

# Policy directive, procedures and Guidelines

## Engagement Policy



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**St. Anthony's Catholic Primary School  
Part A**

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***“We need to create environments – in our schools...where every person is inspired to grow” Louise Bomber***

### **Why do we have an engagement policy at St. Anthony’s?**

- We have an engagement policy because we believe that if children are engaged positively with their learning and in their interactions with people then behavioural issues will not become as apparent.
- We believe that behaviour is the communication or symptom of something else.
- We believe that **Routines, Relationships and Responses (3R’s)** are the elements that underpin and stabilise people, allowing them to engage positively in aspects of their life whether that be school, work or their personal life.
- To support all of our children to grow into emotionally healthy learners, where they have **respect** for: **themselves, others, learning, equipment and individual differences.**

*We also recognise that any behaviour management policy will only be as effective as the work of the staff who put it into practice. **There are no simple remedies.***

### **What do we want the engagement policy to do?**

*The engagement policy should allow us to build a framework from which to work that allows us to be consistent in our routines, support staff to build relationships, and provide appropriate and effective responses to children.*

The Engagement Policy should:

- Reflect our values and ensure that we hold the 3R’s at the core of what we do.
- Provide a framework for staff that allows consistent responses to children (both positive and negative).
- Outline some of the **routines** the school follows to promote positive engagement
- Outline how to develop positive and meaningful **relationships**
- Guide us in how to provide positive and safe **responses** to potentially challenging behaviours and therefore achieve the best possible outcome for all involved.

### **Shared values and beliefs**

We believe the management of children’s behaviour should reflect the values of the school. We choose approaches and procedures which enhance the quality of all relationships- this principle should guide all our actions. At St. Anthony’s we recognise that any rules should be aspirational for all and that they are a challenge to meet for some of our learners.

**We believe that in order to establish behaviour change we may need different strategies for different children and sometimes in different situations. There is not a single approach that works for all children.**

**Our Values:**

- Children that feel safe, valued, cared for and successful tend to respond in a more positive and appropriate way.
- The school follows the UN ‘Convention on the Rights of the Child’.

*“Journeying together with Jesus Christ  
We learn to love and love to learn”*

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- When children are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning.
  - If the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which children are behaving in an actively positive manner, and teaching and learning is leading to achievement.
  - Good discipline can be clear and firm, yet supportive

#### **We aim to:**

- Create a warm, caring, calm and orderly atmosphere of belonging that positively promotes learning and a sense of community
- Create an environment that is safe (physically and emotionally) for everyone to enjoy learning as part of a mutually supportive social group
- Achieve consistency of attitude and response by staff which gives a sense of security
- Promote and encourage the continual development of all staff in their understanding and working with children with social, emotional and mental health difficulties and review our practice regularly
- Promote in all children a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions
- Ensure children feel safe in their ability to manage their emotions, feelings, behaviour and responses
- Develop a partnership with parents/carers which recognises and respects important factors in the home life and experience of the child. Through dialogue this supports parents to take a proactive and confident role in the management of their child's behaviour and needs
- Develop self-awareness and organised thinking skills

#### **Procedures**

The Engagement/Anti Bullying/Child Protection and safeguarding policies deal with most areas of social emotional and behavioural development but they should be read in conjunction with the Positive Handling Policy.

#### **Teaching and Learning**

Learning is the central focus of all that we do. We strive to create a stimulating environment and conditions that facilitate every aspect of learning. As a school we work on the fundamental principle that if the 3R's are in place with consistency then this gives us the best chance of successfully engaging children in learning.

The school operates lots of layers to promote and develop positive relationships, ensure robust and reliable routines and offer children as far as possible the right responses. We may describe our systems like sieves, recognising that one sieve will not catch all the children. It is critical that we have a range of sieves for a range of needs.

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## Routines

- We aim to establish and maintain routines and to teach the child to observe these routines. This helps to maintain boundaries and support the development of good habits. In turn, this will be transferable and support children as they move to other environments and situations
- We aim to promote positive and appropriate responses, to both positive and negative situations
- Staff are calm and considered about the behaviour that challenges them
- We recognise that well planned, structured engaging, differentiated and challenging lessons are crucial elements of good practice
- The environment is a key part of the school routine and classrooms should always feel familiar to children ensuring that the same colour scheme, information and expectations are visible in every classroom

Routines that we should insist on throughout the school day:

- Entering school
- Registration
- Entering rooms
- Putting coats and other belongings away
- Distributing and using the equipment needed
- Listening to the instructions of the adults
- Regularly reviewing learning
- Uniform
- Leaving rooms and using communal spaces

## Relationships

- Positive relationships with the children are at the heart of engagement. It is our view that the deliberate, skilful cultivation by the staff member of positive relationships with the child is the cornerstone of all successful behaviour management.
- We want everyone who comes to the school leaving with a positive view.
- Through our interactions with each other, we model positive and respectful relationships for the child. It is therefore fundamental that we promote appropriate language and positive listening skills in all areas of our work.

## Responses

- We try to ensure that we offer the right responses to children to ensure effective modelling of behaviours.
- Responses should have an overwhelming focus on the positive aspects of a child's work or behaviour.
- Consequences are principally about **behaviour change** as opposed to punishments.
- Offering limited choice to a child allows them a sense of control and gives them a voice.
- Responses should always be given in a calm and controlled manner.
- It is important that praise is **genuine**.
- The ratio of positive to negative comments should be at least 3-1.
- Staff aim to catch children doing the right thing.
- Praise should be precise.
- Where it is possible describe the effects of the behaviour not the behaviour itself.

**'The problem is the problem not the child' Rob Long**