



Behaviour and Wellbeing Policy

Date: February 2021

Review Date: February 2024

Camblesforth Community Primary Academy

Behaviour and Wellbeing Ethos



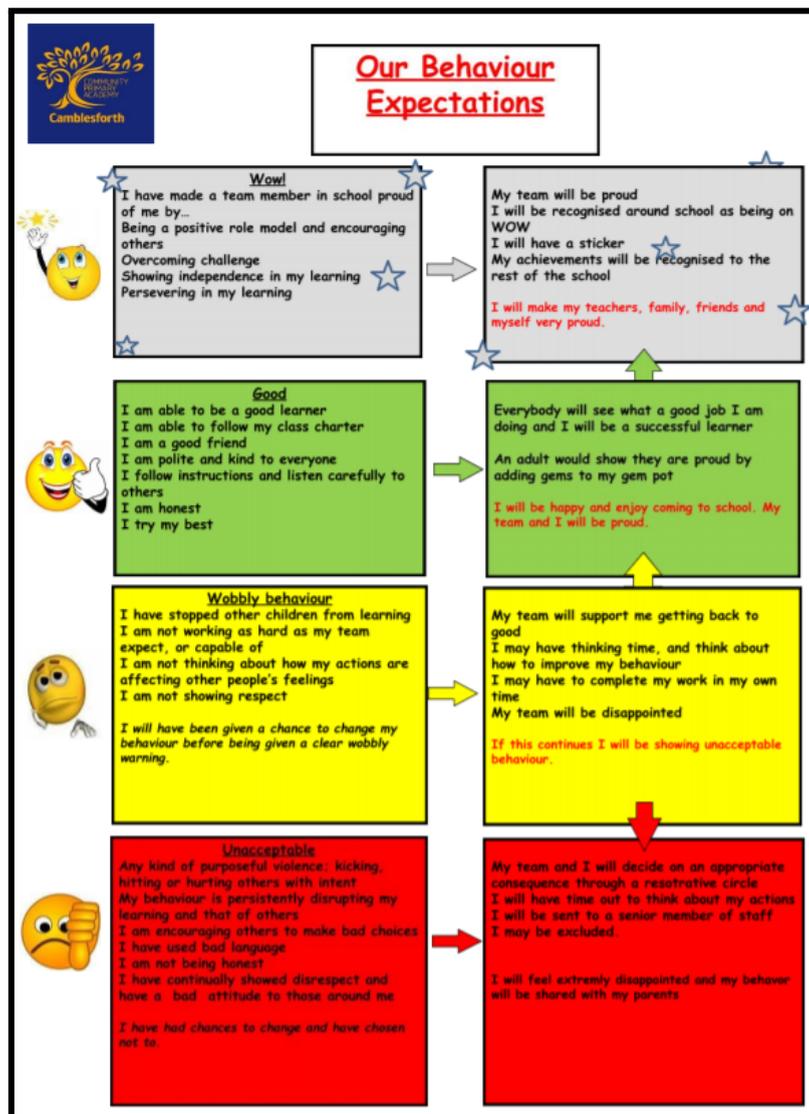
Our philosophy towards responding to behaviour is rooted in the Restorative approach; we aim to provide children with clear boundaries and consequences to behaviours. Our aim is to provide children with the skills and tools to successfully resolve conflict, understanding how the choices they have made have affected others. We promote positive language and look to find opportunities where children can succeed and show good choices to make their behaviour recognised. We use the language of 'Wow' and 'Good' but equally we are consistent in our high expectations that children with our care, guidance and support can make mistakes but then work hard to rectify any damage their actions, words or consequences have caused. We are passionate in having a whole school approach to behaviour that is consistent. Regardless of being 3 or 11 each child is recognised as an individual, and taught important life skills to be able to fit into the school community and reach their potential. Our behaviour chart is a feature within every classroom, and is referred to throughout the school day. It is the lynchpin to ensuring we have a calm and stable school environment, but it also allows children to take responsibility for their own choices and actions.

Behaviour expectations

We are proud to say that we work with children restoratively, this means that we will proactively support the children in managing any conflicts that arise; this could be conflict in their learning but it also may be conflict with their peers. As a restorative school we have some core values, these are based around three themes:

1. Being kind and respectful to ourselves and others
2. Always telling the truth
3. Working as part of a team

Our approach to behaviour and your child's wellbeing have those values at the core, we believe in giving children the skills and techniques to talk about their feelings and to be able to express their views on issues that are important to them. The following document is vital to our practice at Camblesforth Primary Academy.



Our behaviour expectations chart sets out a clear guide for all staff, pupils and parents at school. It supports everyone in understanding not only what the different behaviours are, but importantly how they make us feel. The desire to exhibit Good or even Wow behaviour is the aim for all pupils at all times, as this usually means they are doing their best and are happy with themselves and others. There are many ways that we celebrate and promote this in school. When exhibiting Wobbly or Unacceptable behaviour, restoration work begins around how the child can make better choices in order to move back towards good, taking into account their feelings and those of others affected. Rather than using the colour, we prefer to use the terms Wow, Good, Wobbly or Unacceptable. This highlights the behaviours and the words in the different sections, rather than 'I am on green'.

In a similar way, our school routines carry out a similar role, helping EVERYONE in school understand what is expected of them. This poster is displayed in every classroom to support our common language approach.

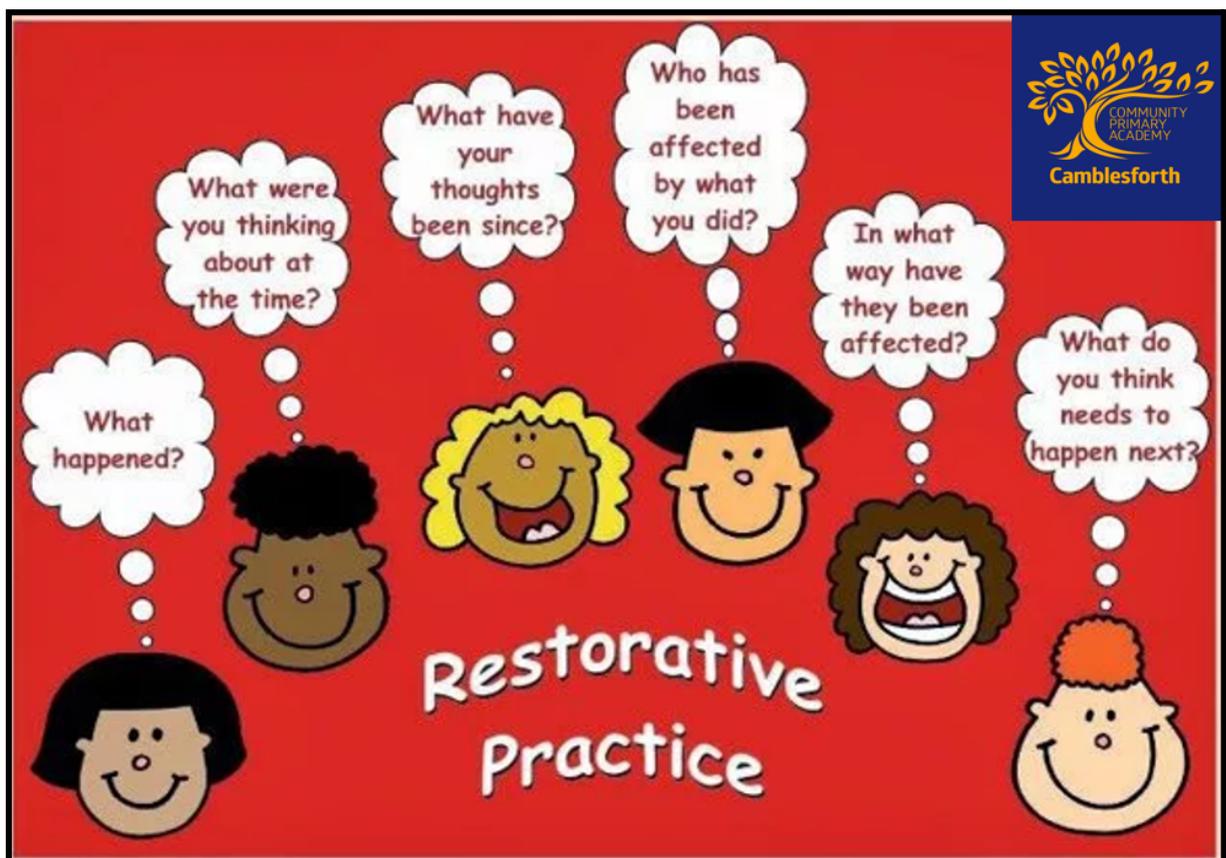
 The Power of 3 

1. Look and Listen 
We show respect by LOOKING at and LISTENING to whoever is talking.

2. Empty Hands 
By having EMPTY HANDS we show we are listening with respect.

3. Hands up for Quiet 
When an adult raises a hand, we stop what we are doing and copy.

Alongside the behaviour chart and power of 3 posters we provide for staff and pupils we also provide a guide in restoring situations where there is conflict. It helps to move behaviour management on from the more traditional approaches of 'Why did you do that?', 'Who is to blame?', or 'What punishment do I give?' into a more resolution seeking approach 'What has happened?', 'Who has been affected?' and 'How can we begin to repair some of the harm caused?'. Pupils are praised for their honesty and often work together in 'Solution Circles' to seek the restoration needed, building trust and respect in each other over time.



With 'Restorative' approaches, pupils take more responsibility for behaviour the further they move through school. The aim is that pupils' behaviour will develop, not to gain reward or avoid punishment, but because the pupils understand the need to build a social community and to show other respect. It focusses on repairing harm rather than rule breaking.