



# Behaviour Leaflet

**Aston Clinton School**

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## Information Leaflet for parents

This information leaflet is designed to inform parents of our expectations towards behaviour at Aston Clinton School. We believe that this leads to a shared understanding of the strategies and approaches used and supports a collaborative approach with our school community.

Aston Clinton is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the school's behaviour principles. We are committed to improving outcomes for children and staff and to promoting good relationships across the whole school community. We believe children should be supported to learn how their behaviours impact on others. We encourage the children to work collaboratively to repair any harm that may have been caused. Our strong school ethos and core values of: *Aspire, Care, Succeed* underpins everything we do. We encourage our children to be caring, supportive and demonstrate our values at all times. We provide them with a safe enabling environment where they feel valued, supported and heard.

We have high expectations of all our children, both in relation to their education, as well as their behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the children and the use of restorative practices to promote pro-social behaviours.

At Aston Clinton, we have the responsibility to operate an effective policy that encompasses preventative strategies for tackling inappropriate or harmful behaviour. We are committed to adopting a therapeutic approach to behaviour, which is underpinned by the Norfolk STEPS programme.

### **Underpinning our approach through Buckinghamshire STEPS**

***Positive experiences create positive feelings. Positive feelings create positive behaviour.***

***Negative experiences create negative feelings. Negative feelings create negative behaviour.***

We plan for three phases of behaviour progression: Pro-social, Escalation or Difficult, Dangerous or Harmful (see diagram above.) When pupils are engaged and learning, we need to 'catch them getting it right.' This can be by recognising and rewarding their efforts through praise, certificates, or anything that has meaning for the individual pupil. Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and brings about positive experiences and feelings in others.

Good teaching and learning promotes good behaviour and good behaviour promotes good learning. We believe that children 'learn behaviour' and make positive behaviour choices through:

- ◇ Positive relationships with adults and peers
- ◇ Role models, patterning and copying
- ◇ Positive phrasing and reminding
- ◇ Scripts, routines, repetition and structure

- ◇ Consistent, clear and agreed boundaries
- ◇ Praise, reward and positive reinforcement
- ◇ Comfort and forgiveness



### WHAT IS PRO-SOCIAL BEHAVIOUR?

Pro-social behaviours are any actions that benefit others around them or society as a whole.

For example:

- being respectful of all members of our school community and environment
- displaying positive learning attitudes and supporting others with their learning
- establishing and maintaining positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledging own feelings, communicating this to elicit positive support ('I am feeling anxious; I need space' or 'I'm feeling cross')
- identifying, understanding and accepting mistakes as learning opportunities, and using a Growth Mindset to persevere and challenge themselves to complete the task
- identifying, reflecting and repairing anti-social behaviour choices
- respecting the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

Pro-social behaviour acts as a strong motivator in education as it provides children with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, children can struggle to make connections with others, which can subsequently lead to a disconnection, which can negatively influence a child's learning, motivation, and attitude towards themselves, others and their education. When teachers make space for pro-social behaviour in education and social learning, then they can illustrate that what children are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

### HOW WE TEACH AND PROMOTE PRO-SOCIAL BEHAVIOUR AT ASTON CLINTON

## **Developing and Promoting Positive Relationships**

At Aston Clinton, we are committed to developing positive relationships across the whole school community: staff, pupils and parents. We strongly believe that by working together we can best support the development of our pupils. We understand that every child is an individual and value the importance of understanding each and every one of them. Staff are encouraged to build caring and empathetic relationships to create sustained pro-social feelings within our children. Working with parents and carers can further strengthen this. This is achieved through daily, positive interactions with all members of the community from meet and greet in the mornings, an open door policy, Circle Time, assemblies, PSHE etc.,

## **Consistent, clear and agreed boundaries**

At Aston Clinton we have three overarching school rules: Aspire - Be ready to learn; Care - Be respectful; Succeed—Be safe. These are discussed at the beginning of the school year and each class then look at each in turn, at an age appropriate level and discuss how these will look in practice in the classroom. All children have an input into the agreed charters and have a vested interest. These are on display in the classroom and referred to across other behaviour principles e.g. recognition boards

## **Positive Phrasing**

At Aston Clinton, we aim to use positive phrases which are clear, uncomplicated and unambiguous. This helps support managing challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.

## **Scripts and Routines**

At Aston Clinton, we use agreed words and actions (in line with the STEPS process) that are likely to be the most effective in achieving the desired outcome for an individual. The de-escalation script is designed to 'remove heat' from a situation and create space and time. In order to disempower the behaviour we use the following de-escalation script:

▷ *Child's name*

▷ *I can see something has happened*

▷ *I am here to help*

▷ *Talk and I will listen*

▷ *Come with me and....*

## **Zones of Regulation**

At Aston Clinton, we teach, 'The Zones of Regulation' which helps pupils gain skills in consciously regulating their actions, which in turn leads to increased control, problem solving abilities and pro-social behaviours. This helps children to recognise when they are in

different states called 'zones'. There are 4 zones and each zone is represented by a different colour. Through teaching, children learn how to use strategies or tools to stay in a zone or move from one to another. Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. Our PSHE and PE curriculums are also used to help children develop techniques within the 'zones'.



### **Planning for and understanding the children**

We believe that behaviour is a form of communication and in order to understand what a behaviour is telling us we need to understand the child. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child. This is the heart of the STEPs process.

### **Rewards and Positive Reinforcement**

Our emphasis is on promoting pro-social behaviour. The whole school community aims to promote pro-social behaviour through praise and unexpected reward. We aim to promote pro-social behaviour through recognition including:

- \* acknowledgement of demonstrating school values
- \* celebration and sharing of learning in whole school assembly
- \* incidental rewards and praise
- \* giving verbal praise and positive feedback
- \* role modelling to peers throughout school
- \* allocation of responsibilities and roles

### **Recognition Boards**

A whole class daily target is set during morning registration, and informed by a whole class pro-social focus. This focus links to the School Values and 'Be' rules. When a child demonstrates this pro-social focus they are celebrated by being added to the class recognition board and the aim is to celebrate the whole class being added across the day as a group effort.

### **Whole School House System & Values Tokens**

At ACS we have a House system which is used to encourage collective achievement through cooperation and individual effort. Every child is allocated to

### **Priase Assembly**

Children's learning and Behaviour for Learning is celebrated every Monday during our 'Celebration Assembly'. A child is selected each week by the teacher for displaying learning behaviours. The child receives 'Time to Shine' pupil. The class teacher and pupils share how they have demonstrated the School's Behaviour for Learning.

### **Feedback and Recognition**

All staff give feedback to children about their behaviour and recognition is given to the pro-social behaviours they display. For example, 'Thank you for holding the door open'; 'Thank you for helping tidy up'; 'I really liked the way that you showed resilience in tackling that maths problem.'

### **EDUCATIONAL CONSEQUENCES**

These are consequences put in place by staff to teach the child to rehearse and learn about their actions to aid internalisation of pro-social actions to avoid repetition. It is important that any educational consequence that is taken matches the context and anti-social behaviour shown. These may include:

- restorative meetings
- restorative consequences
- third person role-play to understand peer / adult feelings
- Home/school communication
- Social stories / Comic Strip conversations
- behaviour related research to understand how and why actions have impacted on others
- completing or redoing tasks to the expected standard
- modelling pro-social behaviours to younger peers

### **PROTECTIVE CONSEQUENCES**

These are actions taken by staff to ensure all children and adults feel safe in the school environment. They may include one or more of the following:

- an increased staff ratio
- limited access to outside space

- specific staff support given at break and lunchtimes
- differentiated teaching space or learning
- work requiring completion to be sent home and supported by parents / carers
- adaptation of access to school trip, residential or extra-curricular activity
- calm room / space
- access to the 'Hub' / Nurture room during unstructured playtime
- exclusion from an area or school

### **DIFFERENTIATED RESPONSE**

It is important that any protective consequence matches the context and anti-social behaviour shown. Protective consequences are supported through the 3Rs (Reflect, Repair and Restore) which provide an opportunity for the children to learn from the experience. This time may be used to further understand the triggers behind anti-social behaviour choices using various analysis tools (Roots and Fruits, Anxiety Mapping, Conscious & Sub-conscious checklist all linked to the Steps process)

We recognise that there are times when a differentiated response is needed. If children find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self image, possibly because the child is not succeeding socially or academically. Whilst expectations are the same for all, some children will need more support than others. In these circumstances, it may be necessary to seek guidance from specialised educational agencies to formalise strategies that further differentiate the policy.

### **WORKING WITH PARENTS**

We believe that working in partnership with parents is important in encouraging and developing pro-social behaviours. We understand that some children may display different behaviours at school than at home and want to work with you in order to best support your child.

### **HOME SCHOOL AGREEMENT**

The Home/School Agreement is an important part of communicating our approach to positive behaviour, so that parents/carers can be encouraged to support their child. The responsibilities of children, parents/ carers and all school staff, with respect to their and their children's behaviour is outlined in the Home -School Agreement. This Agreement is signed when a pupil joins the school and then on an annual basis. This is an undertaking by every member of the School Community to adhere to the principles of pro-social behaviour.

*For further information our full Behaviour Policy is published on the school website*