



Dear parents,

Thank you for the support you give at home—this plays a big part in the positive attitudes we see every day at Boston West Academy. After the Easter break, we are refining our whole-school approach to behaviour so it becomes even better—strengthening consistency and communication so that high standards are seen everywhere: in classrooms, corridors, at break and lunchtime, and in all shared spaces. This update sets out what you will see and hear your child talking about, and how we will work with you if a pupil needs extra support.

### What you can expect after Easter

- **Even greater consistency through our CARE values.** Adults will more consistently name the behaviour and link it to a CARE value (Care, Collaboration, Attitude, Respect, Equality). This helps pupils understand expectations and make even better choices independently.
- **Thrive-informed first response.** Staff will use appropriate strategies to help pupils regulate and reflect (including attune/validate/contain/regulate and a calm, predictable response) before behaviour is escalated, unless there is an immediate risk to safety.
- **A more consistent reminder behaviour system.** Most pupils respond to early reminders and positive reinforcement. For those pupils who need a reminder of our expected behaviours, staff will follow the same stepped approach so that pupils experience predictable, fair and proportionate responses across the whole school.
- **Improved recording and clearer communication for those children who need reminders for their behaviour.** Behaviour events and sanctions will be recorded on Bromcom, and you will receive clear, timely communication through MCAS where appropriate. Our messages will be factual, neutral, linked to both the reminder system and our CARE values, so you can see what happened and how it is being followed up.
- **Celebrating positive choices.** Pupils will continue to be recognised and rewarded through our achievement systems (including in-class recognition and weekly/termly celebrations). Positive actions lead to positive consequences.
- **A consistent, supervised isolation step (used only when needed).** In a small number of cases, where unacceptable behaviour persists after reminders and support strategies, a supervised, time-limited isolation consequence may be used to protect the learning of other pupils and support individual reflection. Parents/carers will be informed, and pupils will complete appropriate work and reintegration support.
- **Earlier support where behaviour is communicating a need.** Where patterns of behaviour suggest a pupil needs additional help (including potential SEND), we will work closely with families to agree targets, reasonable adjustments and, where needed, an individual behaviour support plan.

### How you can help

- Ask your child about the CARE values and praise them when they show the CARE values at home.
- Support good routines (sleep, punctuality, readiness to learn) so pupils are set up for success.
- If you receive an MCAS message, please talk it through calmly with your child and contact us if you need clarification.

Thank you for your ongoing support. By working together—and by improving consistency and communication—we can build on the strong behaviour we already see and help every child thrive.

Have a wonderful Easter and we will see you in a couple of weeks.

Keep smiling,

*Mrs Braybrook*