

Aston Clinton School

Together we: Aspire, Care and Succeed



Written Statement of Behaviour Principles

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Written Statement of Behaviour Principles

Rationale and purpose

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the school's Behaviour Policy.
2. This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance [Behaviour in schools](#)
3. The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
4. The school's Behaviour Policy is publicised to staff and families on the school website.

Principles

The behaviour policy is based on the following principles:

1. All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
2. The behaviour policy is rooted in the school's ethos: **Together we: 'Aspire, Care and Succeed' .**
3. All children, staff and visitors have the right to feel safe at all times at school
4. The behaviour policy is shared with all members of the school community to ensure that it is understood by all.
5. Positive relationships and mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors are essential.
6. Pupils are supported to take responsibility for their actions and given the opportunity to repair the harm that they may have caused.
7. All behaviour is communication and governors support a therapeutic approach to behaviour management in line with Buckinghamshire 'STEPS' programme and Trauma Informed Practice.
8. Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.
9. Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
10. Encouraging good behaviour and respect for others aims to prevent all forms of bullying among pupils.
11. Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.
12. Praise and positive reinforcement are more effective than punishment.
13. Promote and support community cohesion – 'No Outsiders Here'.
14. Consistency is the key to success. The behaviour policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.
15. There is dedicated time allocated to enable staff to build positive relationships - using approaches such as: I wish my teacher knew.
16. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
17. The Governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.