



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

Reported to:	FGB	Date: 13.7.2026
Last reviewed on:	June 2026	
Next review due by:	Summer 2028	

Behaviour Policy

St Peter-in-Thamet CE Junior School

Our Vision

At St Peter-in-Thamet CE Junior School, we believe that positive relationships are the foundation of successful learning. We are committed to ensuring every child can develop positive behaviours, flourish personally and achieve their full potential.

At St Peter's we have the highest expectations for behaviour. We believe that there is success in every child, and this success is brought about through showing our children what they need to do and how they need to feel to learn.

We demonstrate our care by getting to know every child as an individual, celebrating their achievements and supporting them to overcome challenges. We believe that all children deserve to feel safe, valued, listened to and respected within a nurturing and inclusive school community.

Our Christian values are rooted in love: the love God has for us, the love we have for God, and the love we show to one another. 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

Every member of our school community is encouraged to develop their talents within a creative, supportive environment where they are challenged to flourish and fulfil their potential.

Leaders and staff maintain high expectations for learning and behaviour so that every child can thrive in a calm, safe and caring environment.

Our Behaviour Values

Our behaviour expectations are based on three simple principles:

Ready	Respectful	Responsible
Looking	Listening	Safe
Listening	Being friendly	Learning
Positive body language	Being kind	Making good choices
Organised	Sharing ideas	Self-management

These values are used consistently throughout the school by all adults. They provide a shared language for discussing behaviour and help children understand what positive behaviour looks like in every aspect of school life.

Building Positive Relationships

Positive relationships are at the heart of everything we do at St Peter's.

Children learn best when they feel known, valued and understood. Staff invest time in getting to know pupils, recognising their interests, strengths and individual needs. By showing warmth, compassion and kindness, while maintaining clear boundaries and consistent expectations, we create an environment in which children feel secure enough to learn and develop.

We recognise that children may experience barriers to learning arising from social, emotional or family circumstances. Staff work closely with families, our wellbeing mentor and external agencies where appropriate to ensure children receive the support they need.

Creating a Positive Learning Culture

All staff contribute to creating calm, purposeful classrooms where children feel safe to participate and take risks in their learning.

We establish positive expectations from the outset by explicitly teaching and modelling our 3Rs. This proactive approach helps prevent difficulties before they arise.

Adults use positive recognition far more frequently than correction. We celebrate success, effort and improvement while providing children with opportunities to reflect and make better choices when needed.

Front Loading

Staff clearly communicate expectations before learning begins. Children are reminded what being Ready, Respectful and Responsible looks like in each context.

Bracketing Behaviour

When inappropriate behaviour occurs, adults avoid giving unnecessary public attention to it. Instead, they reinforce positive behaviour demonstrated by others before privately addressing the child who requires support. This approach maintains dignity, promotes positive behaviour and helps preserve relationships.

Behaviour for Learning

Learning at St Peter's is inclusive, engaging and collaborative.

Children regularly work with partners and groups to develop both their academic understanding and social skills. Staff use a range of Assessment for Learning strategies, including cold calling, to ensure every child has opportunities to contribute.

Adults support children with warmth and encouragement, ensuring that mistakes are viewed as opportunities for learning.

Responding to Behaviour

Most children respond well to positive reinforcement and clear expectations. When additional support is required, staff follow a consistent graduated response.

Stage	Adult Response
Reminder	Quiet reminder of the expected behaviour linked to the 3Rs.
Warning 1	Clear verbal warning and opportunity to make a better choice.
Warning 2	Child moves to an alternative seat or workspace to support self-regulation.
Reflection Time	Child spends a short period of time outside the classroom, ideally within the year group, before returning following a restorative conversation.
Serious Incident	Immediate support from a member of the Senior Leadership Team. Parents will be informed where appropriate and safeguarding procedures followed if required.

At every stage, adults speak calmly, respectfully and privately wherever possible. Children are given opportunities to explain what has happened, regulate their emotions and repair relationships.

Some children require more personalised approaches. Where appropriate, individual behaviour support plans are developed in partnership with families and relevant professionals.

Restorative Practice

We believe that behaviour is best improved through understanding, reflection and repairing relationships.

Following incidents of conflict, adults facilitate restorative conversations, allowing everyone involved to explain their perspective, understand the impact of their actions and agree positive ways forward.

Where necessary, senior leaders will become involved and all safeguarding concerns will be managed in line with the school's safeguarding procedures.

Consequences for poor behaviour will always be appropriate to the circumstance and to the child and will always be aimed to repair whatever has been damaged and to help improve future actions.

Transition

Children joining St Peter's, whether in Year 3 or through in-year admissions, are welcomed through a carefully planned induction process.

Every new pupil is paired with a buddy to help them settle quickly and develop a sense of belonging. Our Year 3 and Year 6 buddy system also provides leadership opportunities for older pupils, encouraging kindness, responsibility and service to others.

Working Together

At St Peter's positive behaviour is everyone's responsibility.

Teachers, teaching assistants, specialist teachers, lunchtime supervisors and extended day staff all use the same shared language and consistent expectations. Effective communication between staff ensures children receive coherent support throughout the school day.

We believe that strong partnerships with parents and carers are essential. By working together, we can provide children with consistent messages that promote confidence, resilience and positive behaviour.

Thrive Principles

This policy is underpinned by the principles of Thrive, recognising that children's behaviour is a form of communication and that emotional development is fundamental to successful learning.

Through a relational approach, we seek to understand the reasons behind behaviour rather than simply reacting to it. Staff support children to develop emotional regulation, resilience and positive relationships through consistent routines, empathy and high expectations.

Our approach reflects the Thrive principles by:

- building secure, trusting relationships;
- recognising individual developmental and emotional needs;
- helping children regulate their emotions before expecting them to reflect or learn;
- responding to behaviour with curiosity and consistency;
- promoting belonging, wellbeing and inclusion for every child.

While children are supported to understand and improve their behaviour, they are always treated with dignity, compassion and respect.

Recognition and Praise

Positive reinforcement is central to our approach.

We celebrate effort, kindness, resilience, responsibility and achievement every day. Recognising children's strengths helps build confidence, motivation and positive self-esteem, encouraging them to make good choices and become active members of our school community.

We share positive moments of good behaviour with children and parents in many ways, including the sending home of postcards for good behaviour and 'Share and Praise' boards in each classroom.

This policy has been developed in consultation with staff, pupils and governors. It is informed by current educational research, including Sam Strickland's *The Behaviour Manual*, and reflects our commitment to maintaining a calm, consistent and relational culture where every child can flourish.