# CASTLEDAWSON PRIMARY SCHOOL

**Parent Behaviour Questionnaire Results**

**January 2017**

**Survey Returns: 19**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **All of the time** | **Most of the time** | **Some-times** | **Rarely** | **Never** | **Not sure** | **Repsonse** |
| I am happy with the standards of behaviour at Castledawson Primary School. | 7 | 9 |  | 1 |  |  | As in all areas of school life we take every child’s welfare and happiness very seriously. |
| I have read and understand the school’s existing behaviour policy | 13 | 4 | 1 | 1 |  |  | This policy has been updated with staff, pupils and taking into account parent views. It is available to view on our website. |
| I am happy with the rewards & incentives for children at Castledawson Primary School | 8 | 8 | 3 |  |  |  | We have communicated these more clearly in our positive behaviour policy (appendix 5). At the information session at the start of each year we will inform parents on the reward system used in each class. These rewards are drawn up with each class. |
| I am happy with the warnings & consequences system at Castledawson Primary School | 9 | 8 | 1 |  | 1 |  | We have communicated these more clearly in our positive behaviour policy. |
| The school has high expectations in relation to behaviour | 15 | 3 |  |  | 1 |  | We have high expectations of behaviour and this is communicated at every opportunity - assembly, trips, code of conduct for pupils. From September, this code of conduct will be sent home annually for parents to see. Class rules and contracts are drawn up annually with each class. |
| I feel confident that promoting good behaviour is a priority in school | 14 | 3 | 1 |  |  | 1 | Promoting good behaviour is an integral part of every day school life and is realised by pupils in the high standards that we set and reminders in class and assembly. |
| Behaviour in my child’s lessons is good and contributes to effective learning | 8 | 6 | 3 |  |  | 2 | Every member of staff has received behaviour management training and realise positive behaviour strategies to use in their class. This is monitored by management during Learning Walks and Lesson Observation as well as informal opportunities. |
| Behaviour around school is good and contributes to an orderly environment | 10 | 6 |  | 1 |  | 2 | We take pride in visitors saying how well behaved our children are in school and when out in the community/ on trips. Rules and routines are common place in each classroom and round school to ensure an orderly environment. |
| I am confident that teachers deal effectively with incidents of poor behaviour | 5 | 10 | 2 |  | 1 | 1 | Every member of staff, including supervisors, has been trained in behaviour management and are aware of the policy and procedures relating to behaviour endorsed by our school. |
| I know and understand the procedures that the school uses in addressing poor behaviour | 7 | 7 | 2 | 1 |  | 2 | This is outlined in our behaviour policy. |
| The school has a clear anti-bullying policy | 13 | 5 |  | 1 |  |  | This is available online as well as an Anti-Bullying leaflet. |
| Incidents of bullying are dealt with swiftly and effectively | 8 | 3 | 2 |  | 1 | 5 | We operate a zero tolerance approach to Anti-Bullying. All reports of bullying are taken seriously and the steps taken by staff, parents and pupils are outlined in our Anti-Bullying Policy online. Regular monitoring of the situation and effective communication with all involved is a priority for us to ensure all the situations are dealt with swiftly. |
| I know who I could talk to if I had a problem with my child’s learning and progress or their behaviour | 16 | 2 |  | 1 |  |  | We have an open door policy and parents are very welcome in school. Should you have a concern it is advised to make an appointment to see the class teacher/ principal so you have more time and no distractions to discuss sensitive matters. |
| The school values good attendance and punctuality and has high expectations for these | 14 | 4 | 1 |  |  |  | We have updated our Pupil Attendance and Punctuality Policy which is available online. Reminders about punctuality are communicated in our newsletter and information for parents on attendance is available on our website. Attendance and punctuality are monitored and addressed accordingly. |
| I understand the attendance procedures used and know what to do when my child is going to be absent from school | 17 | 2 |  |  |  |  | This information is in our Pastoral Care Guide for parents. Parents should advise the school as soon as possible about an absence and provide a written explanation upon child’s return for school records. |
| I know how to raise concerns or complaints with the school | 16 | 2 |  | 1 |  |  | Our Complaints Policy is also available to view on our website. |
| **Additional Comments:** How do you feel school’s behaviour policy could be improved?   1. Rewards for pupils whose behaviour is consistently good not only for those who display poor behaviour and then show temporary improvement. 2. More emphasis placed on rewards for good behaviour and firmer consequences for continuing unacceptable behaviour. 3. Thankfully have never had any problem and I believe the policy is of good standard 4. Any time I have been in the school the behaviour has been excellent and staff deal with it effectively 5. As a school you are doing a great job 6. Perhaps class teacher communicated their specific techniques at parent/teacher review so if child mentions something at home we are more aware of what they are talking about eg treasure box 7. Use seesaw for children’s work as well as notes home 8. Very effective as it is 9. Policy doesn’t need any work 10. Is there someone outside ?watching the children? A teacher | | | | | | | Please see our positive behaviour policy which outlines rewards in each class. Every class has a reward system which rewards ALL pupils.  Sometimes an individual reward system is used but all pupils have opportunity to gain points in class e.g fuzzies and choose their own reward. Points and rewards are also awarded in playground, lining up, assembly etc. Star of week, star of day, special mention as outlined in our policy are all rewards and methods of acknowledging all children.  It isn’t feasible to have multiple reward charts for individuals in the class and as we promote team work and working together, children understand why table points are important. Children often move tables throughout the school year. As it is a positive reward system, children often have the opportunity to earn points back. When behaviour is continually inappropriate particular children may have their own reward system so it doesn’t impact on the rest of the table/ class. Sanctions are imposed as outlined in our policy. As with all reward systems, they have to be manageable otherwise the problem will be the consistency in which they are used and the time taken out of learning to carry out rewards.  Rewards are not just for behaviour but for all aspects e.g. effort, progress, attitude. We believe strongly in separating the behaviour from the child and dealing with the behaviour without labelling children. Therefore all children have fair opportunities to gain rewards and they choose not only the type of rewards suitable at the start of the year for their class but the reward itself when they’ve earned it.  We are happy to say that after conducting a |
|  | | | | | | | survey with our children in school and also after selecting children at random to meet with our pastoral care leader, the majority of our pupils are very happy in school. We value their opinion also and continually seek their feedback on what they would like to see in school to make it better.  Ensuring we strike the appropriate balance between a pastoral approach and also ensuring effective and positive discipline exists is something we have worked hard at and are pleased when numerous members of the public and visitors to the school comment on the happy ethos and how well-behaved our children are.  In all playtimes an adult is ALWAYS out on duty supervising our children. We have playground pals which play a completely different role…they play with the children and encourage positive interaction. ***Children are never left unsupervised in class, in hall, in playground or anywhere.*** |
| Please note any other concerns you may have regarding any aspect of school life:   1. Pupils arriving late into class every morning is disturbing other pupils 2. Healthy break not consistent in all classes 3. My child happy in school and have no concerns about any aspect of school life 4. None as everything is going great in CPS 5. Children walk or run the daily mile - as child wishes | | | | | | | This is an aspect we monitor as a school. Reminders about punctuality are issued in our newsletters and are outlined in our Pupil Attendance and Punctuality Policy. We monitor monthly reports on continual lateness and this is brought to the attention of the parents.  We have a healthy breaks policy and this too will be monitored. Some comments alluded to the system earlier in year when children ordered break monthly but this system no longer exists.  All children can walk or run the daily mile. The younger children complete a few laps while the older children complete nearly a mile. We encourage every child to take part but there is never any issue should a child not be able to complete it. |