



Kingsland CE Primary School

Pupil Voice – Restorative Practice and Behaviour

Friday 21st November 2025



<p>What are we trying to find out?</p>	<p>To understand pupils’ views on behaviour, friendships, resolving difficulties and how adults help them to put things right when things go wrong.</p>
<p>How does this link to the School Improvement Plan?</p>	<p>This links to our school’s vision of “Let Your Light Shine” and the Church of England Education Vision (hope, dignity, community and wisdom). By supporting children to build positive relationships, solve problems fairly, and learn from mistakes, we help them shine brightly and grow into responsible, compassionate members of our school community.</p>

<p>Questions</p>	<p>Pupil Responses</p>
<p>1. Our school vision is “Let Your Light Shine.” What helps you let your light shine each day in school?</p>	<p>Pupils said there are many things in school that help them shine. They talked about calming activities, having quiet or calm areas and being given chances to show responsibility. Year 6 pupils were proud of roles such as House Captains and Sports Leaders, explaining that these help them live out the school’s values. Children also mentioned prayer, worship leaders leading assemblies and learning about values in worship and lessons. They felt these opportunities help them shine by being kind, helpful and setting a good example.</p>
<p>2. When there are disagreements or fall-outs, how do adults in school help you feel listened to?</p>	<p>Pupils said adults give them time and space to calm down and then talk things through. They talked about adults listening carefully, sometimes talking to children separately first and then bringing them together “to see each other’s perspective.” They liked that adults help them “repair the friendship” and that doing something fun together afterwards helps them feel connected again. Pupils also mentioned learning through books, assemblies and Philosophy for Children, which help them understand others’ feelings.</p>
<p>3. If you have made a mistake, how easy is it to talk to an adult about what happened?</p>	<p>Some pupils said that when they were younger, they sometimes hid things because they felt worried about getting into trouble. One child shared how they once broke a glue spreader and blamed a friend, but now they feel much more confident to be honest. Another pupil explained that they secretly returned a library book because they were nervous of the Year 6 Librarians but said they wouldn’t do that now. Pupils described how, as they have grown older, they have become more sensible, braver and better at making positive choices. They said they now understand that mistakes happen and can be put right. One pupil joked about having a “brain block and being a</p>

	<p>banana” when they couldn’t remember 2×2, showing that they feel comfortable laughing at mistakes and learning from them. Children agreed that as they mature, they find it easier to take responsibility, talk things through and learn from what has happened.</p>
<p>4. How does the school help you put things right when something has gone wrong?</p>	<p>Pupils said they know they can go to trusted friends, teachers or other adults who help them talk things through. Some said they like spending time in the library to calm down or think. Children explained that adults help them understand what happened and guide them to make things right. They felt supported and knew adults would help them fix the situation fairly.</p>
<p>5. When someone has upset you, what helps you feel safe and supported?</p>	<p>Children said that going to friends who “protect you,” talking to a teacher, and going to a calm space like the library helps them feel safe again. Pupils appreciated that adults check they are alright and give them space to talk about their feelings. Knowing there are always adults around makes them feel protected and cared for.</p>
<p>6. How well do you think children at our school show kindness, respect and forgiveness?</p>	<p>Pupils felt the school is strong in kindness and forgiveness. One child shared that when they hurt someone, they apologised a few days later and were forgiven, which made them feel happy and surprised. They said, “Forgiveness is big in our school.” Many children explained that time and space help people calm down and think before they talk again. They recognised this as part of how the school encourages them to rebuild friendships and show respect.</p>
<p>7. Our school encourages everyone to live in hope and work together as a community. How well do you think we do this?</p>	<p>Pupils said the school does this really well. They enjoyed last year’s chess club where older and younger pupils mixed and supported one another. Children said they would like <i>more</i> opportunities like this. Year 6 pupils suggested that, although lunchtimes are separate, they could take turns being “buddies” on the playground once they finish eating, helping younger children and building community across the school.</p>
<p>8. What helps you solve problems with other children in a fair and calm way?</p>	<p>Children said adults often take them somewhere private so they can talk calmly. They appreciated that adults “listen to both sides separately” before bringing them together. One pupil shared that running a lap around the playground helps him calm down when he feels angry. Others said having time by themselves helps them think. Pupils felt these strategies help them solve problems fairly and make better choices.</p>
<p>9. What could our school do better to help children learn from their</p>	<p>Pupils said they would like more Philosophy for Children sessions and more books that teach lessons about mistakes and making things right. The School Council said they would <i>love</i> to lead an</p>

<p>mistakes and make better choices next time?</p>	<p>assembly on this theme. Children felt that more chances to talk, reflect and understand feelings would help them improve even more.</p>
<p>What have we learnt?</p>	<p>We have learnt that pupils feel supported, listened to and respected when things go wrong. They value the calm spaces, trusted adults, friendship support and opportunities to talk things through. Children understand the importance of honesty, forgiveness and kindness, and they recognise how much adults help them repair relationships. Pupils feel confident that their voices matter and that the school helps them to let their light shine each day.</p>
<p>What is the impact of this area of school life on the children?</p>	<p>The school's positive, relationship-focused approach (including Restorative Practice) helps children feel safe, valued and able to express their feelings. They are developing strong skills in honesty, empathy, problem-solving and forgiveness. Pupils feel secure knowing adults will help them make things right instead of simply getting into trouble. This builds confidence, resilience and responsibility- helping children truly "let their light shine" in how they treat others and learn from their experiences.</p>
<p>Areas to celebrate (share good practice)</p>	<ul style="list-style-type: none"> • Pupils feel listened to, understood and supported by adults during fall-outs or worries. • Calm areas and the library provide helpful spaces for reflection. • Children value being given time, clues and guidance to help them learn from mistakes. • Forgiveness, kindness and empathy are clearly part of the school culture. • Older pupils act as role models by taking responsibility and suggesting ways to support younger pupils. • Philosophy for Children, worship and values-based learning help pupils understand themselves and others.
<p>Next steps</p>	<ul style="list-style-type: none"> • Provide more opportunities for Philosophy for Children and discussions about feelings, mistakes and problem-solving. • Explore ways for older and younger pupils to work together more, including a buddy system at breaktimes. • Continue developing calm, reflective spaces. • Support the School Council to lead an assembly on learning from mistakes and repairing friendships.