

Bourton Meadow Academy



Behaviour and Attitudes Policy

Created By	Lucy Berry (Executive Headteacher)
Agreed By	Bourton Meadow Academy LGB
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1. Introduction – Vision and Values

At Bourton Meadow Academy we nurture every child to fulfil their whole potential.

Creating a culture built on positive relationships and high expectations—for both children and staff—lays the foundation for an environment where every child can learn and thrive. Children learn best when they feel safe, supported, and secure.

A clear, consistent system for recognising and rewarding positive behaviours and providing appropriate support when behaviour falls short of our expectations helps ensure fairness, clarity, and accountability. It also reinforces a shared understanding of what is expected from everyone in our school community.

Our behaviour policy sets out a clear framework for nurturing positive attitudes and learning behaviours, enabling children to thrive in our school, their next school and in later life.

Values

At Bourton Meadow, six core values underpin our culture and curriculum. These values reflect key areas which we know our children need to develop in order to fulfil their whole potential.

The school values are:

- Respect
- Resilience
- Independence
- Compassion
- Integrity
- Curiosity

By embedding these values in all areas of school life, we ensure that our children develop into positive citizens ready to lead successful lives.

2. Culture and Relationships

At Bourton Meadow, we understand that the behaviour of children is shaped by the behaviour of the adults who work with them. Adults are therefore expected to act as positive role models at all times—consistently demonstrating our core values and modelling the high standards we expect from all members of our school community. *(See Section 17 for expectations of staff.)*

Research shows that schools with outstanding behaviour share a strong culture of mutual respect. Positive, respectful relationships between staff, pupils, and the wider school community are therefore central to everything we do.

Our behaviour policy is underpinned by the principles of the **STEPS** approach, which all staff are trained in. This framework places a strong emphasis on relationships, consistency, positivity and restoration, as well as the importance of equity—providing each child with the support they need—rather than simply treating all children the same.

We believe that “the standards we walk past are the standards we accept.” As such, every member of staff has a shared responsibility to uphold high expectations and actively contribute to a positive behaviour culture. This means staff are expected to be relentlessly attentive to behaviour. For example, all staff should actively reinforce the expectation that movement through the school is safe and calm, that doors are held open for one another, greetings are reciprocated and that interactions between all members of the school community demonstrate mutual respect.

Curriculum

We believe that a well-structured curriculum, a supportive learning environment and a focus on pupil achievement all play a vital role in promoting positive behaviour. Teachers plan effectively to address individual pupils' needs, promote active engagement, and provide clear, structured feedback. This helps prevent frustration and low self-esteem—key factors that often underpin poor behaviour.

For further details on our approach to the curriculum and teachers' responsibility for delivering high-quality, inclusive teaching, please refer to the Curriculum Implementation Policy.

3. School Rules

We have a universal set of school rules that are directly linked to our core values. These rules help children understand how to develop positive attitudes—both towards their learning and towards one another. These rules are used across school and so they are consistent during the children's time with us and expectations are clear for all.

The school rules are:

- **Respect** – I treat everyone and everything as I would want to be treated
- **Resilience** – I stay positive even when things are tough
- **Compassion** – I am kind with my words and actions
- **Integrity** – I do the right thing without being told to do so
- **Curiosity** – I show positive learning behaviour and allow everyone to learn
- **Independence** – I am responsible for my own behaviour choices

These rules are displayed in every classroom and areas where the children learn and play (See Appendix A). School staff are trained to refer to the rules when praising children so they understand how to demonstrate them.

BMAzing Charters

Children and staff use the term *BMAzing* to embody the school's high expectations and demonstration of our six core values. Our *BMAzing Charters* (Appendix C) make these expectations explicit for specific parts of the school day, particularly during less structured times outside the classroom. They clearly set out the behaviours and actions expected of both children and staff.

The Charters are revisited regularly with children and staff to reinforce expectations, recognise and reward positive choices, and address incidents where behaviour falls short of these standards. They provide a consistent framework of shared language and expectations, supporting a positive, respectful and consistent approach to behaviour across the school.

Behaviour for Learning

To support positive behaviour for learning, we use four simple BMAzing Learner Strategies: Body, Eyes, Brain and Participate! Through explicit teaching, modelling and consistent reinforcement, these strategies help children develop effective learning behaviours, enabling them to listen actively, engage fully and participate confidently in lessons. They promote a culture of active engagement, ensuring that all children are thinking, participating and making the most of every learning opportunity.

The Language we use...

Research shows that positive praise and highlighting good behaviour is an effective behaviour management tool. If we can "catch children being good" and make sure this is praised, children learn the benefit of making these choices.

When discussing behaviour with children we refer to 'A choices' and 'B choices'. 'A choices' are positive choices which comply with the school rules and high expectations and demonstrate the school values. When children do not

follow the school rules or their behaviour falls short of our expectations, we refer to their behaviour as 'B choice behaviour'. This helps the children understand the difference between positive and negative behaviour, compare the different choices they could have made and the consequences of each and it reinforces that, in most cases, behaviour is a choice. It also focuses the language on the behaviour – rather than labelling the child.

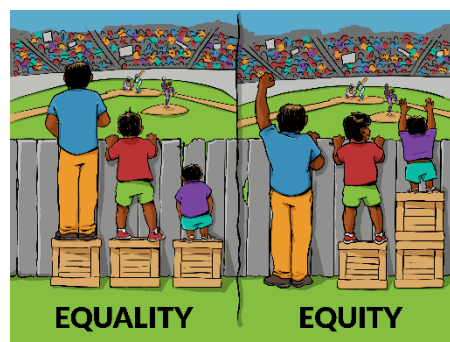
Our language is the primary tool at our disposal and conscious choices about the use of our words can have a profound impact. Staff are reminded at regular intervals, via training, to ensure they are using positive, helpful and healthy language choices. We are mindful that the 'way' in which we say words can be as powerful as the words themselves. This is especially important when managing a handover and relaying information about a child's behaviour to another member of staff. (See separate section on Body Language and Tone below.)

Equality

Behaviour management is applied fairly, consistently and without discrimination. Discussions about behaviour and attitudes to learning will focus on individual choices and actions and will never be framed in terms of gender or any other protected or individual characteristic.

We are an ever-diversifying school and diversity and inclusivity are celebrated. We are aware that between families, cultures and backgrounds, behaviour expectations on our children upon arrival in our school will be varied and some children will have additional needs and/or adverse childhood experiences which will also impact their behaviour and response to situations.

We believe in fairness and an approach that celebrates these differences. Fairness at Bourton Meadow Academy does not mean everyone getting the same thing, but everyone getting what they need to be successful. This is best demonstrated by the difference between Equity and Equality, as shown below:



This policy is designed to support the needs of most children, most of the time. We understand that for a variety of circumstances, some children's behaviour may not be able to reach the expectations of this policy all of the time. Where this is the case, children will have tailored and individualised behaviour support plans in place, referred to as a PIP – Positive Intervention Plan. These plans allow staff to develop consistency in finding meaningful approaches to support behaviour. An example of a PIP can be found in the Appendix B at the end of this document.

4. Promoting Positive Behaviour – Rewarding Positive Behaviour Choices

At Bourton Meadow, we actively recognise and reward positive "A choice" behaviour and attitudes. By doing so, we help children understand the value of working cooperatively and following the rules. This approach supports the development of key life skills, preparing them for the next stage in their education but also for life beyond school, by linking positive behaviour and attitudes to both extrinsic and intrinsic rewards. As a whole school, we have several systems for rewarding good behaviour choices.

REWARDS

Verbal Praise 	All staff are expected to notice and praise children modelling the school values and following the school rules. Verbal praise should be ongoing and daily. It may be given publicly but staff also understand that a quiet word of personal praise can be just as effective.
Dojo Points 	These may be awarded by any member of staff to recognise positive behaviour and attitudes throughout the school day. Class Dojo points are linked to our school values, with the reason for each award clearly explained. Parents can view their child's achievements through the Class Dojo app. Children earn bronze, silver and gold star badges at 100, 250 and 500 points. Badges are presented to children in year group assemblies but are also acknowledged at the start of each key stage assembly. All staff are expected to actively notice these badges and celebrate children's successes, fostering confidence, motivation and a positive school culture.
BMAzing Awards 	When children do something exceptionally well—whether they demonstrate one of our school values, show positive attitudes and behaviour, or meet the expectations set out in one of our <i>BMAzing</i> Charters—staff can recognise their achievement by presenting them with a <i>BMAzing</i> Award. Awards are given in the moment, so children can take them home that same day and share their achievement with their families.
BMAzing Picnic 	Children who consistently demonstrate excellent behaviour, positive attitudes and our BMA values will be invited to attend a <i>BMAzing</i> Picnic (squash and biscuits). Each Friday afternoon, one child from every class (Reception–Year 6) will be invited to join the picnic, hosted by Mrs Byrom or another member of the Senior Leadership Team (SLT) in her absence. This provides a special opportunity to celebrate children who consistently model what it means to be <i>BMAzing</i>.
Purple Tokens 	Purple Tokens are awarded to a class when children work collaboratively towards a shared goal. This might include meeting a class target—such as keeping the classroom or cloakroom tidy, working quietly, remaining seated, lining up sensibly or demonstrating excellent behaviour in assembly—or demonstrating excellent behaviour, attitudes and teamwork within a lesson or activity. Each time a class earns 100 tokens, they unlock a new selection of rewards to choose from, providing ongoing motivation and encouragement to make positive choices throughout the year. Rewards are planned, structured, inclusive and motivating, and agreed with the class at the start of each reward cycle so that children understand what they are working towards. Teachers are responsible for ensuring that rewards are appropriately supervised, inclusive and responsive to the individual needs of all children.
OWLS Assemblies 	Once each half term, a Year Group assembly takes the form of an OWLS Assembly (Outside World Learning Successes), where we specifically celebrate children's achievements in the activities they take part in outside of school.
Class Teachers can also set up reward systems for their class which meet the individual needs of their pupils. This could include, but is not restricted to: -	
The Rocket	A visual behaviour chart for children in Reception and Year 1.
Traffic Lights	A visual behaviour chart for children in Year 2 (and Year 3 when required)
Table/Carpet Row Points	Points given to tables or carpet rows for working quietly, tidying resources etc.
Stickers	Can be awarded alongside Dojo points to reinforce the positive choice and allow others to notice
Specialist Teacher awards	Stickers and small awards (e.g. Player of the Week) given by the specialist subject teachers

N.B. Some children may have a bespoke positive intervention plan (PIP) with additional rewards, as appropriate.

5. De-escalation

All staff need to know how to promote pro-social behaviour and manage challenging or harmful behaviour, and to have an understanding of what the behaviour of a child might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. When doing this, we follow the principles of the Step On approach:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try and reduce conflict and to avoid escalating a 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 and/or the issuing of a negative consequence, if necessary.
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict and identifying triggers for behaviour and working collaboratively to remove these triggers and/or teach alternative behaviours/responses.
- The importance of recording incidents, the harm caused by them and any action taken.

De-escalation Script

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. The de-escalation script should be used repeatedly, with no variation from it, until the child has left the situation and calmed down.

6. Body Language and Tone

The tone and volume of our voice and the body language we use will communicate far more than the actual words we say.

Our body language conveys subconscious messages about our engagement, enjoyment and frustration with a given task. Staff are expected to maintain a positive or neutral body language when dealing with escalating behaviour. Eye rolling, leaning on furniture, or looking frustrated at a situation only further perpetuates the negative feeling of a child and will not positively impact their behaviour.

In order to ensure suitable body language and posture, staff are reminded of the following practices:

- Maintain a good distance from a child you are working with, unless positive physical contact is a planned support strategy. (Staff are mindful that distance is relative to the age/development and anxiety of the child.)
- Adopt a soft, sideways stance and consider your relative height with the children you are dealing with, squatting or sitting down if necessary to be at a similar level as them.
- Ensure hands are relaxed – find something to hold or have hands behind your back to minimise aggressive gestures.
- Ensure that stance within a room does not block open doors as this can appear intimidating.

These approaches support de-escalation but also ensure safety and protection of staff in the event of physical behaviour.

Process for managing B Choice Behaviour

Alongside recognising and celebrating positive behaviours, it is essential that there is a shared understanding of behaviours that are unacceptable, with clear and consistent consequences in place. Clear routines, expectations and boundaries help children feel safe and secure, while teaching them to take responsibility for their behaviour and develop the skills to manage their responses appropriately.

Our primary aim is to engage children with their learning and for the vast majority of children, a gentle reminder of our expectations is all that is required.

We recognise that there is a distinction between emotionally driven behaviour, which may be linked to a Special Educational Need or Disability (SEND), and deliberate poor choices. SEND does not remove the expectation for children to meet our behaviour standards. However, some children may require adapted support, responses or consequences in line with their individual needs, support plan and/or Positive Intervention Plan (PIP). All staff must be aware of, and consistently follow, these plans to ensure children receive the right support and approach. In some instances, this may include *planned ignoring* for low-level, attention-seeking disruptions —provided they are not affecting other pupils' learning—to avoid inadvertently reinforcing and empowering these behaviours. Instead, staff draw on their knowledge of the individual child to apply effective strategies, using positive interventions, reinforcement, and/or distraction to redirect behaviour constructively.

As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

All staff are empowered to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

- **Be calm** - children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.
- **Logical consequences** - a logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the poor choice. The second step is to provide an action that recalls children to the rules, reinstates the limits and teaches alternative behaviours.
- **Fresh start** - although persistent or serious poor choices need recording, every child must feel that every session/day is a fresh start.

Most behaviour concerns should be dealt with in the moment, with the child reminded of the expected behaviour and, where appropriate, warned of the potential consequences if the behaviour continues. In most cases, a clear reminder and warning will be sufficient to help the child make a positive change.

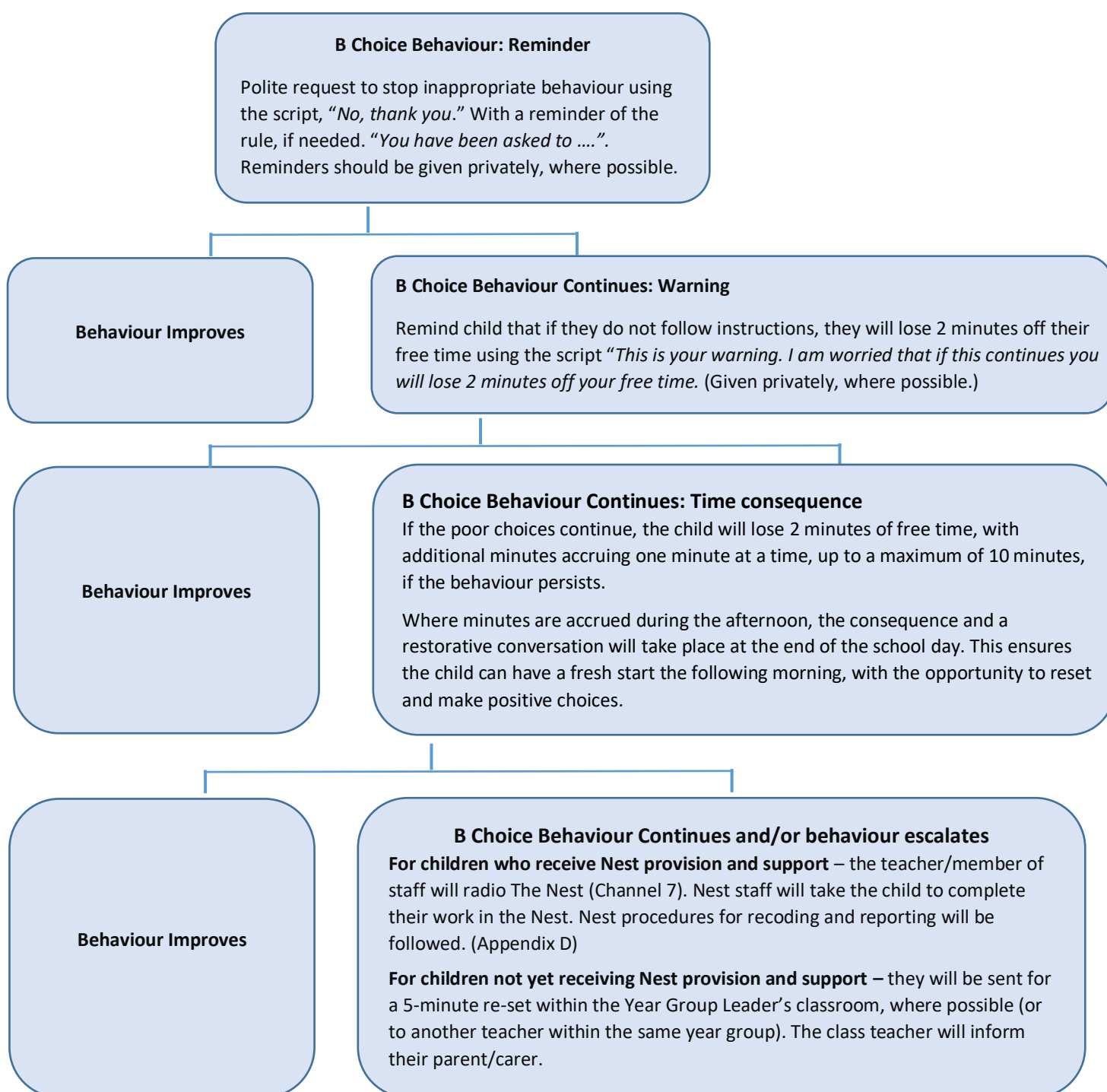
Where necessary, sanctions must be applied fairly, consistently and proportionately. Sanctions should be followed by a restorative conversation, during which the member of staff should take the time to explain why behaviour is unacceptable and give the child an opportunity to respond and be listened to. The adult should use this conversation as an opportunity to reconnect with the child, reinforce that the next session is a fresh start and ensure that the child understands what is expected of them. This helps both the adult and child move forward positively and maintain a strong, respectful relationship.

Any behaviour that results in a sanction should be recorded on CPOMS. This enables leaders to monitor patterns and trends, identify children who may require additional support and escalate consequences where appropriate.

The process for dealing with minor B choice behaviour incidents, such as low-level disruption in the classroom.

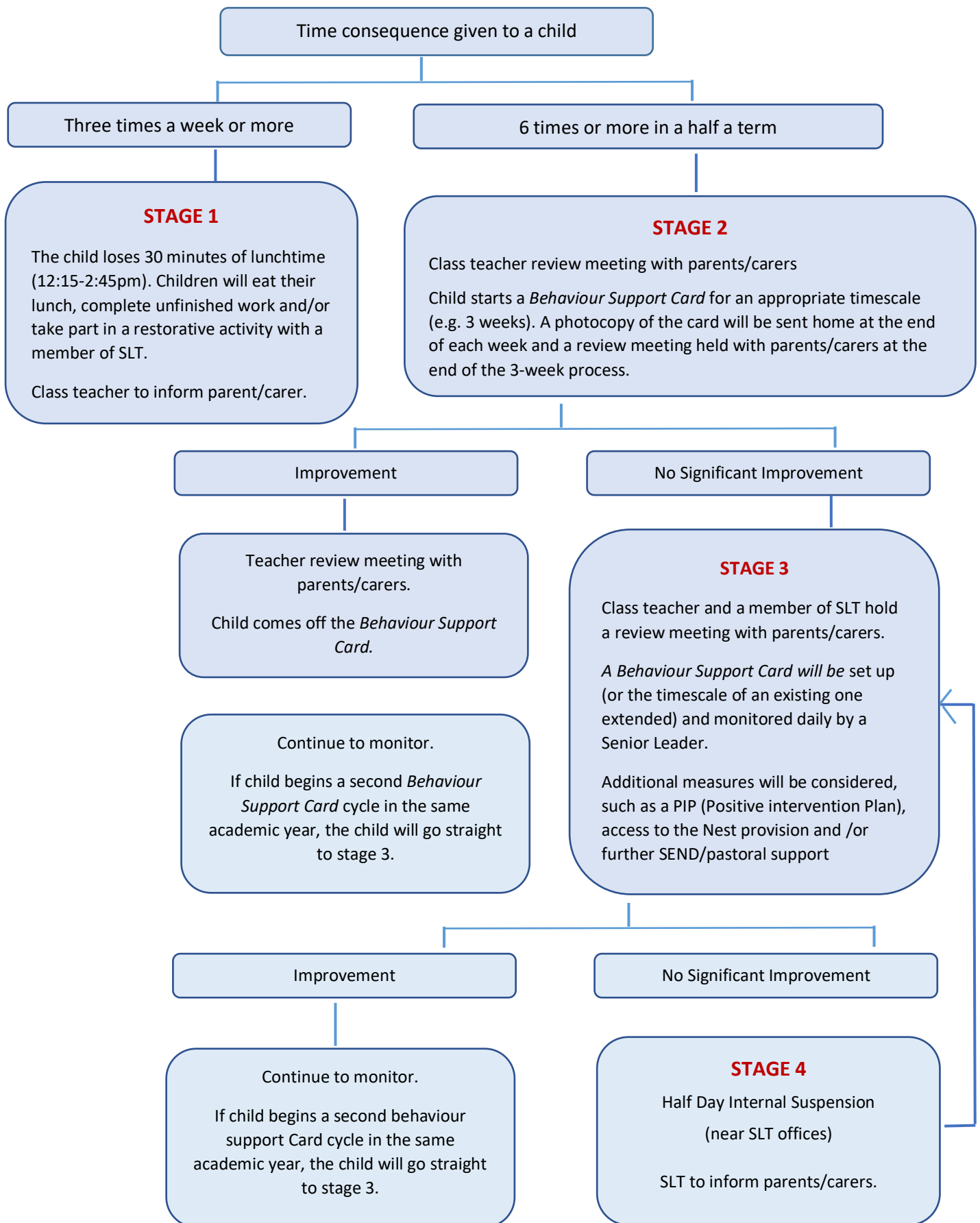
The processes below outline how staff should respond to minor ‘B Choice’ behaviour incidents involving individual pupils, such as low-level disruption in the classroom (e.g. calling out, making noises, persistently leaving their seat, distracting others from learning or refusing to follow instructions). These behaviours should be addressed

individually and proportionately. Consequences should never be applied to the whole class as a result of the behaviour of an individual pupil or group of pupils.



From Key Stage Two, there is a clear process for children making frequent poor behaviour choices. (Please see flow chart below.)

Low Level Escalating Behaviours Flowchart

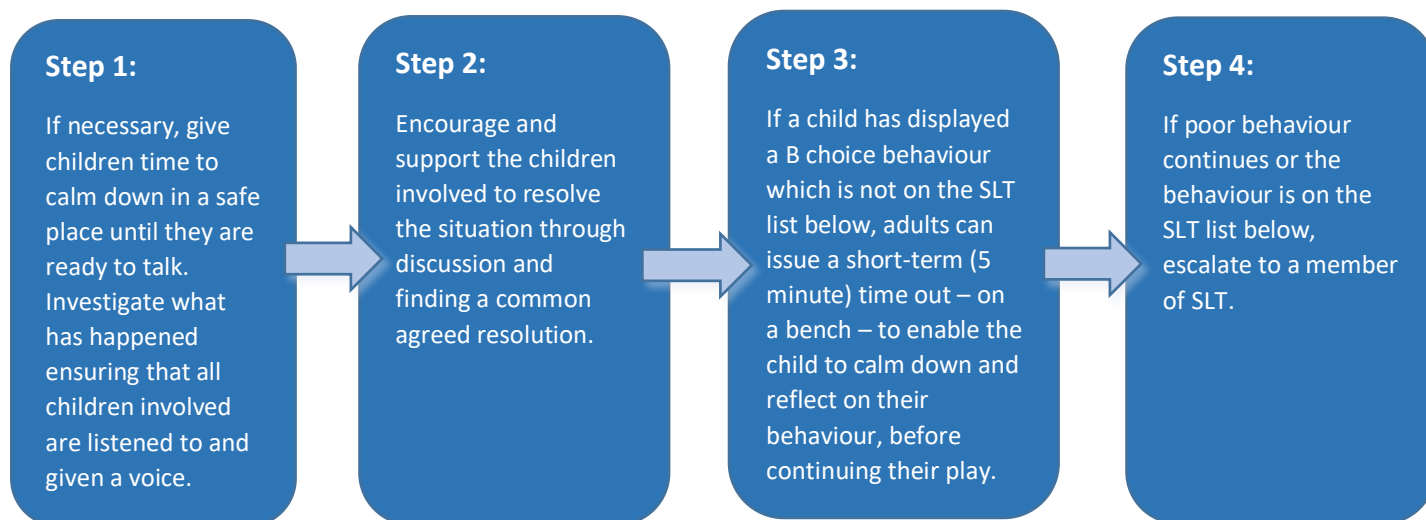


Please note the flow chart above is followed broadly by the school. However, where there are extreme cases of inappropriate and/or unsafe behaviour, SLT may choose an internal or external suspension as an immediate consequence.

- If a child has a suspension, this will always be followed by an appropriate period of time on a Positive Reward Card (One week minimum).
- There may be some individual cases (e.g. children with SEND and/or those already accessing The Nest) whereby following this flowchart is not appropriate and a tailored PIP and consequence program will be put in place.
- For children in EYFS and KS1 who are frequently receiving behaviour consequences, a strategy meeting may be arranged to identify appropriate support and clear, consistent approaches to help the child improve their behaviour. This will take into account the child's age, stage of development and individual needs. The class teacher will meet with the child's parents/carers to discuss the behaviour, share strategies and agree how school and home can work together to support the child. Clear next steps will be agreed, along with a suitable timescale for reviewing progress.
- In extreme cases of inappropriate behaviour in KS1 and EYFS, children may be referred directly to SLT. If deemed appropriate, the member of SLT will contact parents prior to the end of the school day.

For incidents at playtime/lunchtime

All adults share responsibility for supporting children's behaviour during lunchtime and playtime. These are valuable opportunities for children to socialise, develop relationships, and demonstrate the school's values. Staff recognise that managing behaviour during games, and resolving minor conflicts, is a developmental skill that must be explicitly taught and supported. When disagreements or disputes arise, adults should follow the agreed process outlined below, with a focus on both education and resolution.



See Appendix E for a flow chart which gives support to lunchtime staff in following this process with examples.

7. Behaviour incidents investigated and addressed by SLT

The following behaviours must be referred to SLT:

- Deliberate physical behaviour against another child e.g. hitting, pushing, kicking (This does not always include rough or inappropriate play, which can be dealt with in the moment by the staff on duty.)
- Deliberate destruction of property
- Repeated, deliberate or targeted use of offensive or abusive language (including swearing). Incidents involving swearing or inappropriate language will be addressed proportionately, taking into account the child's age, understanding, context, intent and the impact on others.
- Discriminatory language - (derogatory comments about protected characteristics, LGBTQ, xenophobia)
- Verbally or physically abusive behaviour towards adults
- Harmful sexual behaviour (HSB)

In these cases, a member of SLT will investigate the incident using the following process:

1. Speak with staff to get an overview of the incident
2. Speak with all children involved to determine their views
3. Determine what school rules/values have not been followed
4. If necessary, decide on an appropriate consequence for the behaviour – such consequences should be both preventative and educational (see Point 8 for an explanation of these)
5. Inform parents
6. If appropriate, bring all children together for a restorative conversation
7. Record the incident and action taken on CPOMS

8. Learning through consequences

We teach children that all behaviours have consequences—these can be positive or negative.

When children make 'A' behaviour choices, they experience positive consequences. These may include being successful in their learning, feeling proud of themselves, making others proud, and receiving extrinsic rewards such as Dojos, stickers, or other forms of recognition.

When children make 'B' behaviour choices, they encounter negative consequences. The purpose of these consequences is to:

- keep children safe and to prevent further incidents (*preventative consequence*)
- help children understand that their actions have an impact on others and themselves
- support children in learning more appropriate behaviours and responses (*educational consequence*)

Consequences should therefore be educational and, where possible, linked to the unwanted behaviour, in order for them to be meaningful and have a positive impact on children's behaviour in the future.

It is not possible to prescribe exact consequences to every type of behaviour because it will depend on the situation, the child's individual circumstances and any other mitigating factors.

Consequences we use:

- **Minutes off break time or lunch time** -This time should be used in a meaningful way and be linked to the unwanted behaviour e.g. depending on the B choice that resulted in lost learning time, children could be asked to use the time to complete work, sit quietly, line up quietly, tidy the classroom environment etc.
- **Speaking with the Year Group Leader** - This may be 'in the moment' or at another suitable time depending on the nature and purpose of the conversation.
- **Informal conversation with parents by the class teacher** - This may be done in person or via the telephone, depending on the availability of the parent/carer.
- **Speaking with a member of the Senior Leadership Team (SLT)** - This may be 'in the moment' or at another time, depending on the circumstances.
- **Introduction of a Behaviour Support Card** – A short-term period of closer monitoring and support of a child's behaviour, following a meeting with their parent/carer, with regular review of progress and expectations.
- **Internal or external Lunchtime/Playtime suspension** -Parents must always be informed and there should be an educational consequence attached – time to consider alternative responses, practice playing a game, or learn about the impact of their choices, rather than simply spending time inside.
- **Behaviour meeting with parents, class teacher and SLT**
- **Internal Suspension** – A temporary removal from the usual classroom environment, where a child remains in school but is supervised separately from their peers to provide time for reflection and to reset behaviour expectations. They will not take their break and lunch time with their peers during an internal suspension.
- **Permanent Lunchtime Exclusion**
- **Permanent Exclusion**

9. Reflection Time

A key part of this policy is ensuring that children learn from mistakes and B choice behaviour. If the children can reflect on their choices by identifying the impact and how they might change behaviour in the future, they are more likely to learn from the incident and make positive choices in the future.

Therefore, following a behaviour incident where a consequence is given, children will have a restorative conversation with the staff member who has dealt with the behaviour incident and issued the consequence.

The restorative conversation will be guided by the following questions:

1. *What has happened?*
2. *What were you thinking at the time?*
3. *Who has been affected by the actions?*
4. *How have they been affected?*
5. *What needs to be done to make things right?*
6. *How can we do things differently in the future?*

For some children, particularly our younger children, these questions may be too much. Instead, we would choose those most pertinent (often numbers 1, 3 and 5).

10. Children with Specific Behaviour Needs

All children have a legal entitlement to a broad and balanced curriculum. It is the responsibility of a class teacher to ensure that children with additional needs are fully catered for in lessons and that they can access learning, complete work at an appropriate level to their age and stage of development and experience success on a daily basis. To enable them to do this, teachers need to have a good understanding of the children's current capabilities, individual targets, personal interests and draw upon a wide range of resources and strategies to help children overcome barriers to learning.

For some of our children, their specific needs make following the behaviour policy more challenging. These children will have a Positive Intervention Plan (PIP) alongside their SEN support plan, which details the extra support they need to manage their behaviour and meet the school's high expectations.

Where necessary, the SENDCO will work with outside agencies to ensure adequate support is in place for these children, which may include access to 'The Nest' provision. (Appendix F)

11. Suspensions and Exclusions

The decision to suspend a child can be made by the Head of School or Executive Headteacher.

A suspension can be for repeated behaviour incidents which are not improving despite support, or serious one-off incidents. A suspension will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult or another pupil in school. Suspensions can be from half a day to 5 days in length depending on the circumstances. The use of a suspension should be in the best interest of the child to demonstrate the impact of not following the school rules and so the child understands that certain behaviours are harmful and will not be accepted in school.

Following a suspension, the child and parents will be invited to attend a reintegration meeting.

The decision to permanently exclude a child can be made by the Executive Headteacher.

We never want to exclude a child from school permanently and the use of permanent exclusion is always a last resort where serious behaviour does not improve following substantial intervention and support. This decision would be taken after all other avenues have been exhausted and in the best interests of the child/other children.

The governing body (via the Chair of Governors) and the Exclusion and Reintegration team at Buckinghamshire Council will be informed of any suspensions or permanent exclusions.

Excluding children from trips and experiences

All of our trips and experiences are part of the curriculum and therefore an entitlement for all children. We therefore do not exclude children from these experiences. There may be times when a child's behaviour means taking them on

a trip could be a safety risk. In this case we will do everything we can, including inviting parents to attend the trip and undertaking an individual risk assessment, to ensure every child has full access to the curriculum.

Excluding children from wrap around care (Breakfast Club and Activ8tors) and/or After-School Clubs

We are committed to ensuring that all of our provision—including wraparound care and after-school clubs—is accessible to all children. Wherever possible, reasonable adjustments are made to meet the individual needs of children attending these sessions.

However, attendance at wraparound care and participation in after-school clubs is not an entitlement. If a child's behaviour is repeatedly disruptive, disrespectful, or unsafe, and this persists despite targeted strategies and interventions, exclusion from these sessions may be necessary. This decision is only made as a last resort and if in the child's best interests.

12. Use of Restrictive Interventions

There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classrooms.

Handling a child in this way is only ever used as a last resort. All incidents are recorded on CPOMs and reported to parents.

Please see the Use of Restrictive Interventions Policy for further details.

13. Bullying

The DFE describes bullying as behaviour against a child/group of children which is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying is premeditated and persistent.

We do not tolerate bullying at Bourton Meadow. If bullying is suspected, a full investigation will be carried out by the Senior Leadership Team and immediate steps taken.

Please see the Anti-Bullying Policy for more information

14. Recording of Behaviour Incidents

We use CPOMS to record incidents of B choice behaviour which result in a consequence. This is an internal electronic record.

The adult dealing with the B choice behaviour incident should record it on CPOMS, and tag any other members of staff who were present at the time. If this incident has happened during lunchtime which required a consequence given outside, the adults should use the computer within the staffroom to record the incident, at an appropriate time that day. Adults should ensure that class teachers are alerted to the CPOMS entry by ensuring they are included on the entry. Adults should verbally inform class teachers at the end of break/lunch, if they feel the incident may impact on the child's readiness to learn.

SLT monitor the records of behaviour incidents every half term to determine if there are any trends in behaviour incidents across school. This allows us to take swift action such as adaption of PSHRE curriculum, assembly planning or training of staff to ensure we are supporting the children to make the best choices.

15. Working With Parents

The school works in close partnership with parents to ensure children receive consistent messages about behaviour, both at home and at school.

It is equally important to share and celebrate positive behaviour. When parents are informed about their child's 'A' behaviour choices, they can reinforce these at home, helping to embed the school's values and support sustained positive behaviour. Through our electronic Class Dojo system, parents receive instant notifications when Dojos are awarded, enabling timely recognition and celebration. Teachers may also provide positive feedback to parents when collecting at the end of the school day.

We also believe it is important to keep parents informed when children are displaying 'B' behaviour choices. Early communication and intervention allow school and home to work together in supporting children to make more positive behaviour choices in the future.

Class teachers are responsible for informing parents when there is repeated low-level disruption in the classroom. As a general guideline, this should occur when a child has received consequences for three or more incidents within a half term. However, teachers may use their discretion to contact parents earlier if they feel it is in the best interests of the child.

SLT are responsible for informing parents following any incident they have investigated.

If the school has had to use reasonable sanctions, parents should support the actions of the school. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the senior leadership team.

16. Behaviour outside of school

Where behaviour incidents which occur outside of school impact on the children while they are in school, we will investigate and inform parents. This includes incidents online.

If an incident has happened on the way to or from school and the children are identified as part of the school community through their school uniform, we will investigate and a consequence can be given. In these incidents parents will be involved as supervision outside of the school gates is the responsibility of parents.

17. Roles and Responsibilities

The implementation of this policy is the responsibility of all members of the school community.

We expect every adult to:

- Model and refer to our school values at every opportunity.
- Model positive behaviours, build relationships and ensure children feel 'liked'.
- Smile and greet children, making them feel welcome.
- Meet the expectations of the BMAzing Charters
- Reward positive behaviours in line with this policy
- Be relentlessly attentive to behaviour and recognise the benefit of investing time to follow this policy
- Use the de-escalation script, when required

- Facilitate restorative conversations (using the guiding questions) when managing 'B' choices, ensuring all children involved in the incident are listened to and given an equal voice.
- Regularly refer to the BMA mantras: walk, wait and whisper, best body language, respectful reactions, assembly-ready and BMAzing.
- Be familiar with the positive intervention plans (PIPs) for the children they support – either in the classroom or during break and lunch times.

Class Teachers are expected to:

- Model the school values
- Develop positive relationships with all children
- Create a safe and effective learning environment
- Ensure the curriculum is fully accessible and that all children have the opportunity to succeed
- Reward positive behaviour choices and ensure rewards are distributed fairly and consistently
- Address B choice behaviour through the process outlined in this policy
- Record all behaviour incidents that result in a sanction on CPOMS
- Inform and work with parents when a child is making repeated B choices
- Inform SLT when a child is making repeated B choices and the actions taken (through the use of CPOMS)
- Work with the Inclusion team to develop positive intervention plans (PIPs) for children with specific behavioural needs
- Follow the procedures for the Nest Provision (KS2)

Support Staff are expected to:

- Model the school values
- Develop positive relationships with all children
- Reward positive behaviour choices and ensure rewards are distributed fairly and consistently
- Address B choice behaviour through the process outlined in this policy
- Record all behaviour incidents that result in a sanction on CPOMS

The SENDCO is expected to

- Monitor the implementation and impact of PIPs and ensure these have been communicated with parents/carers
- Build relationships with outside agencies who can support children with specific behaviour needs
- Seek additional support for children with high level behaviour needs
- Work with staff to support the training and delivery of interventions and monitoring their impact
- Monitor SEND provision within the classroom and support staff to ensure the needs of children with SEND are being effectively met
- Ensure staff are trained in Step On and Step Up, as required
- Have oversight of The Nest Provision and work with other leaders to ensure its regular review

Senior Leaders are expected to:

- Model the school values
- Develop positive relationships with all children
- Investigate escalated behaviour incidents and inform parents
- Have an oversight of behaviour records on CPOMS to identify emerging trends and develop appropriate actions to address these in a timely manner
- Monitor the implementation and impact of this policy
- Hold staff to account for their roles and responsibilities in relation to this policy
- Work with staff to provide support and training
- Support the school's behaviour culture through the planning and delivery of assemblies

The Head of School is responsible for the points above and is also expected to:

- Issue suspensions (often in consultation with the Executive Headteacher)
- Liaise with outside professionals e.g. the Pupil Referral Unit (PRU) and the Buckinghamshire Exclusions Team.
- Support the Executive Headteacher in the review of behaviour incidents in school

The Executive Headteacher is responsible for the points above and is also expected to:

- Monitor CPOMS behaviour records and carry out data analysis each half term to identify trends.
- Liaise with the Head of School to develop actions to address any emerging trends.
- Communicate behaviour data and trends with the governing body and central team of the Campfire Education Trust.
- Monitor and support the Head of School with the process of suspensions
- Issue Permanent exclusions

The Governors are expected to:

- Monitor the implementation of this policy
- Provide support and challenge to SLT on the impact of this policy
- Review this policy as necessary

References:

This policy has been developed using some research from:

Tom Bennett: Independent Review of Behaviour in Schools 2017 and Behaviour and Discipline in Schools: Advice for Headteachers and School Staff January 2016

The Behaviour Policy should be read in conjunction with the following policies:

- *Anti-Bullying Policy*
- *Curriculum Implementation Policy*
- *SEND Policy*
- *Use of Restrictive Interventions Policy*
- *Suspension and Permanent Exclusion Policy*

Bourton Meadow School Rules



I treat everyone and everything
as I would want to be treated.

Respect

I stay positive even when
things are tough.

Resilience

I am kind with my words
and actions.

Compassion

I do the right thing without
being told to do so.

Integrity

I show positive learning
behaviour and allow everyone to learn.

Curiosity

I am responsible for my
own behaviour choices.

Independence

Positive Intervention Plan

Name:	DOB:	Date:	Version of plan:
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Brief description of presenting difficult/dangerous behaviours:	Positive behaviour(s) we wish to see / have:
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Differentiated measures to promote / support positive behaviours:

*	POSITIVE behaviours you will see: 	What you will say: 	What you will do:
*	DIFFICULT behaviours you will see: 	What you will say: 	What you will do:
*	DANGEROUS behaviours you will see: 	What you will say: 	What you will do:
*	Next Steps: 		

Signature of plan co-ordinator..... Date

Signature of parent / carer..... Date

Signature of young person (if appropriate).....Date.....

BOURTON MEADOW ACADEMY



BMAzing

IN ASSEMBLIES

Everyone plays a part in making our assemblies
calm, respectful and inclusive.

CHILDREN WILL...

-  **Be Assembly Ready** – shirts tucked in, hands out of pockets and jumpers left on or in classrooms.
-  **Line up in order** and single file
-  **Walk to assembly and wait** in the corridors **silently**.
-  **Enter and sit silently** in the hall.
-  **Listen carefully** to the person leading the assembly.
-  **Show curiosity** by asking questions at the right time.
-  **Join in** by answering questions and sharing ideas.
-  **Listen respectfully** when others are speaking.
-  **Stay silent** during pauses, such as music changes or videos.
-  **Leave calmly and silently** when your class is called.

ADULTS WILL...

-  Check children are **Assembly Ready** – shirts tucked in, hands out of pockets and jumpers left on or in classrooms.
-  Have a **line order** which enables all children to be successful.
-  Set and maintain **high expectations** for silent lining up, walking, waiting and sitting.
-  **Model** the behaviour we expect, including being quiet in the hall.
-  Model **active listening**.
-  Quietly **notice and reward** positive choices – through stickers, Dojos and class awards.
-  **Follow up** behaviour concerns after the assembly.

Our BMAzing Promise:




We are **safe**



We are **respectful**



We are **ready to learn**



IN THE LIBRARY

Everyone plays a part in making our library
calm, respectful and focused.

CHILDREN WILL...



Recognise and respect that the library is a quiet place for reading and learning.



Choose books carefully and enjoy reading them independently or with a friend.



Return books carefully to the correct shelf, with the spine facing outwards.



Respect the books and furniture and treat them with care.



Take books home to enjoy and return them regularly so you can explore a wide range of texts throughout the year.



Explore different genres, including fiction, non-fiction, poetry and more.



Leave the library neat and tidy, ready for the next class to enjoy.

ADULTS WILL...



Ensure every class has the opportunity to visit the library each week.



Model and reinforce the library as a calm, quiet environment.



Help children choose books that interest, challenge and inspire them.



Promote a love of reading by talking about books, authors, genres and recommendations, and actively sharing books with children and groups.



Encourage children to explore a wide range of fiction, non-fiction, poetry and other texts.



Model **respect** and care for books, furniture and the library space.



Establish a quick and efficient system for returning and borrowing books and teach this routine to the children.



Notice and celebrate positive behaviours, reinforcing children who demonstrate BMAzing library habits.



Leave the library ready for the next class, ensuring books and furniture are neat, tidy and ready to use and the desk is clear.

Our **BMAzing** Promise:



We are **safe**



We are **respectful**



We are **ready to learn**





WHEN WALKING AROUND SCHOOL

Everyone plays a part in making our school
calm, happy and safe.

CHILDREN WILL...



Walk sensibly and look where you are going.



Wait and let others, especially adults, pass through doorways first.



Whisper so we don't disturb learning.



Be friendly and **inclusive** by smiling and greeting people as you pass them.



Stop and listen when an adult asks you to.



Keep corridors and shared spaces **tidy**, picking up anything you drop or notice has been knocked onto the floor.



Go straight to where you are going, without unnecessary stops or detours.



Tell a member of staff if you see someone wearing a **red lanyard** walking around school on their own.

ADULTS WILL...



Set and maintain **high expectations** for all children in school.



Model **courteous** and **respectful** behaviour, such as smiling, greeting pupils and thanking children who wait or hold a door open.



Notice and recognise **BMAzing** behaviour by awarding a Dojo point.



Notice children wearing **Dojo badges** and take the time to congratulate them on their achievement and positive behaviour.



Take **pride in our environment**, noticing and addressing untidy areas – e.g. repairing a display border, picking up litter or taking a discarded item to Lost Property.



Be alert to **safety**, noticing and acting on anything that appears unsafe.



Be alert to **safeguarding**, noticing and acting on anyone wearing a **red lanyard** who is unaccompanied.



Take **collective responsibility** for behaviour and standards – addressing concerns e.g. politely questioning a child who is inside at lunchtime and reminding them of the expectations.

Our **BMAzing** Promise:



We are **safe**



We are **respectful**



We are **ready to learn**





AT BREAK TIME AND LUNCH TIME

Everyone plays a part in making our playtimes
safe, happy and inclusive.

CHILDREN WILL...



Play **safely, kindly** and **respectfully**.



Include others and help everyone feel welcome.



Ask an adult for help if you have a problem or feel worried or unsafe.



Stay outside for the whole of playtime unless given permission by an adult to go inside.



Follow adults' instructions promptly with respectful reactions.



Use the toilet if needed, returning to the playground as soon as you have finished.



Line up quietly and sensibly when the whistle is blown.



Take responsibility for your own belongings, ensuring that coats, jumpers and water bottles are taken back into the classroom.



Help to keep the playground **clean and tidy** by putting litter in the bin.



Look after equipment and treat it with respect.



Tell an adult if you hurt yourself or have been hurt.

ADULTS WILL...



Arrive **on time** for duty so children are fully supervised and wear a **high-vis vest** so children can locate you easily.



Spread out to supervise all areas of the playground or field.



Encourage **positive, inclusive** play and model appropriate games.



Support children to **resolve conflict** using restorative approaches.



Follow the **behaviour policy** and use agreed consequences where needed (e.g. time on bench to calm down and reflect).



Encourage children to take **responsibility** for their behaviour, belongings and equipment.



Administer **first aid** and follow school procedures for recording incidents, including head bumps.



Report significant behaviour, safeguarding or welfare concerns to the class teacher and record on CPOMS where appropriate.



Ensure children **line up calmly** and **quietly** at the end of playtime and remain with them until teachers arrive.

Our BMAzing Promise:



We are **safe**



We are **respectful**



We are **ready to learn**





WHEN EATING LUNCH

Everyone plays a part in making our
mealtimes calm, safe and respectful.

CHILDREN HAVING PACKED LUNCH WILL...



Eat your **own** food and
not share food with others.



Sit **safely** and **sensibly**,
keeping furniture in its
designated place.



Eat with **good manners**
and **hygiene**.



Stay seated and **talk**
quietly while eating.



Focus on eating, then go
outside as soon as you
have finished.



Leave your area **clean**
and **tidy**, with your chair
tucked in.

CHILDREN HAVING HOT LUNCH WILL...



Walk, wait and whisper when
entering school, following the
instructions of the Year 6
Lunch Monitors.



Line up quietly and **listen**
for your name.



Raise your hand and wait
patiently if you need help.



Use **excellent manners**,
saying please and thank you
to the grown ups helping you.



Make a **good effort** to
eat your lunch.



Use **quiet voices**
in the hall.



Clear your tray before
leaving the hall.

ADULTS WILL...



Model **courteous** and
respectful language
and behaviour.



Maintain **high expectations**
for behaviour in classrooms
and the lunch hall, noticing,
praising and rewarding children
who meet them.



Be **vigilant** and **responsive**, noticing
children who need support and
responding promptly to
raised hands.



Maintain a **visible presence**, moving
around the hall/classrooms so
children know they are
being supervised.



Give **gentle reminders** to focus
on eating and go outside as soon
as they have finished.



Respect individual appetites,
encouraging children to try more
where appropriate but never
forcing them to eat or finish food.



Be alert to **safeguarding**, closely
supervising behaviour and eating,
responding immediately to unsafe
behaviour and reporting concerns
promptly in line with the school's
Child Protection Policy.

Our BMAzing Promise:



We are **safe**



We are **respectful**



We are **ready to learn**





Be **BMA**zing Learners

BODY



Sit up, face the learning and show you're interested with your **body**.

BRAIN



Thinking is participating. Get your **brain** working!

EYES



Track whoever is speaking with your **eyes**.

PARTICIPATE



Answer, discuss, show, write, question - **join in!**



Respect



Curiosity



Independence



Resilience

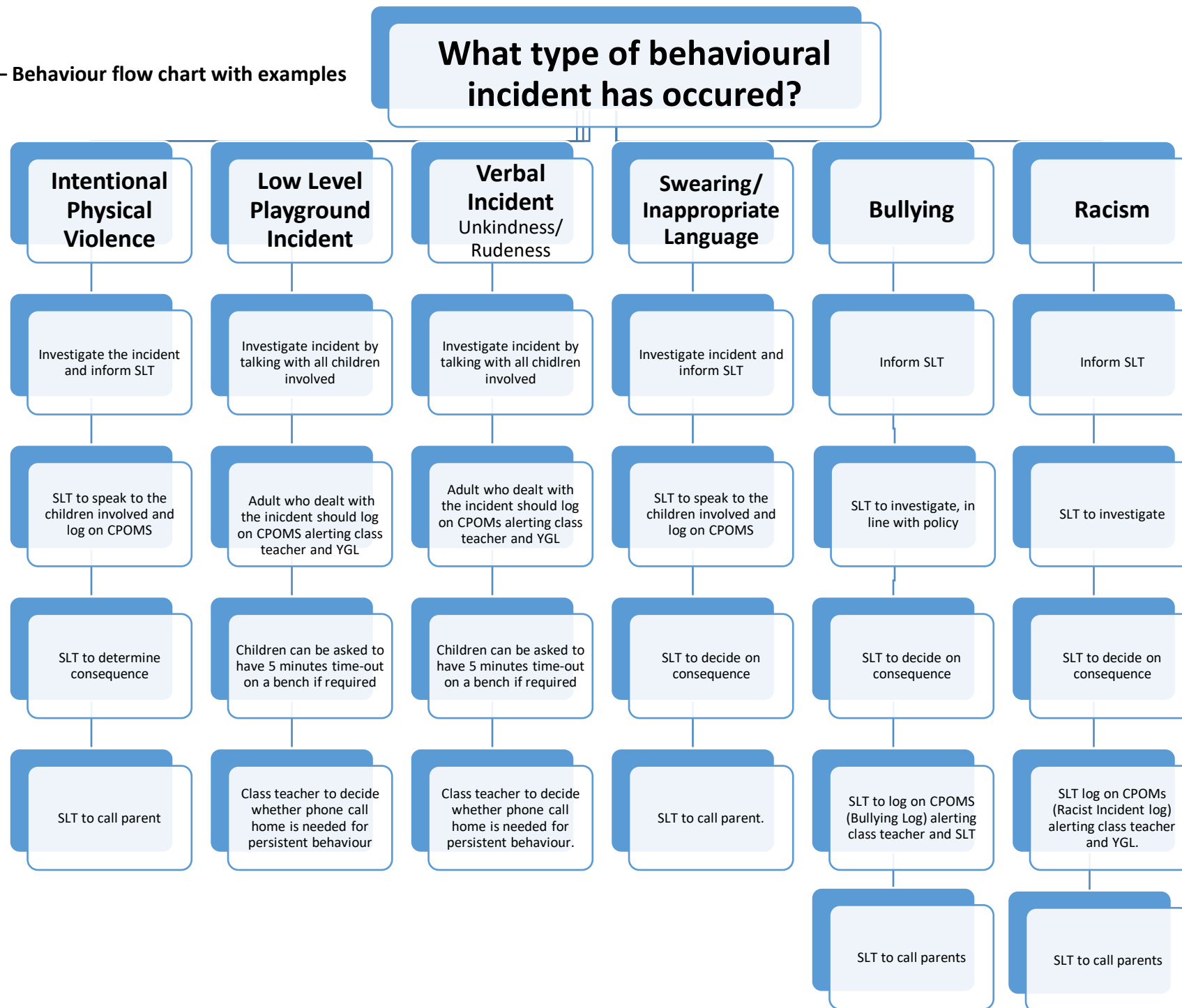


Integrity



Compassion







The Nest Provision — Policy and Procedure

1. Purpose

- Purpose: To provide targeted support and intervention for specific children who require additional provision to regulate, minimising disruption to the wider class and maintaining continuity of education when these children are dysregulated.

2. Governance and Staffing

- Oversight: Senior Leadership Team (SLT) and the SEN Team hold strategic oversight of The Nest, including pupil eligibility and review.
- Staffing: The Nest is staffed by Lead Behaviour Mentors: Lisa Angel and Michelle Walker.
- Communications: The Nest team responds to radio calls for agreed pupils on Channel 7.

3. Eligibility and Access

- Eligibility: Access is limited to specific children agreed by the SEN Team and SLT. The current eligible list is maintained by the SEN Team and shared with relevant staff.
- Review: Eligibility is reviewed regularly by the SEN Team/SLT based on need, progress and evidence from class and The Nest.

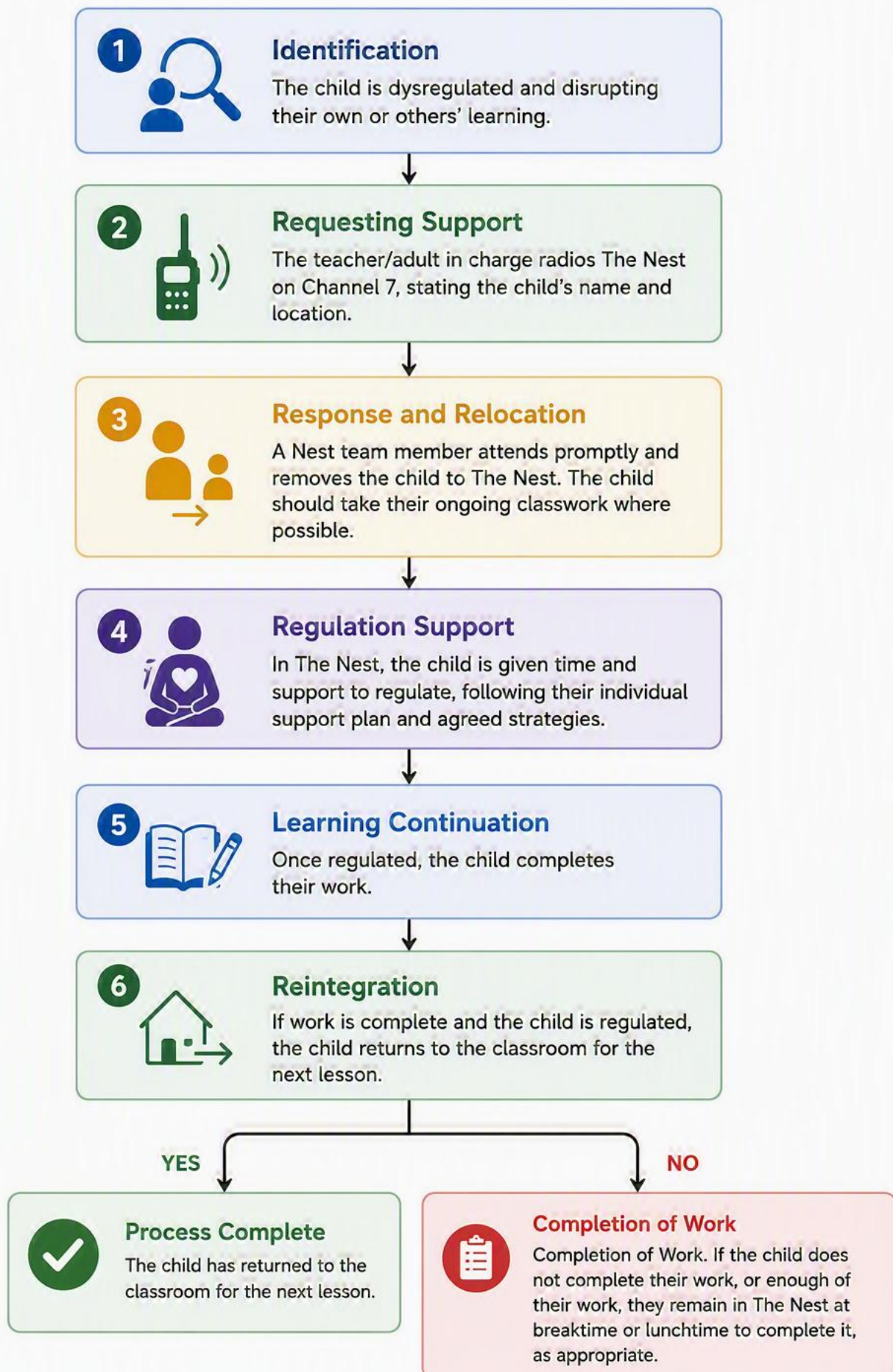
4. Principles of Practice

- Regulation first: Supporting a child to regulate safely and swiftly is prioritised so learning can continue with minimal disruption.
- Consistency: Staff follow agreed support plans and this procedure to ensure predictable, supportive responses.
- Inclusion and dignity: Interventions are respectful, minimally intrusive and focused on enabling successful reintegration to class.

5. Communication Protocol

- Radio use: Channel 7 is reserved for Nest-related calls for agreed pupils only.
- Information sharing: Class teachers and The Nest staff share pertinent information (e.g., triggers, strategies, outcomes) in a timely manner in line with safeguarding and data protection requirements.

THE NEST DYSREGULATION PROCEDURE



7. Recording

- The Nest team records the incident, strategies used, regulation time, learning completed and outcome of reintegration in the agreed system using CPOMS.

8. Positive Intervention Schedule (Proactive Support)

- Morning (readiness to learn):
 - Identified children begin the day in The Nest with 'Morning Preparation' to set expectations and establish calm routines.
 - Use individual and visual timetables to scaffold the day.
 - The Nest staff conduct pre-scheduled classroom check-ins as required.
- Afternoon (post-lunch regulation):
 - Identified children spend afternoon registration in The Nest to regulate after lunchtime and prepare for afternoon lessons.
 - The Nest staff conduct pre-scheduled classroom check-ins as required.
- Reward Time (end of day):
 - Specific children's reward time occurs in The Nest at the end of the day, aligned to individual targets and plans.

8. Curriculum and Work Expectations

- Pupils are expected to continue classwork where appropriate during time in The Nest.
- Adjustments may be made in line with support plans to enable success (e.g., task chunking, alternative recording methods, reduced sensory demand).
- If a child needs to be removed to The Nest at a time when they are engaged in a practical lesson, the child will complete a task determined by The Nest staff. Where possible, this work will be linked to the subject from which they have been withdrawn but may also be supplemented with fluency tasks such as times tables, maths sheets and/or reading comprehension which is of an appropriate level for the child.