

St. Osmund's Catholic Primary School



Attachment Aware Behaviour Policy

Governors' Committee Responsible:	Stewardship
Governor Lead:	Clare Hagen
Nominated Lead Member of Staff:	Michelle Lunney
Status & Review Cycle:	Annual
Date of initial inception:	September 2021
Date of Review:	May 2024
Date of Next Review:	May 2025
Signed (Chair of Governors)	A. Cole
Signed (Head Teacher)	M. Lunney

1. Purpose:

The purpose of this policy is to guide teachers, support staff, pupils and parents on our restorative and attachment-aware approach to behaviour management. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St. Osmund's Catholic Primary School, with a focus on fostering secure attachments and positive relationships.

2. Introduction:

St. Osmund's Catholic Primary School is dedicated to cultivating a safe and happy environment where exemplary behaviour fosters feelings of security and respect within a culture of limitless learning. Every member of our school is expected to uphold the highest standards of personal conduct, taking responsibility for their behaviour and encouraging others to do the same. Recognising that each child is on a unique journey of social learning, we prioritise a consistent approach to behaviour support that aims to cultivate caring and responsible individuals. Our behaviour policy guides staff in teaching self-discipline over blind compliance.

3. Our Core Beliefs:

- Behaviour is malleable, and every child can achieve success.
- Positive, targeted praise is more effective in shaping behaviour than blame and punishment.
- Reinforcing good behaviour fosters positive self-esteem.
- Understanding each child's needs and circumstances enables fair and compassionate responses.
- Adult behaviour significantly influences children's responses and behaviours.
- Positive staff-pupil relationships are fundamental to promoting good behaviour.

4. Aims:

Through this policy, we aim to:

- Provide a clear, fair, and consistent approach to behaviour management grounded in nurturing principles and restorative practices.
- Cultivate, nurture, and value strong, healthy relationships recognising their lifelong importance.
- Foster a safe, respectful, equitable, and joyful school ethos where learning opportunities flourish.
- Equip staff with the tools to support children and build positive relationships, promoting good citizenship and self-discipline.
- Empower learners to take ownership of their behaviour and its consequences.

In alignment with our aims, we integrate social and emotional learning across the curriculum and various school activities, promoting skills such as conflict resolution, cooperation, and empathy.

5. Attachment-Aware Behaviour for Learning: The St. Osmund's Way

Be Ready, Be Respectful and Believe

At St. Osmund's, we uphold high expectations for all pupils underpinned by our motto, "Show your faith by the way you live," and reinforced by our school rules and golden values. We acknowledge that clear structures with predictable outcomes have the greatest impact on behaviour. Our behaviour principles, inspired by the work of Paul Dix, emphasise positive recognition and consistent routines. We adhere to three simple rules: Be Ready, Be Respectful, and Believe, which are explicitly taught and modelled throughout our school community.

We also recognise that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted rewards and sanctions to reinforce positive behaviour.

READY ✕ RESPECT ✕ BELIEVE		
<i>Listening</i>	<i>Kindness</i>	<i>Resilience</i>
<i>Responsibility</i>	<i>Respectful</i>	<i>Honesty</i>

Attachment-Aware Positive Strategies:

To ensure a nurturing and attachment-aware environment, all adults in the school are expected to:

- Greet pupils warmly each morning, promoting a sense of belonging.
- Support and reinforce the school's behaviour principles.
- Maintain calm, consistent, and fair interactions, avoiding raised voices or emotional reactions.
- Model positive behaviours and cultivate relationships based on trust and respect.
- Plan engaging lessons that cater to the diverse needs of learners.
- Publicly praise desired behaviours and provide gentle reminders in private.
- Allocate time for meaningful conversations to address behaviour concerns.
- Make regular use of the Zones of Regulation. See Appendix 1

Recognition for exemplary behaviour is provided through various strategies, including smiley faces, house points and golden value tickets.

6. Attachment-Aware Relentless Routines and Visible Consistencies:

Clear routines and consistencies are essential for establishing behaviour expectations. At St. Osmund's, these include:

- Legendary Lines for orderly movement around the school.
- Readiness Countdowns to signal attention in class.
- Smart Spaces to maintain tidy and purposeful learning environments.

Consistent behaviours exhibited by staff foster respectful relationships with pupils, reinforcing positive behaviour expectations.

7. Attachment-Aware Behaviour Pathway:

Our Behaviour Pathway provides a structured approach to addressing behaviour concerns, focusing on restorative principles and clear consequences. This pathway emphasises small, certain consequences and restorative conversations to promote positive behaviour outcomes.

- Reminder
- Final Warning
- Calming Time - in class > in another class > in designated space
- Follow Up/Restorative conversation using the three Rs and emotion coaching.
See Appendix 2

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Restorative conversation then the following steps should be used. Senior leaders do not deal with the behaviour in isolation; they support the colleague and show unified consistency.

- Pupil is taken to a member of SLT or the Headteacher (Ideally HT should be used only when pupil has already met with a member of SLT)
- Parents contacted
- Parents called in for meeting
- Internal Exclusion
- Short Term Fixed Exclusion (1-2days)
- Longer Fixed Term Exclusion (3-5days)
- Permanent Exclusion

Our Behaviour Plan (See Appendix 3) This is a document which staff will refer to for a consistent approach to our Behaviour Policy to ensure behaviour and expectations are clear and consistent. It also details sequenced steps which are focused on small but certain consequences and a restorative ending. The Plan will be used by every member of staff to ensure consistent language and steps are being used throughout the school and that expectations and consequences for the children are clear.

8. Restorative Approaches:

We believe in the power of restorative practices to build positive relationships and address behaviour issues. Restorative conversations aim to help children understand the impact of their actions, learn appropriate behaviours, and develop skills to

prevent future incidents. These conversations prioritise prompt resolution and learning opportunities.

9. Attachment-Aware Physical Intervention:

Physical intervention is only used as a last resort to prevent harm or damage. It is applied with care, ensuring the safety and dignity of all involved, and never used as a form of punishment. Incidents of physical intervention are recorded and reported to parents. See Appendix 4.

10. Application and Scope of this Policy:

This Attachment Aware Behaviour Policy applies to the entire school community and is effective when applied consistently and confidently. While special circumstances may require adjustments, the principles of promoting good behaviour remain constant.

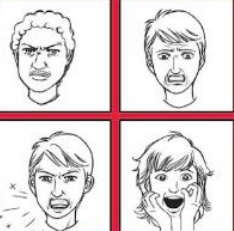
11. Monitoring and Evaluation:

The Senior Leadership Team monitors the effectiveness of the policy regularly and reports to the Governing Body. Ongoing assessment ensures that visible consistencies and relentless routines support positive behaviour throughout the school.

Appendix 1 The Zones of Regulation

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

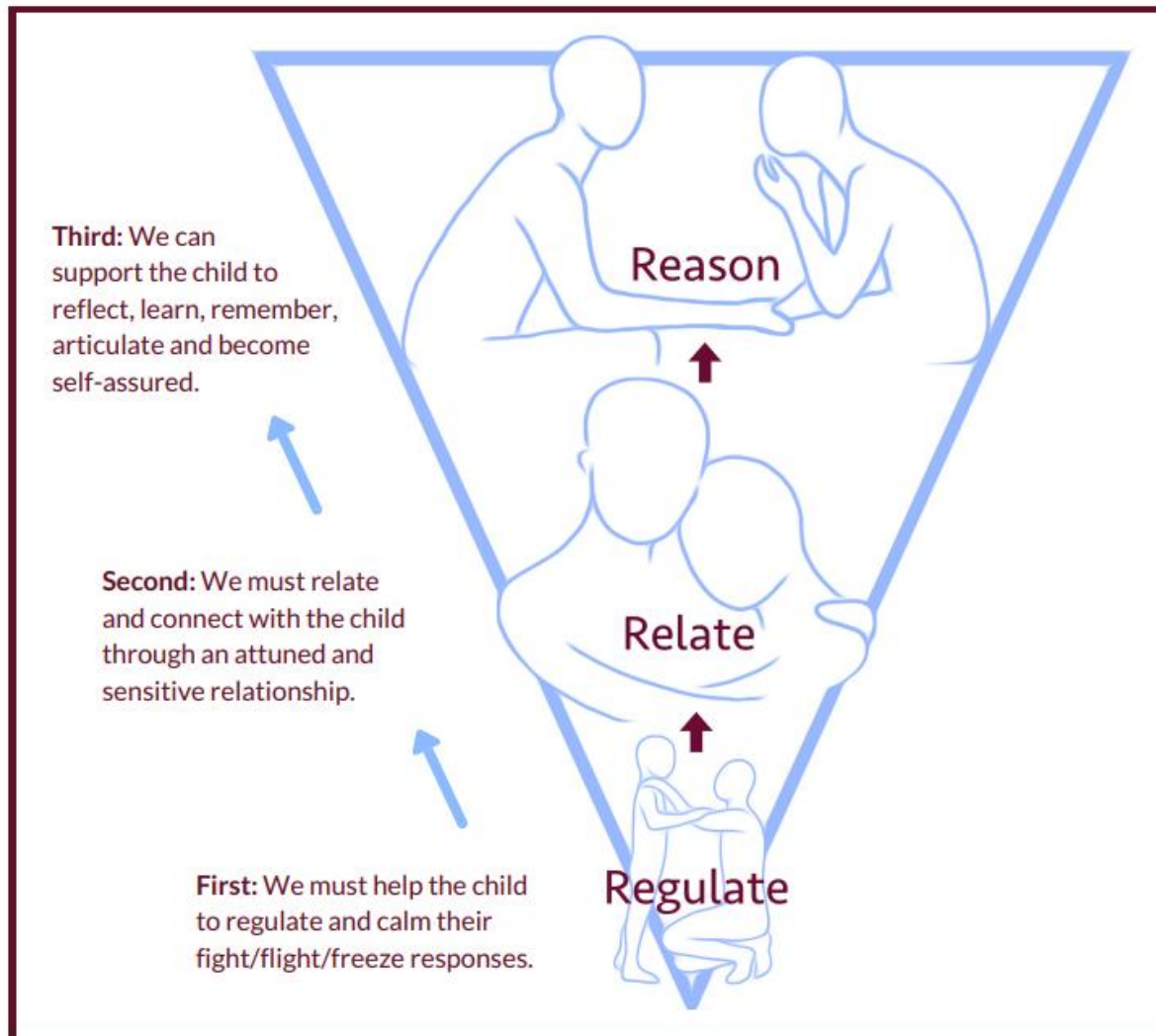
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Appendix 2 Restorative Approaches and Emotion Coaching

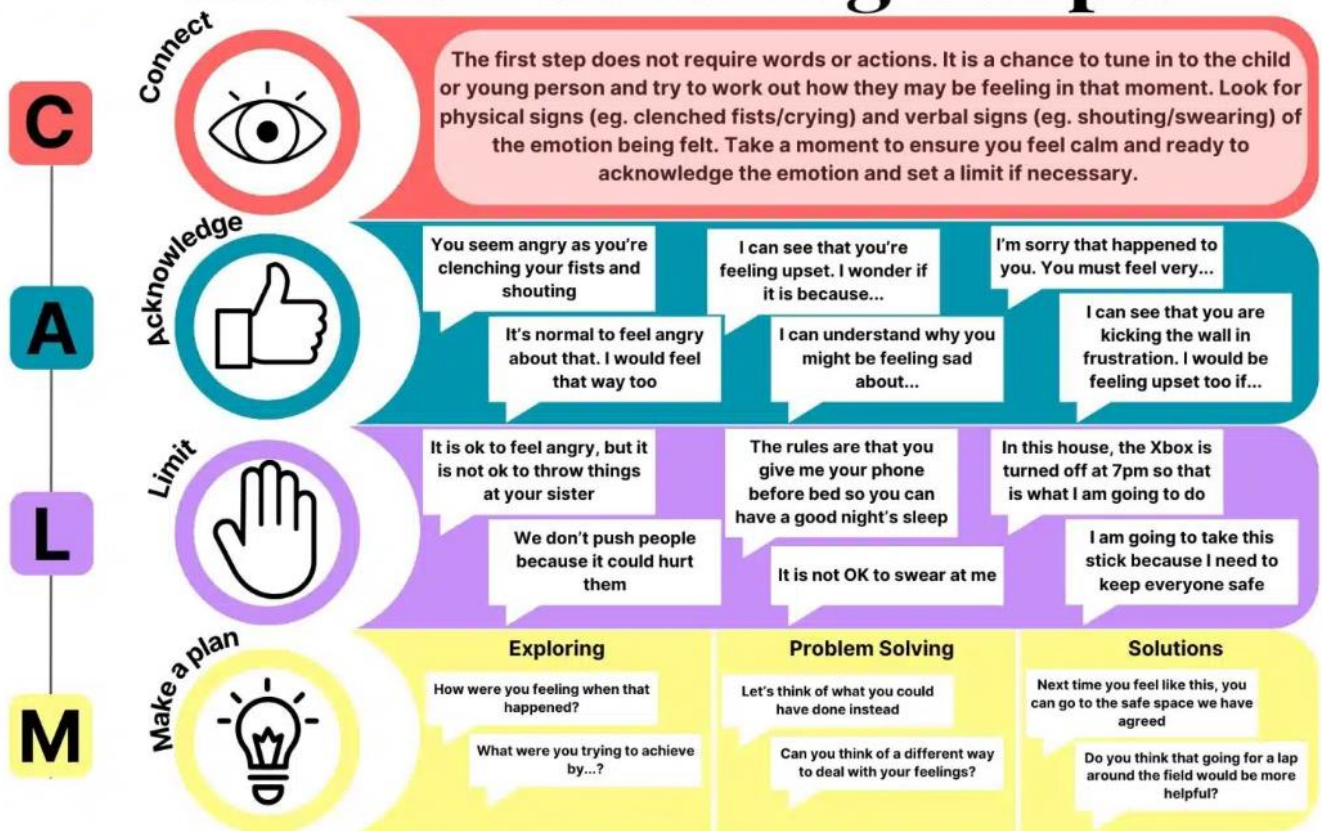
The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Emotion Coaching Scripts



Appendix 3 Our Behaviour Plan

Rules	Relentless Routines	Above & Beyond Recognition	Visible Consistencies
Ready Respect Believe	Legendary Lines Readiness Countdown Smart Spaces	Golden Value Ticket HT /SLT Praise	Meet and Greet Praise in Public, Remind in Private Behaviour Pathway
Stepped Sanctions Gentle approach>use child's name>go down to child's level, make eye contact>deliver message>walk away.			
1. Reminder (reinforce 3 rules, privately if possible): I noticed you chose to (state the noticed behaviour). This is a REMINDER that we be to Be ... (state relevant rule: Ready, Respect, Believe). You now have the chance to make a better choice. Thank you for listening (Give 'take up time' and do not respond) Example- 'I notice that you are distracting others. You are breaking our school rule of being respectful. Please concentrate on your own work. Thank you for listening.'			
2. Final Warning: I noticed you chose to ... (state the noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to../ go to the thinking area etc. Do you remember when...(model of previous good behaviour)? That is behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give 'take up time' and don't respond). Example- 'I have noticed that you are not ready to do your work. You are breaking our school rule of being ready. Please start your work now or you are choosing to catch up at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'			
Calming Time: 3. In Classroom > 4. In Another Class > 5. A Designated Space 3. In Classroom I noticed you chose to ... (state the noticed behaviour) You need to ... (describe appropriate place in classroom e.g. reading corner, spare desk, quiet area etc.) I will come and speak to you in two minutes. Example- 'I have noticed that you have chosen to use unkind words. You are breaking our school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' Action – Child goes to designated area. After two minutes ask child to complete a task eg: to sit quietly, complete a reflect sheet, continue work etc. for 5-10 minutes. If behaviour improves, return to class. If not or child refuses, move to step 4.			
4. In Another Classroom			

I noticed you chose to ... (state the noticed behaviour)

You need to go to ... (state the classroom you need them to go to.) I will come and speak to you at the end of the lesson.

DO NOT DESCRIBE THE BEHAVIOUR TO OTHERS IN FRONT OF THE CHILD OR OTHER CHILDREN

Example- 'I have noticed that you continue to use unkind words. You are breaking our school rule of being respectful. You have now chosen to go and sit in (other classroom). I will come and speak to you in two minutes. Thank you for listening.'

Action – Child is escorted to other classroom for the remainder of the lesson. The child must have a task with them to complete, which needs to be communicated to the colleague. If behaviour improves, return to class. If not or child refuses, move to step 5. Incident recorded on behaviour record and given to HT

5. In Designated Space

I noticed you chose to ... (state the noticed behaviour)

I will now contact ... (HT or member of SLT) I will come and speak to you at the end of the lesson.

DO NOT DESCRIBE THE BEHAVIOUR TO OTHERS IN FRONT OF THE CHILD OR OTHER CHILDREN

Example- 'I have noticed that you continue to use unkind words. I will now contact Mrs Lunney (or member of SLT) and you will need to complete your learning in her office. I will come and speak to you at the end of the lesson.'

Action – Child is escorted to the headteachers office for the remainder of the lesson. The child must have a task with them to complete, which needs to be communicated to the colleague. Incident is recorded on behaviour record and given to HT. For regular occurrences, parents informed and meeting arranged.

SPECIFIC PLAYGROUND SANCTIONS

Adults must follow the stepped sanctions above, adapting steps 3-5.

You need to 3: Be redirected to another activity. 4 Sit on the bench. 5. Go inside (escorted) to outside staffroom.

I will come and speak to you after playtime. (make sure class teacher knows where the child is)

FOLLOW UP, REPAIR AND RESTORE (Emotion Coaching)

Connect

Acknowledge

Limit

Make a plan

Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Appendix 4 Behaviour Record

Behaviour Record		
Name of child/ren:	Name of Staff reporting:	Date:
Others involved:		
Which rule was broken?		
What happened?		
Were the stepped sanctions upto and including step 3 followed? (If not, why?)		
What was the response of the child?		
Which step did the incident reach? (3, 4 or 5)		
Further Action Required?		
Is this a one off incident or have there been regular occurrences to step 3?		

Please complete and give to Mrs Lunney for every incident that reaches Step 5 whether inside or in the playground or for regular repeated incidents involving the same children.