



How Good is Our School?

Promoting Positive Behaviour

**Summary of Parent/Carer
Questionnaire Results**

November 2018

Our Core Values



Our Shared Vision

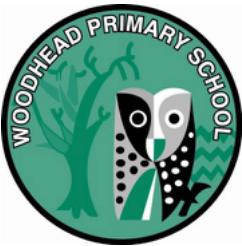


In November 2018, parents/carers were invited to take part in a School Improvement Questionnaire focussing on our approaches to promoting positive behaviour via an online survey

186 families completed the questionnaire and a summary of the results are contained in this booklet.

In the questionnaire, respondents were asked if they were in agreement with our current approaches to Promoting Positive Behaviour and what they perceived their children's views to be.

Thank you to everyone who participated in the questionnaire. The information will be used to inform the School Improvement Plan for 2019/20 and used by the staff and Parent Council to guide their work this year.

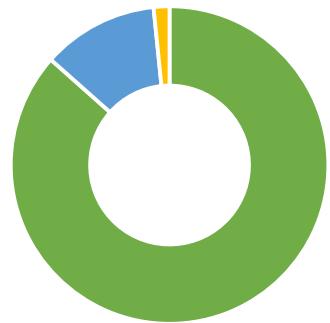


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Summary of Parent/Carer Questionnaire Results (186 responses)

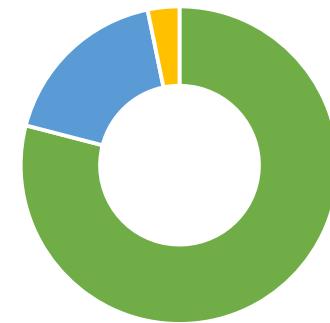
Nov 2018

Yes accounts for the majority of 'My child likes the certificate system':



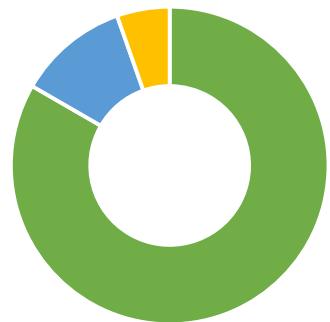
- Yes
- Don't Know
- No

Yes accounts for the majority of 'Do you agree with 'Reflection Time'?'.



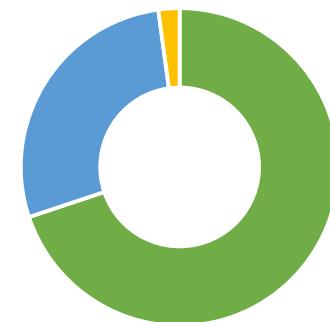
- Yes
- Don't Know
- No

Yes accounts for the majority of 'Do you like the Sunshine Time/Cloud system'.



- Yes
- Don't Know
- No

Yes accounts for the majority of 'Do you like the idea of a House System?'.



- Yes
- Don't Know
- No



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Summary of Parent/Carer Questionnaire Results (176 responses)
May 2019

Summary of Comments

Parents/carers were invited to offer feedback about any aspect of our promoting positive behaviour approach. Below is a summary of responses (Similar themes and comments have been collated/combined).

Reward Certificates

- Encourages my child to work hard/Motivates children.
- Proud to get awards at assembly.
- Likes to aim for the next level.
- My child likes to show off the awards.
- Makes me proud of my child.
- Helps me to know they are working hard/on track.
- Offers a challenge to improve.
- Likes to be rewarded for their efforts.
- My child doesn't mention it.
- Hard for children to achieve.
- Children can miss out on opportunities if they are absent.
- Can be unfair/inconsistent across classes.
- Unclear how points are awarded.

Sunshine Time/Cloud System

- When the children get it but causes lots of upset as a punishment.
- Helps with positive behaviour
- Would be embarrassed to go onto a cloud
- My child looks forward to this time.
- He never wants to be on a cloud
- Allows them to make the right decision and learn right from wrong
- Gives a reward for hard work
- It gives the kids time to reflect and correct their behaviour
- Encourages children to work hard and promotes positive behaviour
- Gives my child goals
- Helps kids understand discipline
- Have heard my child talking about it, must be having a positive influence as she proudly tells me she's never been in the cloud
- Promotes awareness of self
- Behaviour has consequences, good life lesson
- Nice to have a bit of time at the end of the week to play/draw in class with friends.



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- I haven't been told about this
- Helps children feel secure when other children misbehaving
- Not sure it benefits all children
- Seems it is a clear way for the children to understand the effects their behaviour has.
- Using this at home too
- Can knock a child's confidence if they are on cloud and also embarrassing if that happens in front of the other children
- This has never been an issue with my child, I don't think his behaviour is incentivised by the chart.
- I personally don't agree with this behaviour strategy for children.
- Makes them worry.
- Can sometimes be demotivating
- I'm not a great fan of golden time unless it is structured and pupil choice
- Gives my child a visual in how they are behaving
- Sometimes lack of explanation leads to the child being unclear on the reasons for losing sunshine time
- Every day should start as a fresh start with no negatives
- I feel this should be limited to the younger classes
- Encourages children to get back on track with their behaviour and efforts

Introducing a House System

- It helps pupils have a group identity and to work as a team.
- As much as working in a group is important at a young age kids like individual achievement to be recognised. Classes would seem adequate enough at this age.
- Haven't had experience with it before
- Prepares them for house system at high school
- Good to promote good behaviour
- I was head of my house at secondary school and felt a great pride in this.
- Teamwork and competition. Should include sports and arts competition
- Too much like high school
- This would allow our child to celebrate success in a wider group and help grow their network of friends.
- Rewards can be good if you get them but children may perceive that they are doing well or working hard so if they don't get the tokens it could knock their confidence



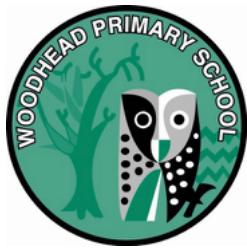
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- I grew up in schools with a house system and feel it can lead to exclusion or elitism through no fault of an individual if they are randomly allocated into a house that under/overachieves.
- Loved it myself as a child and my child likes healthy competition
- Good reward system if done fairly
- Teamwork and working with mixed classes older role models
- Other children can dictate what happens
- Gives another sense of identify within the school
- I like this idea better than the certificate system.
- Working hard for the greater good of others you don't know is a good thing
- Leadership roles for pupils
- Not sure about group achievement as other can have a negative effect despite the individual doing their best
- Both my primary and secondary school had house systems and I thoroughly enjoyed the competitiveness it brought to school

Any other comments/idea

- Retain current setup for pupils already achieving this historically and change for new pupils if required. My child is striving to achieve current system for all years of primary school and a change wouldn't be good.
- I'm happy with the way everything is progressing.
- I like the head teacher tea idea but feel that smaller kids might be disheartened when they are being good but not being picked
- Speak to parents if there is any problems asap so it can be addressed before it comes a problem
- I like a reward based plan to reward the children who behave but this has to be achievable for all or adapted so everyone can achieve if desired which is hard to manage as rules and policies for children may be different to others i.e. Equity not equality
- An idea of getting the children to devise a system themselves. This gets them really thinking about behaviour and then following that system to achieve great behaviour!
- Children need to be able to speak freely if they are feeling bullied. A teacher in charge of guidance like high schools might be a good idea
- I believe something needs to be changed, but would need to research further successful systems. I would be happy to be involved in any working group between staff and parents to come to some arrangement.
- Promote more home school partnership opportunities



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What will we do next?

As a team, we will continue to review and research approaches to promoting positive behaviour in line with SLC policies.

We will develop our House System to ensure a fair and equitable approach to promoting and rewarding children who display the school values.

We will consult with pupils on their ideas and suggestions.

We will liaise with the Parent Council as the representatives of the Parent Forum.