

Millbrook Primary School



Promoting Positive Behaviour and Citizenship at Millbrook

(Our school ethos, guidance and expectations)

Introduction

This policy follows guidance from the Department for Education on behaviour and discipline and aligns with the Cambrian Trust policies.

At Millbrook Primary School, we believe that everyone plays a role in creating a happy, safe and inclusive environment where children can learn and thrive. Our caring and supportive ethos is underpinned by our *Millbrook Manners*, and we expect exemplary behaviour from all members of our school community.

We are committed to providing a calm, purposeful and supportive environment that enables all children to *Believe, Achieve, Succeed*.

Strong partnerships between staff, parents, carers and the wider community are essential in helping children develop both academically and socially.

Our Ethos

At Millbrook, positive behaviour is recognised, celebrated and encouraged. Praise plays a central role in motivating children and helping them reach their full potential. We believe that kindness, responsibility and respect are essential values both within school and beyond.

Our ethos is built around three key areas:

- Developing Citizenship
- The Pivotal Approach to Behaviour
- Building Learning Powers



Developing Citizenship

Citizenship is at the heart of our curriculum and school values.

We encourage children to:

- Make positive choices
- Take responsibility
- Support and lead others
- Contribute to their community

Our *Character and Citizenship Award Scheme* is based on four strands:

- Essential Me
- Courageous Me
- Enthusiastic Me
- Responsible Me

These strands help children develop a strong sense of self and understand how they can positively influence both school life and the wider community.

The Pivotal Approach to Behaviour

We follow the Pivotal approach, which focuses on consistent adult behaviour and creating a positive school culture.

Our approach is built on five key principles:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Clear and consistent routines
4. Structured responses to challenging situations
5. Restorative follow-up

All staff are trained in this approach and revisit it regularly to ensure consistency across the school.



Building Learning Powers (BLP)

We use *Building Learning Powers* to help children develop positive learning habits and become independent, lifelong learners.

Children are encouraged to reflect on how they learn and how they can improve. We begin with characteristics of effective learning in our EYFS and then progress to learning powers in KS1 and KS2.

Characteristics of Effective Learning	Building Learning Powers (BLP)
Trying tiger Sharing sloth Thinking tortoise Exploring elephant	Resilience Reflection and improving Questioning and reasoning Noticing and making links

These learning behaviours are:

- Celebrated in lessons
- Recognised through rewards and praise
- Shared during parents' evenings and in reports

Each week, *BLP Champions* are recognised in our Celebration assemblies, and classes work together to earn rewards through their collective effort.

Responsibilities

What children and parents/carers can expect from staff

Staff will:

- Build strong, supportive relationships
 - Model positive behaviour and attitudes
 - Set clear expectations and routines
 - Use praise and restorative approaches consistently
 - Provide engaging and meaningful learning opportunities
 - Be relentlessly bothered
 - Address any concerns, including bullying, promptly and effectively
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What staff expect from children

Children will:

- Use their *Millbrook Manners*
 - Show respect to others
 - Move with manners
 - Engage positively in their learning
 - Demonstrate their Learning Powers
 - Take pride in their work and achievements
 - Act as responsible members of the school community
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What staff expect from parents and carers

Parents and carers will:

- Communicate respectfully with staff
- Support their child's learning and development
- Celebrate achievements
- Work in partnership with the school
- Help their child to *Believe, Achieve, Succeed*

Celebrating Success

We are proud of our positive and supportive culture. Children's achievements are recognised in many ways, including:

- Verbal praise
- Stickers and rewards
- BLP points
- Positive phone calls or postcards home
- Sharing work with senior staff
- Class reward systems

Assemblies

Celebration assemblies are an important part of school life.

- *Star of the Week* certificates are awarded to children who have shown outstanding effort, progress or achievement
- *Kindness awards* are given out by each year group to pupils across the school who have shown or performed an act of kindness in some way
- BLP champions are shared and celebrated
- Achievements from outside school are also celebrated
- Birthdays are celebrated and our 'MBK Birthday Song' is sung!



Star of the Term

Each term, *Stars of the Term* are recognised for exceptional behaviour and effort. Families are invited to attend, and children take part in a special celebration event.

Playground Expectations

Our Kindness Crew have helped create five simple playground rules:

1. Take care of equipment
2. Include others in games
3. Use kind hands and feet
4. Keep the area tidy
5. Respect all adults

Supporting Behaviour

We use praise and positive reinforcement as our main approach to behaviour. However, where expectations are not met, we use a clear and supportive system to guide children.

Steps may include:

1. Early discussion and guidance
2. A clear warning
3. A supportive intervention (e.g. time in a quiet space)
4. Loss of break or lunchtime minutes
5. A restorative conversation
6. Fixed-term internal suspension working in a different classroom/space (with parents informed)
7. Fixed-term external suspension (undertaken at home) in serious cases

Each situation is considered individually to ensure fairness and support.



The Nest

The Nest is a safe and supportive space for children who may need additional emotional support.

It provides:

- Time to reset and reflect
- Support from trained staff
- Help with managing feelings and behaviour
- Small group interventions

The Nest is not a punishment—it is a nurturing environment designed to help children return to learning successfully.

Restorative Practice

We use restorative conversations to help children understand:

- Why their behaviour was not appropriate
- How it affected others
- How they can make better choices in the future

Further Information

For more details, please refer to our related policies, including Relational Behaviour Management (Trust policy) and Anti-Bullying, available on our website.