



Together

Behaviour Leaflet

Aston Clinton School

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Information Leaflet for Parents 2025

Our Approach to Behaviour at Aston Clinton School

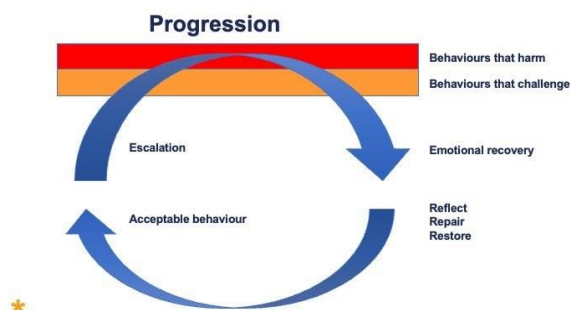
This information leaflet is designed to help parents understand our approach to behaviour at Aston Clinton School. By sharing our expectations and strategies, we aim to foster a shared understanding and work in partnership with our school community.

Aston Clinton is an inclusive school where respect, fairness, and social inclusion underpin our behaviour principles. We are committed to improving outcomes for both children and staff and to building positive relationships across our whole school community.

We believe that children should be supported in learning how their behaviour affects others. When difficulties arise, we encourage children to take responsibility for their actions and work collaboratively to repair any harm that may have been caused. Our strong school ethos and core values—**Aspire, Care, Succeed**—underpin all that we do. We encourage our children to be kind, supportive, and to demonstrate these values at all times. We provide a safe and nurturing environment where every child feels valued, supported, and heard.

We have high expectations for all our children, both academically and in how they conduct themselves. Staff support this through positive learning experiences, the promotion of self-esteem by recognising effort and potential, the building of positive relationships, and the use of restorative practices to promote pro-social behaviours.

At Aston Clinton, we take seriously our responsibility to implement an effective behaviour policy that includes proactive strategies to prevent inappropriate or harmful behaviour. We are committed to a therapeutic approach to behaviour, underpinned by the Buckinghamshire **STEPS** programme.



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

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

Underpinning Our Approach with Buckinghamshire STEPS

Our approach to behaviour is rooted in the principles of Buckinghamshire STEPS. We plan for three clear phases of behaviour progression: **Pro-Social**, **Escalation or behaviours that challenge**, and **Dangerous or behaviours that harm** (see diagram above).

When pupils are engaged and learning, it is essential that we actively notice and reinforce their positive behaviour—'*catch them getting it right*'. This can be achieved through meaningful recognition such as: hot chocolate, praise, certificates, or other rewards that are tailored to the individual. Pupils should also be supported in understanding that pro-social behaviour is intrinsically rewarding, creating positive feelings and experiences for both themselves and those around them.

We firmly believe that good teaching and learning promote good behaviour—and in turn, good behaviour creates the conditions for effective learning. Children learn positive behaviour through:

- ◇ Positive relationships with adults and peers
- ◇ Role modelling, patterning, and imitation
- ◇ Positive phrasing and reminders
- ◇ Clear scripts, routines, repetition, and structure
- ◇ Consistent, clear, and shared boundaries
- ◇ Praise, rewards, and positive reinforcement
- ◇ Comfort and forgiveness



What is Pro-Social Behaviour?

Pro-social behaviours are actions that help others and contribute positively to our school community and wider society.

Examples of pro-social behaviour include:

- **Showing respect** for everyone in our school community and taking care of the school environment.
- **Demonstrating a positive learning attitude** and **helping others** with their learning when needed.
- **Building positive relationships** with peers and adults by using a respectful tone of voice and positive body language.
- **Recognising and expressing their feelings appropriately**, for example: *“I’m feeling anxious, I need some space.”* *“I’m feeling cross.”*
- **Accepting mistakes as learning opportunities** and showing perseverance by using a Growth Mindset to try again and overcome challenges.
- **Reflecting on and repairing** any anti-social behaviour choices they may have made, showing responsibility for their actions.
- **Respecting the right of everyone to learn** and making sure their own behaviour supports a calm, safe, and positive learning environment.

How We Teach and Promote Pro-Social Behaviour at Aston Clinton

Developing and Promoting Positive Relationships

At Aston Clinton, we are committed to developing strong, positive relationships across our whole school community—staff, pupils, and parents. We believe that by working together, we can best support our pupils’ social, emotional, and behavioural development.

We recognise that every child is unique and place great value on understanding the individual needs of each pupil. Staff are encouraged to build caring and empathetic relationships, helping to create a sense of safety and belonging where pro-social feelings and behaviours can flourish.

These relationships are strengthened further through regular, positive interactions, such as:

- Daily meet and greet sessions,
- Our open-door policy,
- Circle Time and assemblies,
- PSHE lessons, and
- Everyday conversations across school life.

Consistent, Clear and Agreed Boundaries

Our school values—**Aspire, Care, Succeed**—are the foundation of our behaviour expectations:

- **Aspire:** Be ready to learn
- **Care:** Be respectful
- **Succeed:** Be safe

At the start of the school year, each class explores these values at an age-appropriate level and discusses what they look like in practice within their own classroom. Together, pupils create class charters, giving them ownership and understanding of the expectations. These charters are displayed clearly and regularly referred to, alongside other behaviour strategies such as recognition boards.



Zones of Regulation at Aston Clinton

At Aston Clinton, we teach **The Zones of Regulation**, a framework designed to help pupils develop skills in recognising and managing their emotions and behaviours. This approach supports children in learning how to regulate their actions, leading to greater emotional control, improved problem-solving abilities, and more pro-social behaviours.

The Zones of Regulation help children to recognise the emotional and physical states they are experiencing, which are grouped into four distinct '**zones**', each represented by a different colour.

Through structured teaching and daily practice, children learn to:

- Identify which zone they are in,
- Understand how their feelings influence their behaviour, and
- Use strategies and tools to help them stay in, or move between, zones as needed.

Children explore and practise a range of:

- **Calming techniques,**
- **Cognitive strategies,** and
- **Sensory supports,**

so they can develop a personal toolbox of methods to help them self-regulate.

Our **PSHE** and **PE** curriculums are also used to support this learning, giving pupils additional opportunities to explore regulation strategies in a practical and meaningful way.



Recognition and Celebration of Pro-Social Behaviour at Aston Clinton

Recognition Boards

Each half term, we focus on a skill linked to our School Values.

The aim is for every child to be recognised by the end of the day, promoting a sense of shared success and teamwork.

Whole School House System & Values Tokens

At Aston Clinton, we have a **House system** that promotes collective achievement through teamwork and individual effort. Every child is allocated to a House when they join the school.

Praise Assemblies

Every Friday, we hold a **Celebration Assembly** where we recognise and celebrate pupils' learning behaviours and pro-social actions from the previous week.

Each teacher selects a pupil, who is celebrated for demonstrating our School Values and positive learning behaviours. The class teacher and classmates share examples of how the pupil has contributed positively to the learning environment.

Feedback and Recognition

All staff regularly provide feedback to pupils about their behaviour, recognising and reinforcing pro-social actions as they happen. This might include:

- "Thank you for holding the door open for others."
- "I noticed how you helped to tidy up the classroom—thank you."

- “I really liked the way you showed resilience when working through that challenging 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