



# **Millbrook Primary School**

## ***Promoting Positive Behaviour at Millbrook***

### **(Ethos, Guidance and Expectations)**

#### **Introduction**

*The policy follows the recommendations and guidance set out by the Department of Education: Behaviour and discipline in schools guidance January 2016 and follows the Vale Academy Trust's policies.*

At Millbrook, everyone is responsible for making sure that our school is a happy and safe place to learn. Our caring and supportive ethos and approach to learning is underpinned by our 'Millbrook Manners' and exemplary behaviour is expected at all times by all members of the school community. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place and so that our children can 'Believe, Achieve, Succeed'.

All members of the Millbrook Family – parents, children, staff, governors and the community – work as a team to ensure that Millbrook achieves these aims. We believe that working in close partnership with parents and carers supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

#### **Our Ethos**

At Millbrook, praise is central to nurturing, engaging and motivating children to reach their full potential. Throughout the school, all staff and stakeholders praise children's positive behaviour through a variety of ways both inside and outside of the classroom. It is vital that children recognise that behaving well, being kind and embracing responsibility are the backbone of not only our school community, but of our wider community as well. As such, our ethos includes three key aspects: developing citizenship; the Pivotal approach to behaviour and Building Learning Powers.

## **Developing Citizenship**

Good 'Citizenship' (making good choices; being responsible; helping, supporting and leading others, and contributing positively to the community) is a core element of our whole school ethos and the curriculum at Millbrook School. We teach children to be good citizens inside and outside of school through our Citizenship and Character Award Scheme. The Awards are based on four key strands (responsible me, Essential me, Courageous me, enthusiastic me) which aim to develop both character and citizenship. In each strand, pupils develop their own sense of self and then a growing sense of how they can influence Millbrook and the wider community.

## **Following the Pivotal Approach**

The Pivotal approach focuses on adults and the positive culture they create around school. We greet every child positively in the morning and set clear routines.

We follow the 5 pillars of the **Pivotal Approach**:

1. Consistent, calm, adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

This approach is used by all adults across Millbrook School and is revisited by staff at the start of every school year.

## **Building learning Powers**

At Millbrook, we use 'Building Learning Powers' (BLP) in order to help children to become better learners, develop children's positive learning habits and prepare them for a lifetime of learning. A culture of celebrating positive learning behaviour has been created at Millbrook through embedding these skills; it is a key part of our reward scheme and is also reflected in the language used during parent's evenings, reports and in daily lessons. Millbrook children are increasingly reflecting on their learning habits and how they can further improve.

We display our six Learning Powers in all classrooms and teachers award BLP points to children when they show these Learning Power skills in lessons. Celebrating the specific learning behaviours that are seen through verbal praise and rewards encourages the children to progress in their learning behaviour. In our celebration assemblies, weekly 'BLP Champions' are selected and awarded a lanyard.

We celebrate whole class success in building Learning Powers through awarding classes with up to 20 class stars each term on their 'BLP Rocket' display, which equates to a minute of extra breaktime for each star earned.

## **Everybody's Responsibilities**

### **What children and parents/carers can expect from staff**

#### **Staff will:**

- Invest time in developing strong and nurturing relationships with children, parents and colleagues, being sensitive to individual circumstances and needs
- Model our 'Millbrook Manners' and display a positive attitude at all times
- Set high expectations and establish clear boundaries and routines for their children
- Use rewards and, where necessary, restorative practice consistently
- Plan creative, meaningful and exciting opportunities to learn so that children can be supported to '*Believe, Achieve, Succeed*'.
- Always take seriously any complaints of bullying or inappropriate behaviour; investigate and address swiftly in line with our policies

### **What staff can expect from children**

#### **Children will:**

- Demonstrate and use their 'Millbrook Manners' at all times
- Show respect to all adults within the school community
- Be engaged and on-task, with a positive attitude to their learning
- Display their 'Building Learning Powers'
- Discuss and share their learning
- Model good citizenship in our school and local community

### **What staff can expect from parents and carers**

#### **Parents and carers will:**

- Communicate openly and respectfully with all members of staff
- Build positive relationships with the school and the wider community
- Share and celebrate their child's achievements and successes
- Support and engage with their child's learning and social/emotional development
- Work in partnership with the school to help their child '*Believe, Achieve, Succeed*'.

## **Celebrating Success**

We are a supportive school with a caring ethos. In order to ensure that this is embedded as a key aspect of vision, we have a number of ways for all staff to celebrate and reward children's achievement.

Examples being:

- Positive evidential praise
- Millbrook Manners stickers
- BLP points awarded for displaying the 6 BLPs in class or for showing kindness.
- Postcards/ positive phone calls
- Building Learning Power stars
- Visiting the Head of School's office to show excellent work
- BLP lanyards
- Bespoke class rewards e.g. Marbles in the Jar/Golden Time

## **Assemblies**

In our celebration assemblies, 'Stars of the Week' certificates are given to one child from every class who have produced amazing work, worked exceptionally hard or really improved on a certain aspect of their learning. Children can showcase pieces of work that they are proud of and talk about their achievements and interests. Presentation of awards from both inside and outside of school activities, are shared with the whole school community.

Stars of the term are also celebrated once every term, for children who have gone above and beyond and shown their best behaviour. Their parents/carers are invited into the assembly where the winners' names are read out. A reward 'afternoon tea' is held for all winners and their parents/carers.

## **Playground Expectations** (Planned and written by our Junior Leadership Team)

These are the 5 rules of which we expect child to follow on the playground:

1. Take care of lunchtime play equipment
2. Include all children in your game
3. Kind hands and feet
4. Keep the environment clean and tidy
5. Respect all adults.

## **What happens if a child's behaviour does not meet Millbrook expectations?**

Millbrook Primary School uses positivity and praise to manage children's behaviour. However, where necessary, sanctions may be required to ensure that the school expectations are followed and to maintain a safe and positive learning environment for everyone. Each sanction is employed appropriately depending on each individual situation. Behaviour that is disruptive to other children's learning, includes inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at Millbrook.

Unacceptable behaviour is managed using the steps outlined below. Depending on the behaviour and/or the individual circumstance, some steps may not be included and they may not be used in this order dependant on the incident.

1. Early intervention - explaining to the child why their behaviour (or choices) is unacceptable and what change you are expecting. At this point we try to understand what is causing the behaviour.
2. A second warning – explaining to the child what the positive intervention will be if their behaviour continues
3. A positive intervention – Children are asked to: move to another place, a timeout in the nest\* or sometime in a quiet space.
4. Teacher sanction – Minutes taken off their break or lunchtime
5. A reset – Another member of staff will have a conversation with the child about their behaviour and discuss what they will need to do differently.
6. Internal exclusion – The child will complete their work in a different class or room. At this point, parents or carers are always informed.
7. Fixed term exclusion – In very serious incidents, children will work at home for a fixed amount of time

#### \*The Nest

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. The Nest is a supportive space where children can receive nurture support and 'reset time' from our Learning Support Mentors. This room is not used as a sanction, it is a space for children to feel safe and help them to understand and manage their feelings. The Learning Mentors will help them to problem solve and be able to return to their learning. They run intervention groups around communication, self- awareness and social skills.

As part of the process above, adults will allow time for restorative conversations with all children in order to explain why their behaviour was unacceptable and how they could have dealt with the situation differently (these are recorded on our school proformas).

#### **Further information**

*For further information, please see linked policies (for example Anti-bullying and Behaviour Management) which provide specific detail about our procedures and policies in these areas. These can be found at the following website link: <https://www.millbrookschoo.org.uk/policies-4/,ko>*