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 2026**
Date of Next Review:	**May 2027**
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:

Ready, Respectful, 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		
Listening	***Kindness***	***Resilience***
Responsibility	***Respectful***	***Honesty***

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.
- Fantastic Walking
- 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.

- 1.Reminder
- 2. Warning
- 3. Calm and Consequence
- 4. Extended Consequence
- 5. Serious Incident
- Stage 3 onwards has follow up and restorative conversation (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) Recorded on Arbor system.
- 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®



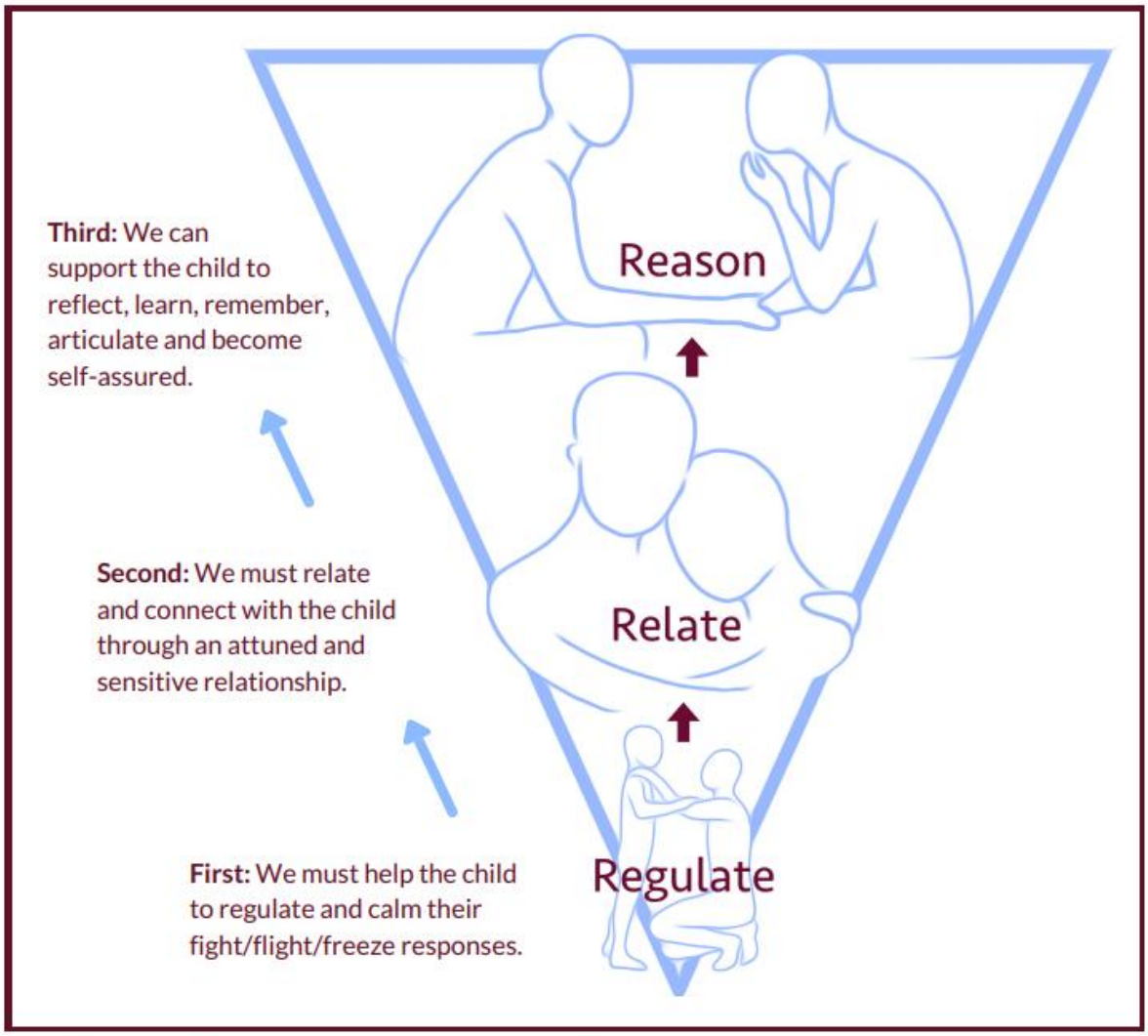
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

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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

C

A

L

M

Connect



The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.

Acknowledge



- You seem angry as you're clenching your fists and shouting
- I can see that you're feeling upset. I wonder if it is because...
- I'm sorry that happened to you. You must feel very...
- It's normal to feel angry about that. I would feel that way too
- I can understand why you might be feeling sad about...
- I can see that you are kicking the wall in frustration. I would be feeling upset too if...

Limit



- It is ok to feel angry, but it is not ok to throw things at your sister
- The rules are that you give me your phone before bed so you can have a good night's sleep
- In this house, the Xbox is turned off at 7pm so that is what I am going to do
- We don't push people because it could hurt them
- It is not OK to swear at me
- I am going to take this stick because I need to keep everyone safe

Make a plan



Exploring

- How were you feeling when that happened?
- What were you trying to achieve by...?

Problem Solving

- Let's think of what you could have done instead
- Can you think of a different way to deal with your feelings?

Solutions

- Next time you feel like this, you can go to the safe space we have agreed
- Do you think that going for a lap around the field would be more helpful?

Appendix 3 Our Behaviour Plan

Behaviour Pathway

Proactive Strategies

Rules	Relentless Routines	Above & Beyond Recognition	Visible Consistencies
Ready **Respect** **Believe**	**Legendary Lines** **Fantastic Walking** **Readiness Countdown** **Smart Spaces**	**Golden Value Ticket** **HT /SLT Praise**	**Meet and Greet** **Praise in Public, Remind in Private** **Behaviour Pathway**

Redirection ('The 'Nudge')

This could be directed to the whole class, a group or an individual.

Low level, possibly non-verbal cues. For example, praise of those around, (well done for walking nicely), a gentle look to show you have noticed them or pointing to visual cue.

For serious behaviour incident move directly to Stage 4 or Stage 5

Stage 1. Formal Reminder (The 'Connection'):

Private, 1:1 reminder of expectations.

I noticed you are finding it hard to ….. (state the noticed behaviour).

This is a REMINDER that we need to be … (state relevant rule: Ready, Respect, Believe).

Example- 'I notice that you are finding it hard to not distract others. You are breaking our school rule of being respectful. Please concentrate on your own work. Thank you for listening.'

Stage 2. Warning: (The 'Choice')

This is the second time I have spoken to you about …..

(Child's name) … **if** you choose to break our school rules again, **then** … the consequence will be… This is your warning to help you make a good choice.

Example- 'This is the second time I have spoken to you about not being ready to do your work. You are breaking our school rule of being ready. If you choose to continue not being ready then you will complete your work during breaktime/lunchtime. This is your warning to help you make a good choice.

Stage 3. Calm and Consequence: (The 'Learning')

I noticed you are still finding it hard to … (state the noticed behaviour)

You need to … (describe appropriate place in classroom e.g. reading corner, spare desk, quiet area, just outside classroom with door open etc.) I will come and speak to you in two minutes. (This provides the calming for you and the child.

Example- 'I have noticed that you are still finding it hard to use unkind words. You are breaking our school rule of being respectful. You need to go and sit in the quiet area. I will come and speak to you in two minutes.

Action – Child goes to designated area. After two minutes speak 1:1 with the child. Deploy emotion coaching and relevant response. Ensure consequence is completed whenever appropriate, focusing on the fact they made a wrong choice and how to make a good choice next time. If they refuse, continue to stage 4.

Stage 4. (Removal and Repair)

I noticed you … (state the noticed behaviour)

I can see you're finding it difficult to follow our school rules right now. You're going to spend some time in (…) so you can reset and continue your learning. I will come and talk with you at the end of the lesson so we can work out how to move forward.

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

Stage 4 incidents must be discussed with KS leader, jointly decide to record on Arbor or record in record log for informal monitoring purposes.

Action – Child is escorted to other classroom/SLT for the remainder of the lesson. The child must have a task/reading book with them to complete, which needs to be communicated to the colleague.

5. Serious Incident (Removal and Repair)

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

Action – Teacher calls for HT or member of SLT (either walkie talkie, TA or sending another child with a message). HT or SLT collects the child, they child must have a task/book with them to complete, which needs to be communicated to the colleague. Incident is recorded on Arbor. For regular occurrences, parents informed and meeting arranged.

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.