



Positive Engagement Policy

At St Peter's we believe that all our Christian values stem from Love. The Love that God has for us, that we have for God and that we show each other

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At St Peter-in-Thamet CE Junior School, we believe that positive relationships are the foundation for successful learning and growth and all students are capable of positive behaviour and personal growth. We show our students that we care about them as individuals by taking the time to get to know them and celebrating their successes. At St Peter's School, we believe that our Christian values stem from love: the love that God has for us; that we have for God and the love we show each other. This is reflected through:

- Our love for learning
- Our love for ourselves
- Our love for each other
- Our love for our community
- Our love for our planet

Each member's talents are developed and nurtured in an open, creative environment in order that they may flourish and enable them to fulfil their potential. We create a positive and supportive environment for our staff and students where we show mutual respect for each other. We want children to feel safe and able to trust adults in a nurturing inclusive school. We believe that it is important that children feel heard and are able to build strong positive relationships with their peers and staff. Leaders and staff set high consistent expectations for learning and behaviour so that all pupils thrive in a safe and caring environment.

The 3 R's: Ready, Respectful, Responsible are used consistently throughout the school.

Ready	Respectful	Responsible
Looking	Listen	Safe
Listening	Be friendly	Learning
Body Language	Be kind	Choices
Organised	Share ideas	Self

These three values allow adults to model and show children the foundations for a positive learning culture and interpersonal relationships. They embed clear routines and expectations which enable all children to feel safe, supported and valued. Through all school staff using the same approach, positive relationships can be built and nurtured. We believe it is important for all children to have a positive perception of themselves and others.

When training staff on relevant strategies to implement this policy, we have referred to various research and educational books. At St Peter's we use the following:

Front Loading:

We believe in setting clear expectations for positive behaviour from the outset using our 3R's. This means that we will communicate our expectations to students and reinforce them consistently throughout the school year. By establishing a positive environment from the beginning, we can help to prevent negative behaviours from occurring in the first place.

Bracketing Behaviour:

We understand that students will sometimes not be demonstrating the 3R's for a range of reasons. By 'Bracketing Behaviour' what we mean is isolating the poor behaviour by highlighting the good behaviour around it. The more that we know our children and families, the more we can understand their unique needs and backgrounds. Our highly skilled staff will adapt their responses for each pupil, taking into account any additional needs and strategies. Bracketing the behaviour allows adults to focus on pupils who are demonstrating the positive learning behaviour and praise this without drawing public attention to the child

who is not ready for learning. This means that we will focus on the behaviours we require rather than the student. By doing this, we can work with the children to create a positive culture in our classrooms.

Building positive relationships

We believe that it is crucial to build positive and professional working relationships with the pupils that we teach. When children feel seen and valued, they find it easier to build those relationships and trust the adults that work with them. At St Peter's our staff take the time to get to know the pupils, their interests, strengths and worries. Our wellbeing mentor works with children and families who need some extra support and liaises with staff to provide a holistic approach. Showing warmth, compassion and kindness whilst providing clear boundaries and expectations allows children to thrive.

It is also important to recognise that there can be many different barriers to learning for the children we teach. As a Nurture UK school, we support children's emotional, social wellbeing and mental health. Being aware of the circumstances and economic backgrounds of our families allows us to show understanding and provide support.

Creating a classroom culture

Our shared approach to building positive relationships with pupils is evident throughout the school. As staff, we also have a role to play in building a culture within our classrooms which develops a sense of collaboration. We value individuals and celebrate difference whilst maintaining a consistent St Peter's ethos underpinned by the 3 R's. The aim for our classrooms is that they are calm, consistent and content places where clear communication allows all to achieve.

Transition

When the children join St Peter's in Year 3 and any in-year admissions, we provide all children with a 'buddy' as well as inducting them into our school. This nurturing approach enables children to settle in well and provides them with any support they may need. Our Y3/Y6 buddy scheme provides opportunities for the Year 6 children to take responsibility in a kind, caring and responsible way.

Behaviours for learning

The 3R's underpin our expectations for all pupils in lessons. Our inclusive classrooms ensure that learning is fun, purposeful and engaging where no child is left behind. A key approach is talk for learning where children work with a partner in all lessons to discuss, share and explore concepts. We believe that this not only develops pupil's learning but also their social skills. Teachers change talk partners for different subjects and across different terms. This expectation that children will work with their peers encourages tolerance, respect and kindness.

In lessons at St Peter's staff use AfL strategies including cold calling to enable all children to have a voice and take an active part in lessons. Teachers skilfully select pupils to answer questions and support them with their responses in a warm caring manner.

At times, even when using the above strategies, there are occasions when pupils need to recognise that their actions have an impact on others and the learning in a classroom. Adults will use the following steps as needed:

1. A warning is given
2. A second warning is given and the child will sit by themselves
3. A third warning is given and the child is given some time out, ideally within their year group

These steps are used to inform and allow children to reflect upon their actions and take a moment to regulate themselves. At all stages, adults will communicate clearly and privately with the child so that they understand and a conversation will allow for their voice to be heard. This policy works for the vast majority of our pupils the vast majority of the time. At times pupils may have an outburst of unacceptable behaviour, for example swearing or physical aggression against other pupils or staff which will be dealt with by a member of SLT. For some of our children, we work together on behaviour plans where more personalised strategies and support are given.

We believe that communication and collaboration are key to positive engagement and we work as a team. All staff (specialist teachers, TA's, extended day staff; class teachers) use the same approaches in lessons and in the playground and class teachers are kept fully informed of any concerns that arise.

At St Peter's we use a restorative justice approach to resolving issues and conflict. This allows each person to explain their viewpoints and explain the situation. Once this has been done, the adult mediating will support the children in understanding everyone's viewpoints and reach a resolution. If appropriate, the adult will involve a senior member of staff and all issues relating to safeguarding will be dealt with according to our policy.

Central to this policy is the positive reinforcement of children's individuality and acknowledging their strengths, allowing them to grow and flourish. Our primary approach with the children at St Peter's is a positive one based on praise. A recognition of what they can do and moving them forward to the next steps.

This policy was developed in conjunction with staff, pupils and governors with reference to Sam Strickland's The Behaviour Manual. As a Nurture UK school these principles are embedded across in our ethos and values.