

Aston Clinton School
Together we: Aspire, Care and Succeed



**Behaviour Policy –
A Relational, Restorative Approach**



Reviewed by staff	Autumn 2025
Date ratified by the Governing body	Autumn 2025
Next Review Date	Autumn 2026
Governors' committee accountable for review	Full Governing Board

Research and Legal Framework

This policy has due regard to all relevant legislation and statutory guidance from the Department of Education (DFE) including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools'
- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2025) 'Use of reasonable force and other restrictive interventions in schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2022) 'Searching, Screening and Confiscation'
- Environments where children can flourish: Ofsted guidance (publishing.service.gov.uk)
- Managing Behaviour in the Primary Classroom: a Research Brief for Primary Practitioners National Foundation for Educational Research 2014 (NFER)
- The Education Endowment foundation
- The British Psychological society
- Norfolk – Steps Programme
- Trauma and Attachment Training

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Equalities Policy
- Home/School Agreement
- Mental Health and Well Being Policy
- Healthy Body, Healthy Mind Policy
- Online Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

Our School Code of Conduct

The ethos of the school underpins all aspects of this policy. At Aston Clinton, our ethos is: **'Together we: Aspire, Care and Succeed.'**

We see behaviour as an extension of our curriculum. It forms part of our enhanced provision and is integral to supporting our enhanced curriculum: ASTON (aiming high, speaking and listening, team, others, nature).

By adopting relational and restorative practice, we believe that this policy develops children's sense of self and therefore supports them to feel part of a caring community in which they are able to express themselves.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others.

The school has 3 simple principles: **'Aspire – Ready to learn, Care – Respect to all, Succeed - Regulate and Repair harm caused'**. These principles can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have a bespoke positive behaviour plan which may include rewards to reinforce positive behaviour.

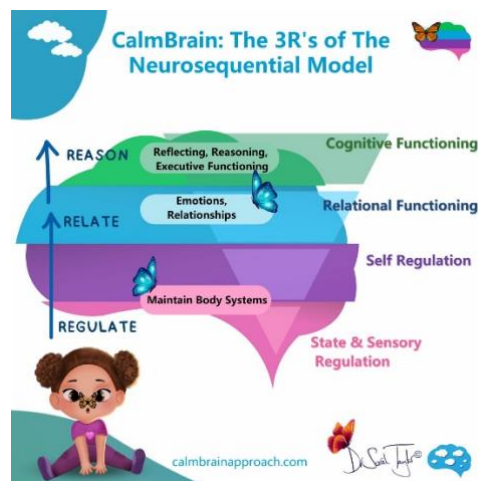
Promoting good behaviour amongst the children is a shared responsibility. All those who work with the school: Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, 'all' stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour we have in our school. We therefore expect **ALL** members of the school community to work 'Together' to create an engaging, safe, caring learning environment.

Statement of Intent

At Aston Clinton, our emphasis is on recognising and celebrating effort and success. We believe that it is our role to educate our children to understand how their behaviour affects others and its impact on others. We support children in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

Children are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching children that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

We are committed to providing a therapeutic approach to behaviour. Our policy is under-pinned by the Buckinghamshire STEPS programme and is trauma informed using the neuro-sequential model: regulate – relate – reason - repair.



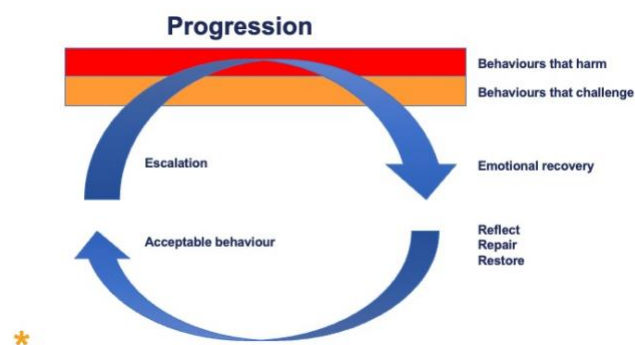
This policy aims to uphold the behaviour principles agreed by the governing body and:

- Provide a consistent trauma informed approach to behaviour management
- Educate children to understand how to regulate their behaviour
- Outline how children are expected to behave
- Outline our system of rewards and consequences
- Define what we consider to be unacceptable behaviour, including bullying
- Promote pro-social behaviours within our children
- Provide a safe, calm environment where children feel empowered 'to be the best that they can be'

Implementation:

'Positive experiences create positive feelings. Positive feelings create positive behaviour. Negative experiences create negative feelings. Negative feelings create negative behaviour.' (Norfolk Steps, 2016)

We plan for four phases of behaviour progression: Acceptable behaviour, Escalation, behaviours that challenge and behaviours that harm:



What Is Acceptable Behaviour?

Acceptable behaviour at Aston Clinton is defined as behaviour, which is positive, helpful and promotes positive relationships between others and with one's self.

All staff are expected to model, acknowledge, promote and consolidate acceptable behaviours.

When children are engaged and learning and demonstrating acceptable behaviours we need to 'catch them getting it right'. Below we have listed examples of acceptable behaviours and how these are encouraged in school. This is not a definitive list and expectations depend on individual children and their specific needs.

Acceptable behaviours	What does this look like?
Being respectful of all members of our school community and environment	<ul style="list-style-type: none"> • Staff creating positive and empathetic relationships with the children and knowing each one as an individual • Staff meeting and greeting the children at the beginning of the day • Staff setting examples of behaviour and conduct where children are treated with respect and dignity. • Calm and measured tone of voice and positive phrasing when interacting with each other • Children listening to adults and following instructions • Children taking care of equipment, keeping learning and play areas tidy, caring for own belongings and belongings of others
Displaying positive learning attitudes and supporting others with their learning	<ul style="list-style-type: none"> • Use of metacognitive strategies to identify, understand and accept mistakes as learning opportunities and develop resilience. • Listening and respecting each other in whole class discussions • Descriptive praise: I like how you; I like that you; I noticed that
Establishing and maintaining positive relationships and interaction with peers and adults acknowledging one's own feelings, communicating this to elicit positive support ('I am feeling anxious; I need space')	<ul style="list-style-type: none"> • Teaching acceptable behaviour and positive relationships through the PSHE curriculum • Promoting emotional literacy and plan for opportunities to develop emotional literacy vocabulary via zones of regulation • Adjustments / accommodations in place to support children where they may find managing their behaviour challenging e.g. access to The Hub; The Den; Bits and pieces during unstructured playtime

Positive reinforcement and celebration	<ul style="list-style-type: none"> • Whole school recognition assembly • Feedback and recognition by staff when children are demonstrating pro-social behaviours e.g. 'Thank you for holding the door open'; 'You have shown great resilience in that maths question.' • Use of external rewards such as: Hot chocolate, Best Seat in the House, Dojo points, stickers, letters/cards home
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Strategies Used to Promote Pro-Social Behaviours

- 1. Descriptive Praise** – *describe what you see: your arms; your face. I can see that; I like it when; I particularly liked that*
- 2. Positive phrasing** - *Use of positive phrasing supported by 'please' or 'thank you'. Using 'please' suggests an element of choice so should be reserved for un-social behaviours. Using 'thank you' suggests expectation of the child complying.*
 - Stand next to me
 - Put the toy on the table
 - Walk beside me
- 3. Limited choice**
 - Where shall we talk, here or in the library?
 - Put the pen on the table or in the box
 - Are you going to sit on your own or with the group?
 - Are you starting our work with the words or a picture?
 - Put the pen on the table or in the box
 - When we are inside, Lego or drawing
 - Talk to me here or in the garden
- 4. Disempowering the behaviour**
 - "You can listen from there"
 - "Come and find me when you come back"
 - "Come down in your own time"
- 5. Use of a De-Escalation Script**
 - Use the person's name – "Francis"
 - I can see something has happened
 - You look
 - I am here to help
 - Come with me and...
- 6. Naming harm**
 - It makes me feel sad when
 - I know that you don't want to do this

Supporting All Learners

In order to provide a consistent approach which supports children to develop these pro-social behaviours, we apply the following 3 basic principles – **Aspire – Ready; Care – Respectful; Succeed – Regulate and repair harm.**

Aspire - Ready

At the start of each year, every class engages in active discussions about what behaviours should be lived within their class and around the wider school. Children and staff draw new up charters and set boundaries which are underpinned by our values: 'Aspire - Ready, Care – Relate, Succeed -Regulate and Repair.

These are then a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

These are supported by a set of school responsibilities:

1. To use 'proud' walking around the building and to and from lessons

2. The use a visible recognition mechanism throughout every lesson (e.g., Recognition boards; single hand forward to gain attention)
3. Follow up every time, retain ownership and engage in reflective dialogue with children.
4. Never ignore or walk past children who are behaving badly.
5. Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze/ flounder).
6. Transition Fortnight to ensure that staff have time to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk.
7. Behaviour Foci of the week which is reflected upon e.g. kind words; kind hands

Zones of Regulation - Free Expression of Emotions

Each morning, we ask the children to express how they are feeling. This enables the community to understand the daily thought process of each individual and to express our core values to support the individuals who are feeling vulnerable. At Aston Clinton, when these are emotions that a child is unable to regulate, the child will see the school's emotional support worker in order to work towards understanding these skills.

School Uniform

Children are expected to wear school uniform at all times. We feel this 'Look Smart, Think Smart' philosophy gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. All members of staff are expected to enforce guidance on school uniform.

Care - Respectful

We regard the quality of relationships as being of paramount importance. We seek to establish healthy connections with our children and between our children. Through positive relationships children and adults have a sense of belonging – they feel safe, secure and valued. Positive relationships are imperative to our practice between all members of our school community. We believe that every interaction is an opportunity.

This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, diversity, respect and value for all members of the school community.

At Aston Clinton everyone has the right to:

- Teach/ learn/ develop
- Be treated with respect
- Be and feel safe

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Succeed - Regulate

At Aston Clinton, we use special relational approaches to help lower stress levels in vulnerable children. This helps them move from feeling overwhelmed to feeling safe, calm and cared for. When children feel this way, they are better able to learn, enjoy life, and stay healthy both now and in the future.

These approaches are based on research and are designed to help repair the effects of difficult or traumatic life experiences through warm, playful and supportive adult-child interactions.

We also place high importance on staff well-being. By supporting our staff, we help prevent stress, burnout or illness, and ensure they feel valued and able to give children the best care and support.

Succeed - Reflect

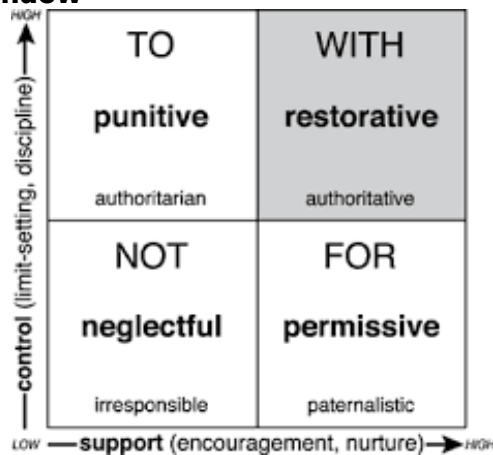
The Restorative framework is based upon 'knowing the effect that I have on others'. All members of staff are trained in the key principles of restorative practices and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with members of the

school community. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

The Four key elements of Restorative Practices

- a. Social Discipline Window
- b. Fair Process
- c. Restorative Questions
- d. Free Expression of Emotions

a. Social Discipline Window



Wherever possible we work in the restorative window, offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff are positive and respectful role models to their children.

b. Fair Process

At Aston Clinton, we believe it is best to do things in collaboration. This ensures that all voices are heard and all individuals engage with the process. We will storyboard situations alongside the children to ensure that explanations are clear and that all individuals agree on the events.

c. Restorative Questions

Restorative Practice gives those who have been harmed (the victim) the chance to communicate and explain the real impact of the harm that has been caused – it empowers victims by giving them a voice. It also holds the wrong-doer (the perpetrator) to account for what they have done and helps them to take responsibility and make amends.

When an incident has occurred set questions are asked by the teacher **to the perpetrator and then to the victim/s**, to resolve a situation. Staff support children in this process but try to ensure the children form their own agreement when possible.

The questions are asked as part of a conference. In using this approach, the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem-solving approach. It also enables the victim to sense closure and that the perpetrator has faced up to their actions.

The teacher acts as facilitator but it is the children themselves, who come up with the solutions.

What happened? *Drawing out each person’s story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.*

What do you think and feel about that? *What each person was thinking and feeling at the time, before and since.*

Who has been affected and how? *Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.*

What are the needs of those involved? *What those affected need to feel better, move on, repair harm and rebuild relationships.*

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? *Staff support children in this process but try to ensure the children form their own agreement when possible.*

Teachers may adapt questions depending on the situation

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did and how?
- How do you think (the victim) felt when you did that?
- What do you think you need to do to make things right?
- What have you learnt to help you make the right choices next time?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right

Early Years Foundation Stage

When working with children in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these children focus on helping them to grasp the concepts of feelings and how they are caused. The curriculum is structured to support children's emotional intelligence in the first term using the book – The Colour Monster.

Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the children's understanding and development of empathy.

The staff use the following script:

Child's name

I can see you're sad / upset

Can I help? I'm here to help'

Come with me and we can / Let's go over here and...

Rewards

At Aston Clinton, we regularly celebrate the success of all children in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos. We celebrate these successes in many ways including;

- Multiple opportunities during the day for a fresh start
- Caught you being great points
- Certificates – recognition
- Smiley faces in work
- Stickers
- Verbal praise/feedback
- 'Spotted's' – name on board for following class charter
- Learning stars awarded for good achievement or effort
- Earning class points for Golden Time – this can be age appropriate e.g. film time for Yr 6, Additional break time etc.
- Headteacher's gold stickers
- Positive messages home - this may take the form of a postcard, a phone call or a face to face chat.
- Dojo points
- Best seat in the house
- Hot chocolate Friday

Role Models

As part of promoting positive behaviour and providing positive role models, children are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- a. House Captains and Vice-Captains

- b. Membership of the School Council
- c. Playground Buddies
- d. Bee Keepers
- e. Head Gardner's
- f. Classroom and school wide monitor jobs
- g. Peer listeners
- h. Supporting office admin staff to deliver letters/resources.
- i. Lunchtime Monitors

Recognition

In each assembly, children who have demonstrated positive and acceptable behaviour are selected to model good examples to their peers. These pupils are then seated in the designated "best seats in the house" for the duration of the assembly, in recognition of their behaviour.

Our celebration assembly is on a Friday, where children from each class are chosen to be recognised for their achievements.

Children who have demonstrated positive behaviour, effort, or achievement will be invited to take part in *Hot Chocolate Friday*. This special reward provides an opportunity for them to enjoy a hot chocolate and a celebratory chat with the Headteacher or Emotional Support Worker, recognising their successes and encouraging them to continue striving to do their best.

Managing Behaviour

Although our school aims to focus on positives at all times, there are occasions when some children may display unacceptable or behaviour that challenges and/or harms.

At Aston Clinton, we know that consistent management of behaviour is essential for children to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for unacceptable behaviour which undermine the positive atmosphere of our school community.

The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Children are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. These expectations also apply to all off-site activities, educational visits and whilst children are being transported.

Un-social Behaviour

Unsocial behaviour is defined as: where children are unwilling or unable to behave socially in the company of others, but not to the detriment of themselves or others. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support.

Examples of unsocial behaviour	Adult response to behaviour
Quiet refusal to come into school e.g. upset and difficulty in separating from adults	<ul style="list-style-type: none"> • 'Soft starts' (planned with parents) e.g. greeted by a familiar adult; job responsibility; distraction etc • Specific details dependent on needs of individual child
Quiet refusal to engage in learning task; Quietly spoiling own work	<ul style="list-style-type: none"> • Adults to check in and ensure instructions are understood; offer additional support and scaffolds; set small & achievable goals within the context of the wider task • Continued refusal- check in again and give clear expectations with limited choice. Allow time to engage • Continued refusal- check in and explain educational consequences e.g. learning to be completed at another time

Quiet refusal to follow instructions	<ul style="list-style-type: none"> • Ensure the child has understood the instructions • Repeat instruction or re-word instructions to ensure clarity – use written / visual prompts and other adjustments rather than relying on auditory instructions • Continued refusal - give clear expectations with limited choice. Allow time to engage • If refusal to follow instructions means the child is not safe, call SLT for support
Physical removal of self from engagement in learning e.g. sitting at a table away from the main learning area	<ul style="list-style-type: none"> • Engage with the child to find out why and problem solve • Offer support suitable to the situation – this may be to allow them to be separate but so they can still access learning
Removal of self from classroom	<ul style="list-style-type: none"> • Follow child from a safe distance / ensure you know where child is • Use of de-escalation script • Call SLT for support if needed

Behaviours that Challenge/ Harm (Anti-Social Behaviour)

At Aston Clinton, behaviours that challenge are defined under two categories:

1. Difficult Behaviour

Behaviour that is '*challenging*' but not dangerous. Such behaviour should always be considered in context.

Example: A child continually shouting out during a group activity may be described as challenging behaviour, as it disrupts learning but does not cause harm.

2. Harmful Behaviour

Behaviour that is antisocial and predictably results in imminent injury or harm. This may include:

- Harm to self or others (physical and emotional)
- Damage to property
- Behaviour that would be considered criminal if the child were of the age of criminal responsibility (e.g. racist abuse, physical violence).

All challenging and harmful behaviours are recorded on CPOMS (Child Protection Online Management System).

Practical Steps in Managing and Modifying Behaviour that Challenges and/or Harms

Our primary aim is to ensure that children are ready and able to engage with learning; for the vast majority of our children a gentle reminder is all that is needed.

Regulate and Repair	What are we seeing?	What are we saying?	Actions to support regulation and/ or repair
1	Finding it hard to follow expectations. This is usually un-social behaviour	In class- Redirection /Reminder	<ul style="list-style-type: none"> • Gentle encouragement, a 'nudge' in the right direction. • I can see you are finding this tricky, let me help • A reminder of our three simple rules – Aspire – ready; Care - respectful; Safe – regulate and repair delivered privately wherever possible. • Repeat reminders if necessary. • De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. • Praise will be given if the child is able to model good behaviour as a result of the reminder.

2	Behaviour that is impacting the learning of others	In class - Caution	<ul style="list-style-type: none"> • A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the impact that it is having on learning and the class • Give the child a choice to do the right thing e.g. <i>I can see that you are still finding this tricky would you like to finish the work here or in a quiet space</i> • Explain the educational consequences if they continue. • Children will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, make the right choice"
3	Continued escalation leading to challenging behaviour	In class - Last Chance	<ul style="list-style-type: none"> • Speak to the child privately and give them a final opportunity to engage. • Use the 30 second scripted intervention • I can see that you are...(having trouble getting started, wandering around etc.) right now. • At Aston Clinton, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (say what you want to see e.g. sit with your legs on the floor; complete learning at another time)
4	An inability to regulate which is having a detrimental impact on the learning of those around and is moving from challenging to harmful behaviour <i>In there is frequency at this point the child will be on a behaviour support plan.</i>	Out of class - Take up time (5 minutes with timer)	<ul style="list-style-type: none"> • Explain that they will need to take 5 minutes to regulate their behaviour (depending on the age of the child this can either be supported or unsupported) • Any time beyond this will be made up at break • Tell the child you are not making the right choices and there is now a need to make up time in your own time (educational consequences). • These behaviours are recorded on CPOMS for racking purposes • For serious breaches at lunchtime, the pupil will be expected to stay inside with an adult for the remainder of the lunch. This is normally a member of the school's Senior Leadership Team
5	Behaviour that is unsafe for themselves and others around them (harmful)	Out of class with support to regulate	<ul style="list-style-type: none"> • Cool Off might be a short time away from the classroom with another TA/nurture room (The Hub)/calm space. • It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. • Parents to be informed via e-mail
6	Behaviour that it is harmful	Out of class working with a member of the SLT to regulate and repair	<ul style="list-style-type: none"> • SLT to regulate and repair • Restorative script: What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? • SLT will inform parents that x has been removed from the classroom

Staff will implement protective and educational consequences following challenging and harmful behaviour (these consequences are used mutually):

Protective consequences – Removal of freedom to manage harm e.g. staying in at lunchtime to keep others safe

Strategies may include:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtimes
- adjusted 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

It is important that any protective consequence matches the context and behaviour shown.

Educational consequences – The learning, rehearsing or teaching so the freedom can be returned e.g. staying in at lunchtime with an adult and small group to learn how to take turns.

Strategies may include:

- 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
- restorative meetings with child (if appropriate)
- completing or redoing tasks to the expected standard
- modelling pro-social behaviours to younger peers

When a member of school staff becomes aware of challenging behaviour, they should respond predictably, promptly and assertively in accordance with the school's behaviour policy.

Definitions and Consequences

Depending on the age of the child/children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Example of low level challenging behaviour	Adult response to behaviour
<ul style="list-style-type: none"> • Talking at an inappropriate time • Calling out or making inappropriate noises • Disturbing the learning of others • Unkind remarks and facial expressions • Rudeness to others e.g. mimicking, sarcasm, name calling, lack of manners & respect for others • Racist, sexist or homophobic comments – level 1 and above • Answering back / mumbling under breath • Playing where they do not have permission to play (e.g. toilets) • 'Play fighting' or being involved in 'rough play' • Lying • Misuse of school property 	<ul style="list-style-type: none"> • Begin with a non-verbal cue for the child if possible • Praise positive behaviour of someone close to the child • Verbal reminder: If the above does not work, the adult will draw the child's attention of the inappropriate low-level behaviour and remind them of the rules / expectations • Verbal reminder with consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder and outline any educational/protective consequences • Restorative conversation to ensure that the harm caused is understood
Examples of mid-level challenging behaviour (difficult)	Adult response to behaviour
<ul style="list-style-type: none"> • Repetition of any of the above low-level behaviours • Spoiling the work of others • Repeated refusal to follow instructions • Swearing • Spitting at another person • Making deliberate false allegations • Intimidation and threats towards others • Throwing objects with intent to hurt or damage • Hurting other children physically or emotionally including biting • Running out of the school building onto the school grounds • Racist, sexist or homophobic comments – level 2 and above • Bullying (including cyber-bullying) • Bringing to school an item in appendix 1 	<ul style="list-style-type: none"> • Reinforce expectations and explain why the behaviour displayed is anti-social • Adults must give an educational and/or protective consequence that is responsive to the anti-social behaviour shown • Incidents will be logged onto CPOMS • Parents/Carers may be contacted to make them aware of the anti-social behaviour • If there are examples of racist or homophobic language, follow the prejudiced related procedures • If mid-level behaviour is repeated, seek support from SLT and/ or Emotional Support Worker and refer to the STEPS Behaviour Toolkit for tools to support understanding of behaviour e.g. Early Prognosis- anxiety mapping; conscious & subconscious checklist; etc • Internal suspension maybe used depending on the severity of the incident and/or frequency of repeated incidents
Examples of high level harmful behaviour – 'dangerous'	Adult response to behaviour

<ul style="list-style-type: none"> • Attempting to leave the school site • Physical aggression which cannot be stopped or de-escalated through the use of the school's behaviour systems • Fighting with intent to harm by punching, kicking, strangling • Biting which breaks the skin • Continued bullying after intervention • Racist, sexist or homophobic comments – level 3 and above • Attempted damage to school property • Verbal abuse/threatening behaviour against a child • Verbal abuse/threatening behaviour against a member of staff • Bringing an item onto the school site which is on the prohibited list • Persistent disruptive behaviour (harm to others) 	<ul style="list-style-type: none"> • Call for support and alert a member of SLT, SLT to consult with the following guidance: Searching, Screening and Confiscation • Call for support (different members of staff may get involved depending on circumstances to help de-escalate), alert members of SLT, contact parents • Use of reasonable force or restrictive intervention in line with policy if needed to keep the child / children safe: DfE Use of Reasonable Force Guidance • Incident to be logged on CPOMS • Parents/Carers to be contacted to make them aware of the harmful behaviour • Internal or fixed term or permanent exclusion to be decided based on the severity of the incident and/or frequency of repeated incidents
<p>Examples of harmful behaviours -These behaviours would be deemed 'unlawful' if the child was of the age criminal intent (Critical incidents)</p>	<p>Adult response to behaviour</p>
<ul style="list-style-type: none"> • persistent dangerous behaviour • Leaving the school site • Child on child abuse • Physical assault against a pupil • Physical assault against an adult • Sexual assault and/or sexual harassment • Damage • Theft • Using school equipment in a threatening manner e.g.: scissors • bringing the school into disrepute • Possession of an item contained within appendix 1 (items not permitted on school, site) 	<ul style="list-style-type: none"> • Call for support and alert a member of SLT, SLT to consult with the following guidance: Searching, Screening and Confiscation. Item to be removed for safety and retained by SLT • Parents/Carers to be contacted to make them aware of the severity of the harmful behaviour • Police may be called depending on the age of the child • Internal; fixed term or permanent exclusion to be decided based on the severity of the incident and/or frequency of repeated incidents

De-escalation

In line a de-escalation approach, staff follow a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for a restorative conversation.
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

The following de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

Child's name
I can see something has happened.
I'm here to help.
Talk and I'll listen.
Come with me and

It is important that all staff use the same script, although it can be in a different order or can be adapted for younger children. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and regulate their behaviour.

As a school, we use the zones of regulation to allow children to identify when they are becoming agitated or need support to help them maintain a positive attitude.

Equalities Duties

At Aston Clinton, we firmly support the rights of the child, and do not adopt a 'one size fits all' model. We use a plan, do and review approach to support children to regulate their behaviour. Therefore, should a child/children exhibit repeated behavioural incidents, a referral to the SENCo will be made and the child will move to stage 2 of the school's graduated response and placed on a Special Educational Needs (SEN) plan and/ or Behaviour support plan (BSP).

The SENCo will work in conjunction with parents and the school's Emotional Support Worker to consider a programme of work for the child or make referrals to, or take advice from, the relevant support agencies.

It is imperative that a child's behaviours are not excused but seen as a skill requiring improvement. In just the same way that we differentiate for children's learning in maths, English etc, so too we differentiate in relation to behaviour, making reasonable adjustments in accordance with the child's ability to self-regulate and underlying factors that might be contributing towards the behaviour that's causing concern. Although there are some pupils who may need a more personalised approach these pupils are still expected to be able to learn to regulate their own behaviours.

At Aston Clinton, we aim for equity over equality. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Physical Intervention

There are situations when physical intervention may be necessary. Staff are 'Buckinghamshire - Step On' trained. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others.

Situations may include:

- To comfort a child in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the child, other persons or significant damage to property.

For some children, touch is an essential element of their support plan and can help the child to regulate their behaviour. Touch should be child-centred and meet safeguarding requirements.

On occasions, staff will escort children by providing physical direction e.g. leading the pupil on the playground, escorting to a safe place. These are not restrictive and therefore are used as a de-escalation strategy.

Although every opportunity will be taken to diffuse a situation including escorting a child to their safe place, there will be occasions when children are dysregulated and require a restrictive intervention to ensure the safety of all.

Reasonable Force and Restrictive Interventions

At Aston Clinton Primary School, selected members of staff are trained in the Step-Up programme. This training equips staff to calm children, de-escalate challenging situations, and, where absolutely necessary, safely use physical intervention.

Physical intervention is used only for safety reasons and for the shortest time possible. Staff will only use restraint when it is required to:

- Maintain the safety of children and staff – with reference to the categories of abuse outlined in the Child Protection Policy
- Prevent serious breaches of the school's behaviour policy
- Prevent significant damage to property

When restraint is considered reasonable, proportionate, and necessary, trained staff may intervene using approved Step-Up techniques.

If restraint is required, both the child and staff involved are supported with time to reflect and to develop alternative strategies for managing difficult situations in the future. All incidents are recorded in line with statutory requirements, parents or carers are informed, and actions are taken in accordance with Department for Education (DfE) guidance on the use of restraint in schools. [DfE Guidance](#)

Bullying

The school does not tolerate bullying of any kind. If we discover that bullying has taken place, we act immediately to stop any further occurrences of such behaviour. (See our anti-bullying policy for more details).

Internal Exclusions

Internal exclusion is used in response to difficult and/or dangerous behaviour. It may also be used as a protective or educational consequence. Internal exclusion involves the pupil being placed in a supervised environment away from other pupils in the school. Pupils will be expected to complete similar work as they would during lessons. Parents are informed on the same day if their child has been removed from the classroom.

Removal may be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.
- d) to safeguard pupils whilst investigations to incidents are carried out

Internal suspensions are given with the agreement of the Senior Leadership Team and recorded on the school's tracking system (CPOMS).

Fixed and Permanent Suspensions

A fixed term suspension is the decision of the Headteacher following an investigation.

Fixed term suspensions are usually consequences of behaviours which have caused significant health and safety risks or have had a significant impact upon the learning of others. Aston Clinton believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for pupils to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Exclusions are not always the result of a single incident. If a pupil does not respond to other strategies or protective measures, and there is an ongoing pattern of poor behaviour, the school may decide that an exclusion is necessary.

Re-integration Meetings

Following a fixed-term suspension, the pupil and their parents/carers attend a reintegration meeting with the Headteacher (or a designated senior leader). The purpose of this meeting is to ensure a successful, well-supported return to school and to prevent repeat incidents.

The meeting includes:

- Review of the incident that led to suspension, ensuring parents and the pupil understand the reasons for the consequence and the expectations moving forward.
- Reintegration plan development, outlining clear actions, support strategies and behaviour targets. This may include adjustments to routines, curriculum access, timetables, pastoral support or supervision.
- Pastoral support planning, including SEMH (social, emotional and mental health) intervention via the

- Emotional Support Worker, SENCo or SLT, where appropriate.
- Multi-agency involvement, where relevant, such as social care, Early Help, CAMHS or external behaviour support services, to ensure the child and family receive coordinated support.
- Pupil voice, allowing the child to reflect on the incident, express concerns and identify trusted adults who can support them.
- The reintegration plan is monitored regularly by the class teacher and senior leaders. Short review meetings are held to evaluate progress, celebrate improvements and adjust support where necessary.

Leaders evaluate the impact of the reintegration processes by monitoring:

- Sustained improvements in behaviour and engagement,
- Attendance and punctuality following reintegration,
- Reduction in repeated suspensions, and
- Evidence that reasonable adjustments and interventions are effective over time.

This approach ensures that suspensions remain rare and are used appropriately, that pupils return to school positively and safely, and that reintegration leads to long-term improvements rather than short-term compliance.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests and where all parties including parents agree.

Permanent Exclusion

Permanent exclusion should only occur when the risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other children at the school.

If a child's behaviour shows no improvement after all available options to the school have been used and all other procedures followed, then a child's behaviour could be deemed serious enough for the child to be permanently excluded.

If, in the opinion of the Headteacher, a single event is deemed 'serious' then the Headteacher could permanently exclude a child without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil; vandalism to school property; non-compliance with senior members of staff; verbal abuse to staff.

Only the Headteacher has the power to exclude a child from school. The Headteacher will consult with the [statutory guidance](#) before excluding a child.

Behaviour Outside Of School

Teachers have the power to challenge pupils for misbehaviour outside of the school premises "to such an extent as is reasonable" as prescribed by Department for Education Guidance. This means that under the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- being educated off site
- taking part in any school-organised or school-related activity or travelling to or from school wearing school uniform or in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to themselves, another pupil, member of staff or member of the public or could adversely affect the reputation of the school.

Home/School Agreement and Behaviour Leaflet

The Home/School Agreement and behaviour leaflet play an important role in sharing our approach to positive behaviour, helping parents and carers to support their child effectively. They set out the responsibilities of children, parents/carers, and school staff in promoting and maintaining positive behaviour.

Parents are encouraged to go through the agreement with their child in a way that is age-appropriate, and where suitable, the child may also sign it. By doing so, every member of our school community shows their commitment to the teaching of acceptable behaviour.

Recording Behaviours

At Aston Clinton, we record and monitor incidents including Physical Intervention using an electronic system called CPOMs. This helps us to evaluate pupil progress or highlight areas of concern.

All members of staff are trained to use CPOMs to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT.

Both the victim and the perpetrator should be linked in CPOMs in order that trends and patterns can be analysed.

Safeguarding Duties

All staff are responsible for considering whether any changes in behaviour gives cause to suspect whether a child is suffering or is likely to suffer significant harm. If such suspicions exist, staff must follow the School's Child Protection procedures.

Monitoring and Review

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. As part of the Headteacher's update, governors receive a termly report about behaviour incidents across the school.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Summary of changes

Autumn 2025	Integration of trauma-informed, relational, and restorative approaches, explicit tiered behaviour responses, and alignment with the new DfE 2025 guidance on restraint, safeguarding, and behaviour management.
Spring 2025	Summary of re-integration meetings

Appendix 1: Items Not Allowed in School

To keep everyone safe and ensure a calm learning environment, the following items **must not** be brought into school by any pupil:

- **Dangerous or harmful items**

- **Knives, weapons or anything that could be used as a weapon**
- **Fireworks**
- **Stolen items**
- **Any item staff believe could be used to cause harm** to another person or to damage property
- **Drugs, alcohol and related items**
- **Alcohol**
- **Illegal drugs or substances**
- **'Legal highs'** (substances designed to copy the effects of illegal drugs)
- **Tobacco products**, including cigarette papers
- **Vapes, e-cigarettes, shisha devices and nicotine pouches/pods**
- **Inappropriate or offensive items**
- **Racist, extremist or derogatory material**
- **Pornographic images or materials**
- **Electronic devices**
- **Mobile phones and smart devices** (including smart watches, tablets or any device that can send or receive messages)
- **Any electronic device that is visible or can be heard during the school day**

(Please see the school's Phone Policy)

- **Other banned items**
- **Aerosols (sprays)**
- **Bandanas, masks or face coverings used to hide identity** (unless required for medical reasons)
- **Stink bombs, water bombs or anything likely to cause disruption**
- **Energy drinks** (unless medically required)
- **Medication**
- Pupils must **not** carry medication unless this has been agreed with the school in advance. All other medication must be handed in and stored safely following school procedures.
- **Anything else that could cause harm**
- Any item *specified in national regulations* or any object staff believe could put pupils at risk.