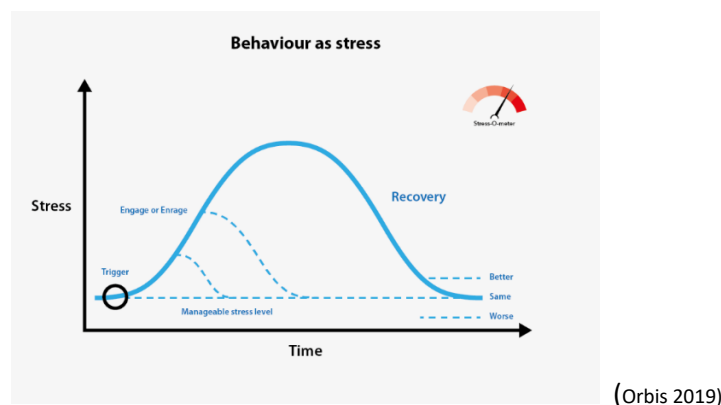
5.1 TRAUMA-INFORMED APPROACH

The impact of trauma, stress, attachment, and Adverse Childhood Experiences (ACEs) is being increasingly better understood and included into approaches to managing behaviour. A key aspect of a nurturing approach is to understand that early experiences can have a significant impact on a child's development and wellbeing.

Experiences such as neglect, abuse, poverty, loss, and violence can result in children developing coping strategies to manage the difficult feelings this can lead to. These coping strategies can be challenging, difficult to manage, harmful to themselves and others as well as distressing to deal with.

We aim to deal with this distressing behaviour by helping children learn new ways to deal with difficult feelings. We aim to reframe behaviour and see it as an indicator of stress.

We see behaviour as an indicator of stress and recognise that when behaviour is escalating, stress levels are increasing. **Our approach is to reduce stress levels and *then* deal effectively with behaviour.**



Some of our children will have experienced traumatic events in their lives (current and/or historical). Such experiences can lead to children being hyper-sensitive and reactive. Some of this trauma will impact on a child for a very long time and our focus needs to be on helping them learn ways to cope with trauma.

Most children and young people can operate well with a manageable level of stress, where they can cope with changes to routine and peer disagreements. For some, certain triggers can increase stress levels, e.g. unexpected change to routine, being told 'no', a perceived threat, making a mistake or a dispute with a peer.

When something has triggered an increase in stress, and a child's behaviour begins to show signs of changing or escalating, we will employ de-escalation techniques. We will always seek to reduce stress and in doing so, are modelling and teaching the children new coping mechanisms to deal with difficult feelings. Once children are regulated and calm, we can then deal with the impact of their behaviour. Sometimes, this may need to be the next day.

Managing Distressed Behaviours

In circumstances requiring a higher level of intervention sustained over time, we seek the support and involvement other agencies i.e. Education Psychologist, undertake detailed planning, and a Team Around the Child meeting.

Positive Support Plan

To support our pupils, a Positive Support Plan is created to equip all staff working with the child, with the necessary knowledge and strategies to minimise the risk of escalation. This plan outlines the child's:

- Strengths
- Interests
- Bridge builders
- Early warning signs of anxiety or distress
- De-escalation strategies
- Key personnel
- Specific guidance on managing escalating behaviours

We recognise the duty of care we have to all of our children, and on very rare occasions, this may involve the use of a safe hold or physical intervention. However, this is only done by staff trained in CALM techniques and will be included with in a child's positive behaviour plan.

A comprehensive risk assessment is completed for any pupil whose behaviour poses a potential risk of injury, ensuring careful evaluation of potential hazards and the implementation of preventive measures.

5.2 NURTURE

Nurture is both a universal and targeted approach and is a principle that underpins all of our interactions in school, but is also an approach we use for individual pupils and families.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all school and Early Years staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible.

A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

A nurturing approach is key to supporting mental health and wellbeing and attainment in Scottish schools. It is also a way of supporting the needs of children and young people who have experienced ACEs (Adverse Childhood Experiences) and trauma (Education Scotland, 2017).

There are 6 Principles to a Nurturing Approach:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in Children's lives.

5.3 THE CIRCLE FRAMEWORK

Inclusive Learning and Collaborative Working

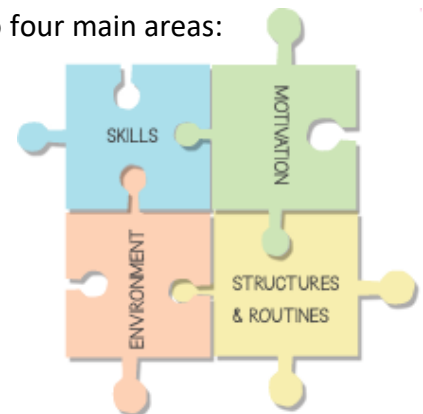


It is the responsibility of all staff to consider their role when supporting a learner who finds participation and engagement difficult. All teachers use CIRCLE Framework to audit their classroom environment, ensuring it is inclusive for all.

For children with social and emotional needs which mean there are barriers to learning, **CIRCLE Participatory Scales** are used to identify specific areas affecting individual pupils' participation in the classroom. The information from completing these scales is then used to create targets on pupil support plans.

Skills, Supports & Strategies section of the resource splits strategies into four main areas:

- Modifications to the learning environment
- Establishing structures and routines
- Approaches to enhancing motivation
- Skills to make progress within the curriculum



5.4 TAILORED PACKAGES (OUR BEHAVIOUR TOOLKIT)

At Lawthorn, we recognise that every child is unique, and so are their social, emotional, and behavioural needs. To support our pupils effectively, we have developed a **Behaviour Toolkit**, a flexible collection of targeted interventions and resources designed to help individuals thrive.

This toolkit allows staff to select support strategies that align with a child's specific needs. Importantly, **not all strategies will be appropriate or effective for every child**, and we are committed to thoughtful, personalised decision-making when determining the right support. Our approach is child-centred, ensuring that interventions are responsive, respectful, and grounded in professional judgement.

The toolkit includes a range of evidence-informed resources and services, such as:

- **LIAM (Let's Introduce Anxiety Management)**
- **Pastoral Support Groups (e.g. Change & Loss, Resilience, Building Positive Relationships)**
- **Lego Therapy**
- **Breakfast/ Lunchtime Clubs**
- **Family Centred Wellbeing Service**
- **NEST (Neurodevelopmental Empowerment & Strategy Team)**
- **School Counselling**
- **School Nurse Support**
- **Area Inclusion Worker Support**
- **Brian Donnelly (ORBIS: Behaviour, Relationships and Readiness for Learning Specialist Support)**

These supports can be used individually or in combination, depending on what best suits the child's context and circumstances.

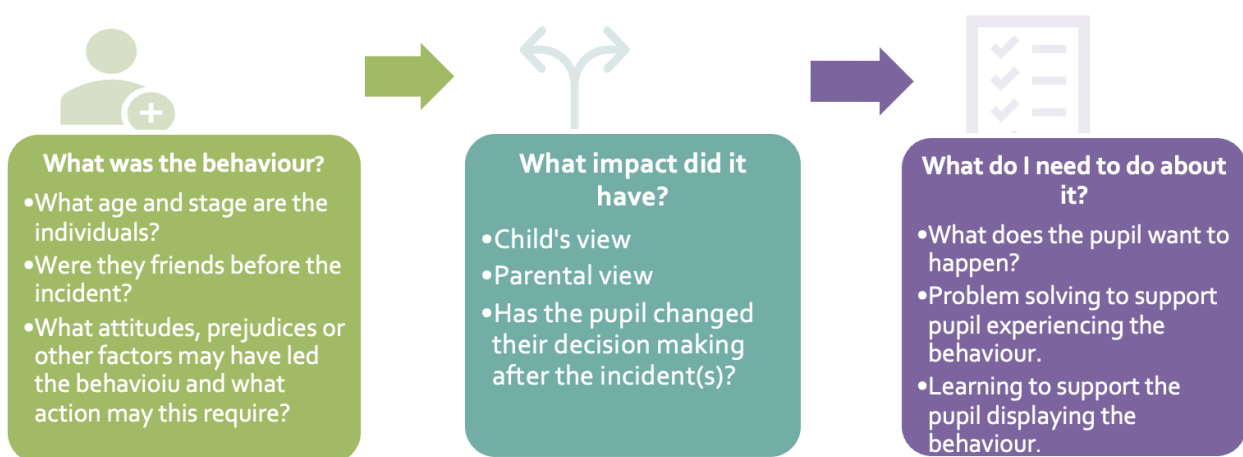


6. ANTI-BULLYING

'Children who are bullied do not feel like themselves, they feel like they have something taken away from them. They feel they lose the ability to manage what is happening to them and worry a great deal about what might happen if they tell, if they speak up or if they ignore it.' (Brian Donnelly 2021 <https://orbistc.com/anti-bullying/>).

What you do about bullying is more important than how you define it.

We do not try to figure out if it was bullying before responding. We act as soon as something happens. Our staff will respond to any concerns or allegations of bullying by asking:



This is helpful as it breaks incidents and allegations down into a manageable, solution-focused process. All staff can respond to bullying and must always share this with the Leadership Team for advice, support and guidance.

We separate behaviour and impact to help us explore what happened and what we need to do, then we bring these two parts together as part of our solution and response to incidents of bullying.

Looking at behaviour and impact as two distinct things, gives us a framework on how to respond to all incidents. This will tell us if we are dealing with unkind behaviour or bullying.

This approach will allow us to deal with each situation in a fair and even way.

Please see our full policy on our school website.

7. CELEBRATING SUCCESS

At Lawthorn, we believe in recognising and celebrating the achievements of our pupils to encourage positive behaviour, motivation, and a love for learning. We do this through a range of rewards that highlight the values and skills we strive to develop in our children.

Class Reward Systems

Some classes operate their own reward system to celebrate positive behaviour, effort, and achievement. These systems vary across the school to ensure they are age-appropriate and engaging for all pupils.

Teachers may use a range of strategies, including:

- Sticker charts to reward individual effort and progress.
- Marble jars or group points where the whole class works towards a shared reward.
- Star of the Day/Week to recognise pupils who consistently demonstrate our school values.

Class teachers will communicate their reward system to pupils at the start of the year. These systems work alongside our whole-school celebrations to promote a positive and encouraging learning environment.

Weekly Assembly Certificates

Each week, children who demonstrate excellence in their learning through the 6Cs - Collaboration, Communication, Creativity, Critical Thinking, Character, and Citizenship - will be awarded certificates in our celebration assembly. These awards acknowledge individual effort, perseverance, and contributions to the school community.

House Points

To further encourage positive behaviour and reinforce our school values of Kindness, Honesty, Respect, and Responsibility, we operate a house points system. Pupils earn house points for demonstrating these values in their daily interactions and learning. All staff members can award house points for acts of kindness, demonstrating responsibility in learning, showing respect to others, and for being honest.

House points are collected and counted monthly, with the winning house receiving an additional playtime as a reward. At the end of the academic year, the house with the highest overall total will receive a special reward, celebrating their collective commitment to upholding our school values.

By recognising and rewarding positive behaviour and achievements, we aim to create an environment where every child feels valued, motivated, and inspired to be *the best they can be!*

8. ROLES & RESPONSIBILITIES IN BEHAVIOUR MANAGEMENT

At Lawthorn, positive behaviour is a shared responsibility between teachers, pupils, and parents. By working together, we create a supportive and respectful environment where all children can thrive.

The Role of the Staff

Staff play a crucial role in setting clear expectations and modelling positive behaviour. They are responsible for:

- Demonstrating the values of **Kindness, Honesty, Respect, and Responsibility**
- Establishing a safe, inclusive, and respectful learning environment
- Building positive relationships across the school community
- Clearly communicating behaviour expectations using our shared language
- Using the 3 stage system fairly and effectively
- Encouraging and celebrating positive behaviour through class and whole-school rewards
- Supporting pupils in reflection and improvement following misbehaviour
- Working with parents, partners and SLT when further intervention is needed

The Role of the Pupil

Pupils are expected to take responsibility for their behaviour and contribute to a positive school environment by:

- Demonstrating the values of **Kindness, Honesty, Respect, and Responsibility**
- Respecting others' rights to learn and play safely
- Making good choices, even when faced with challenges
- Accepting consequences with a willingness to reflect and improve
- Supporting their peers by encouraging positive behaviour and reporting concerns if needed
- Working hard in class

The Role of the Parent/Carer

Parents and carers are key partners in promoting good behaviour. Their role includes:

- Reinforcing school values at home and supporting the behaviour and relationships policy
- Encouraging their child to reflect on their choices and take responsibility for their actions
- Celebrating their child's successes and praising positive behaviour
- Communicating any concerns with the teacher and working together to support their child
- To support their child to use mobile phones and social media responsibly
- Attending meetings when needed to discuss and support their child's behaviour

At Lawthorn, we believe that creating a safe, respectful, and supportive environment is a shared responsibility. When teachers, parents, and pupils work together and model our core values, children are more likely to develop them in a meaningful way.

Parents play a vital role in reinforcing these values at home, helping children understand the importance of kindness, commitment, and inclusion in everyday life. When school and home work in harmony, children feel secure, valued, and motivated ***to be the best they can be*** — both in school and beyond.

9. COMMUNICATON

Positive, respectful communication between school and home is vital in supporting children's wellbeing, behaviour, and learning. We are committed to maintaining open lines of communication and working collaboratively with families. This section outlines how concerns are addressed, whether initiated by parents/carers or by the school.

Home-to-School Communication

We aim to ensure communication between school and home is positive and mutually respectful. Class teachers know children best and spend the majority of the day with them. If you have a concern, please call the school on 01294 224548 to request a call back from your child's class teacher in the first instance.

If you feel your issue has not been resolved by the class teacher, you can request a call from a member of our Senior Leadership Team. Please be mindful that teachers and SLT may not be able to respond on the same working day, but we will endeavour to return calls as quickly as possible.

The following table provides details of who to contact:

	First Point of Contact	Next Step (if needed)	Further Escalation
School	Class Teacher	Principal Teacher (PT) / Depute Head Teacher (DHT)	Head Teacher (HT)
Early Years	Key Worker	Senior Early Years Practitioner	Head Teacher (HT)

School-to-Home Communication

When the school has a concern about a child, particularly regarding behaviour, we will make timely and appropriate contact with families to keep you informed and involved.

Type of Concern	Initial Contact from School/ EY to Home	Further Support (if needed)
Behavioural concern	Class Teacher/ Key Worker	Senior Leadership Team (Senior EYP/ PT/DHT/HT)
Ongoing or serious concern	Member of the Senior Leadership Team	May include direct contact from the HT

In most cases, **the class teacher will contact parents/carers first** to discuss any behavioural or wellbeing concerns. If the concern is significant or requires further action, a member of the Senior Leadership Team will follow up.

Our Approach

- We aim for all communication to be respectful, solution-focused, and in the best interests of the child.
- We encourage early contact so that small issues can be addressed before they become bigger concerns.
- Appointments can be made via the school office if a more detailed conversation is needed

REFERENCES

Zones of Regulation- <https://zonesofregulation.com/>

Brian Donnelly- Orbistc- <https://orbistc.com/>

CIRCLE Resource- <https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary-and-secondary/>

LIAM- <https://earlyinterventionframework.nhs.scot/programmes/let-s-introduce-anxiety-management-liam/>

NEST- <https://www.nest.scot/>

Videos about the policy



Brian Donnelly Policy Introduction



Information for Parents from Brian Donnelly



Bullying



What our Values mean by our Rights Respecting Leaders

