



Pupil Behaviour Survey 2015

September 2015

In February 2015 the school community was surveyed on behaviour in St. Brigid's PS. The results of the consultation were used to review the Positive Behaviour Policy. A trainee principal, from outside of the school, was brought in to objectively manage the consultation process.

A Positive Behaviour Policy is important in creating a caring ethos, where everyone feels that their contribution to providing a safe and successful school is important. This is achieved through partnership between parents, pupils and staff. It was therefore important to seek the views of the staff (at all levels), parents, children and the governors.

All of the children took part in the review of behaviour in St. Brigid's PS. The older children (Y4-7) were surveyed using a questionnaire and the School Council met to discuss behaviour matters with the consultant. Younger children's views (Y1-3) were collected in Circle Time lessons by the consultant.

The data provided by the children was analysed by the staff and the parent representative on the Board of Governors.

Enclosed is a report of the Pupils' Survey. Later in the term I will send you a copy of parents' views.

Thank-you for engaging in this process with the school.

M Conlon

Principal

Attitude to School



Pupils were asked about their attitude to school:

Statement	Strongly Agree/Agree
<i>I am happy in school</i>	96.49% 1.75% Don't know
<i>Children in this school feel safe in their classrooms and in the playground</i>	94.74% 1.75% Don't know
<i>I know my teacher and other adults in the school are always glad to see me and will be pleased to see me come to school everyday</i>	93.86% 5.26% Don't know

This is really pleasing. Our pupils are happy, feel safe and ready for learning.

Behaviour: Pupil Involvement

Statement	Strongly Agree/Agree
<i>There are rewards for good behaviour and for trying hard in all classrooms and outside of classrooms</i>	98.26% 1.75% Don't know
<i>We have rules in this school about treating each other with respect and not bullying other children</i>	98.25%
<i>The rewards/sanctions help us to try hard and behave well</i>	98.23% 1.77% Don't know
<i>Each year we do work on how to stop bullying</i>	97.37% 2.63% Don't know
<i>We are taught what is right and wrong and know how we are expected to behave</i>	97.34% 2.65% Don't know
<i>Pupils are involved in drawing up class rules/agreements</i>	96.49% 3.51% Don't know
<i>The adults in school involve children in decision making about behaviour</i>	93.86% 3.51% Don't know
<i>There are sanctions for breaking the rules in all classes and outside classroom (like the playground/corridor)</i>	92.98% 3.51% Don't know

Don't know: Sometimes young children find questionnaires difficult to answer or are unsure what they think. There are also times when children don't know about an issue e.g. sanctions because they have never had a sanction.

In school we want the children to be involved in decision making and take responsibility for their own behaviour.

The children have an excellent understanding of pastoral care. They feel that they have ownership of good behaviour because they are involved in drawing up rules and in managing their own behaviour. It was interesting to note that more children knew about rewards, than they did about sanctions because their behaviour is always very good.

The children also know about the issue of bullying through their Personal Development and Mutual Understanding (PDMU) programme. The anti-bullying message is promoted in the curriculum, through Circle Time, assemblies, displays around the school and initiatives such as Anti-Bullying Week



Relationships with Adults in School

We asked the children about adults who work with them in school and this is what they told us:

Statement	Strongly Agree/Agree
<i>Adults in school give us rewards when they are pleased with us</i>	99.12% 0.88% Don't know
<i>Adults in school show us how they want us to behave, so we can all learn and get on together</i>	98.25% 1.75% Don't know
<i>Adults will help if someone is getting hurt or bullied or has a problem</i>	94.74% 2.63% Don't know
<i>If a child has a difficulty with behaviour, adults in school help the child to improve this</i>	94.73% 3.51% Don't know
<i>Children and adults get on well with each other in this school</i>	92.98% 3.51% Don't know
<i>It is easy to talk to an adult if there is something wrong</i>	91.23% 4.39% Don't know
<i>Teachers and other adults listen to me and are interested in my ideas</i>	90.36% 7.89% Don't know
<i>I know who will talk to me and what will happen if my behaviour is very good</i>	89.47% 8.77% Don't know

The relationships between the children and the staff are very strong. This was also whole-heartily endorsed by the school inspection (ETI, September 2013).

The children know that their teachers want them to behave well and reward them for doing so. We have formal reward systems in the school but children also find that a smile from their

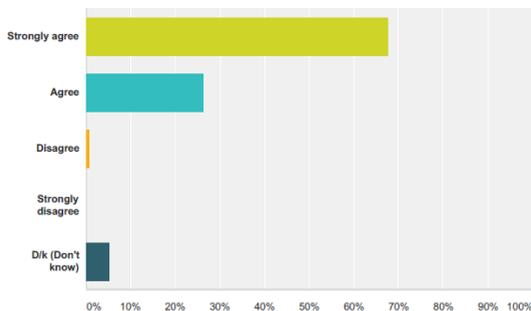
teacher or a positive comment on a piece of work means so much to them. Our children also know that their teachers, and other staff, are there for them when they need help. It is very pleasing to note that the children know that they are listened to.



Sometimes in schools, the Principal and Vice-Principal have to become involved in pastoral care issues that may occur in the classroom or the playground. We specifically asked the children about their contact with the Principal/Vice-Principal:

Q19 If I am worried about something/being bullied I can talk to the Principal/ Vice-Principal and they will help me.

Answered: 114 Skipped: 0



Answer Choices	Responses
Strongly agree	67.54% 77
Agree	26.32% 30
Disagree	0.88% 1
Strongly disagree	0.00% 0
D/k (Don't know)	5.26% 6
Total	114

Mrs McNally and I were really pleased to see that if a child needs help they know that they can approach us for that help. Thank-you very much children. This meant a great deal to us.

Curriculum

Statement	Strongly Agree/Agree
<i>Adults in school help us if we get stuck or find something difficult</i>	99.13%
<i>We do lots of interesting things in this school. There are lots of things I enjoy doing.</i>	97.37% 0.88% Don't know

The curriculum that the children follow is an important influence on behaviour. When the children are working well they are also behaving well.

The children in this school are being well taught. They find their work interesting and challenging; with their skills and knowledge being developed in line with their ability. Where pupils are having difficulties they are being supported. We know this because the children have told us so.

Gender

The different attitudes to behaviour between boys and girls were also examined. Interestingly there was little difference between boys' attitudes and girls' attitudes:



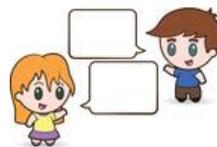
Statement	Strongly Agree/Agree	
	Boys	Girls
<i>We do lots of interesting things in this school. There are lots of things I enjoy doing.</i>	96.61%	98.18%
<i>This school cares about everyone in it and treats everyone fairly</i>	91.53%	90.91%
<i>The rewards/sanctions help us to try and behave well</i>	98.30%	98.14%
<i>Children and adults get on well with each other in this school</i>	94.91%	90.91%
<i>If I am worried about something/being bullied I can talk to the Principal/VP and they will help me</i>	96.61%	90.90%



Some of the Pupils' Own Comments in Their Own Words



- *'This school is the best thing that has happened me';*
- *'I love my teacher's smile';*
- *'There are lots of interesting things to do, especially the after school clubs';*
- *'Mr Conlon likes a smile on everyone's face';*
- *'If there is a problem it always get sorted';*
- *'I think no one in this school is a bully. They are all kind';*
- *'I think our rules are very fair';*
- *'There are only a few days in the year that people misbehave';*
- *'I have a sticker chart and I am on my second one';*
- *'I don't know because I have never been told off';*
- *'We get responsibilities if we behave';*
- *'We are taught from our mistakes';*
- *'Yes and our parents normally find out too';*
- *'I can talk to teachers because I trust them';*
- *'Our Vice-Principal is very good at sorting out things like that';*
- *'We have a worry box to put our problems in';*
- *'Sometimes the adults can't help because children are not telling the adults what is wrong';*
- *'We have a Pupil Council that we can tell if we want something new in our school';*
- *'Outside we have a friendship bench and when you are lonely you go there and your friend will help you';*
- *'I find maths hard but I can always count on my teacher to help me';*
- *'I feel safe because I know someone will always take care of me';*
- *'It's the best school';*



Finally this one I bring it to you without any further comment:

- *'School is good, it's just getting up in the morning'.*

The bottom line, what do the children think about behaviour in school?

Statement	Strongly Agree/Agree
<i>In this school children behave well most of the time</i>	90.72% 7.02% Don't know

The children know the behaviour is good, they also know that in St. Brigid's we always strive to improve. That is why we used this data, to not only review our Positive Behaviour Policy but also to make practical improvements to everyday school life.

What We Have Done Together to Improve St. Brigid's PS

- ✓ Classroom and Playground Rules are on display in each classroom, shared with parents in newsletters and in homework diaries (Y4-7).
- ✓ Pupil of the Month reward system has been refreshed.
Sometimes in big classes pupils have to wait too long for Pupil of the Month. We will now have two pupils selected each month, the certificates and trophies have been updated and there will be a Pupil of the Month Tea Party with the Principal.
- ✓ Sanctions for misbehaviour will be set out in stages.
- ✓ Visual Timetable: the pupils like to know what is being taught each day and when it is going to be taught.
- ✓ Pupil consultation on improving the school continues. Cloakroom and changing facilities for PE/school teams have been improved and the children themselves have been involved in the new arrangements.
- ✓ Pupils helped the Principal select stickers for positive behaviour and for birthdays.