



St. Columbas Catholic Primary School

Church Lane, Walney Island, Barrow-in-Furness Cumbria LA14 3AD

Head Teacher: Mrs C O'Donnell

Tel: 01229-471522 Email: admin@stcolumbas.cumbria.sch.uk

"I have come that they may have life and have it to the full" (John 10 : 10)



Attachment Aware Behaviour Regulation Policy

for St Columba's Catholic Primary School

Approved by ¹	
Name:	Claire O'Donnell /Peter Craig
Position:	HT COG
Signed:	C O'Donnell
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"I have come that they may have life and have it to the full"

(Jn:10:10)

St Columba's School has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers. We use the Gospel Values, the teachings of Jesus, social stories, PSHE and RSE to support children in forming positive working and social relationships.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong ... Underpinning the behaviour policy is the belief that everyone can learn to self-manage / self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

SELF REGULATION IS LINKED WITH LEARNING AND FOR CHILDREN TO LEARN BEST THEY NEED TO BE ABLE TO SEE WHERE THEY ARE NOW AND WHERE TO GO NEXT. IT IS IMPORTANT THAT EACH CLASSROOM HAS A SELF REGULATION STATION TO SUPPORT MENTAL HEALTH AND LEARNING

This policy was based on Guidance provided Local Authority CLA Team and has included input from: members of staff, representatives from the governing body, parents and carers, pupils and our School Nurse

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

St Columba's Catholic Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Policy Aims:

- To maintain a caring, secure community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

The RE/PSHE and HRSE Relationships Policy at St Columba's support our behaviour policy and recognise the uniqueness of the individual, they contribute to the positive ethos at our school, in line with the school's mission statement (Jn 10:10)

The policy promotes high quality learning relationships for all. At St Columba's we have clear systems and structures to support staff in knowing their students well. We have an approach to learning that builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures make our school personal, providing the scaffolding for good learning and for independence and character building.

Our ethos builds relationships by recognising every child, building self-esteem and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration. Our approach to learning supports recognition and inclusion for all within the local community. Our work with the community builds sustainability in relationships and connects our students with relevant opportunities .

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Other policies – e.g. • PSHE Education Policy • Anti-bullying Policy • Equality Policy • Health and Safety Policy • Safeguarding Policy • Restraint Policy • E-safety policy • Cyber-bullying policy

It is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a shared responsibility. “Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life”.

The role of the governing body: To oversee the policy and support evaluation of effectiveness.

The role of the Headteacher and senior leadership team: To support, monitor, evaluate, review and provide CPD

The role of parents/carers/guardians: To be honest with the school about your child.

To support the school with the policy in every way possible

All staff in school to be familiar with the policy and to be a crucial part of supporting behaviour in the school community. It is everyone’s job.

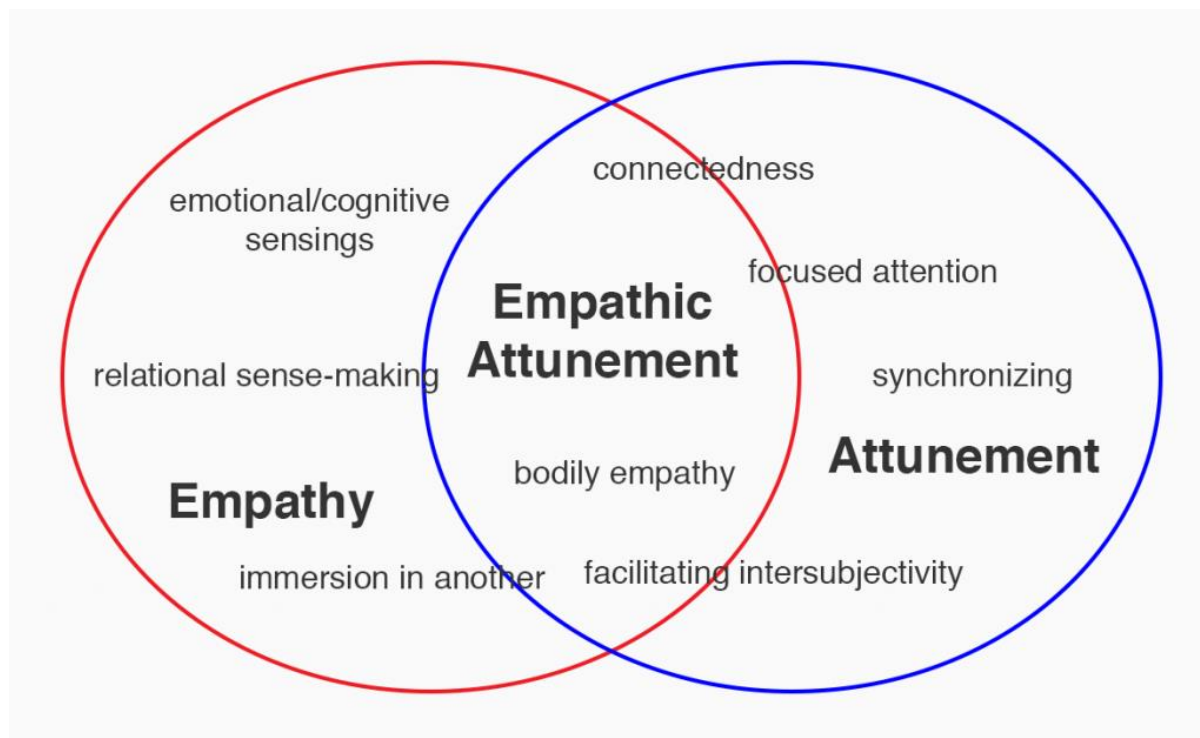
What you will see in our school:

1. Each child has their own self -regulation rocket (or similar) that has been made by the child. The rocket demonstrates how each individual person helps themselves to regulate and how to support themselves. This allows children to be in charge of their feelings and emotions and take charge. If a child is feeling yellow they need to be able to support themselves to get back to green. Children need strategies to support themselves
2. Staff will also have a self -regulation rocket and use this to establish class rules. What is green? What does yellow look like?
3. Staff wear self -regulation colours on their school pass so they can use them to chat with pupils
4. Staff use emotion coaching and growth mind set strategies
5. Inappropriate behaviour is addressed through discussion of self -regulation rocket to see why the behaviour has taken place.
6. Depending on the nature and reasons for behaviour there will be consequences
7. Consequences are always linked to the behaviour that has taken place: Talking in class and unfinished work means you need to catch up on missed learning, hurting another person

means you must stay in and reflect on this and make them an apology card, breaking of school rules means the child will be taught the consequences of the rule break such as H&S impacts and discussion of consequences.

8. Each classroom has a reflection area and children will be asked to go there to consider their actions
9. There is a self -reflection area in the library where children will be sent to discuss behaviours with a support worker
10. If children are continually showing signs of disruptive behaviour then a meeting will take place with the child, staff member and a member of the SMT to try to get to the route of the problem: A child may be bored, troubled, trying to gain help or attention, worried or have additional needs that need addressing. Some children may just need extra guidance on how to behave and have this modelled to them or discussed through a social story.
11. Parents will be involved to support the picture of the whole child and to share anything that maybe happening at home. Parents are key in the discussions as they know their children best.
12. In some cases, there may be the need for a plan to be drawn up with staff and parents so everyone is clear about how to support the child fully.
13. Outside agencies such as the behaviour team and the PRU will be liaised with and involved where needed. At this point the child would be Wave 3 and need a one-page profile and support.
14. The headteacher is involved at all levels and regularly discusses behaviour with each class teacher to support and identify needs
15. The school nurse is on standby to identify extra needs and support staff and parents.
16. Assessment for Learning is used in all subjects to allow children to be reflective learners and discuss their feelings in relation to their work, their talents and their worries. A4L also allows children to share their preferred learning style with their teacher to create a stronger relationship. This links with Metacognitive *knowledge which* is what a learner knows about the way they learn or how they can engage most efficiently with a particular task, while *skills* refer to the ability regulate these activities. Both are of key importance and interact with one another. Effective use of metacognitive skills entails the application of metacognitive knowledge which includes pupils' ability to assess or evaluate their progress on cognitive tasks *as well as* their ability to use strategies to regulate progress in a systematic manner (Karably & Zabrucky, 2009).

17. Rewards are a key feature of our policy and include praise, certificates linked to success with self-regulation, dojo messages to parents, half termly reward cards sent to parents from the headteacher, whole school rewards(trips) for working together as a team, assembly certificates and rewards and behaviour leader rewards.



18. The above is needed when communicating and talking to children

Key Attachment Aware principles such as atonement and empathic listening to support co-regulation

19. Emotional resilience will be supported in school using all of the above strategies

Children need structure and boundaries to allow them to feel safe and flourish. The main rule at St Columba's is 'Be kind to one another' this encompasses all other rules in school.