



Kingsland CE Primary School

Pupil Voice – Pastoral Support Provision



What are we trying to find out?	How does the school vision drive the ethos for pastoral support and related provision?
How does this link to the School Improvement Plan?	Leadership and governance D3: Continue to enhance provision for Personal Development including: reapply for International School Award and continue to develop international learning; continue the development of restorative practice principles and achievement of ARC Gold Award / national ARC Learning Hub

Questions	Pupil Responses
How does the school help you so that your lights shine brightly?	Children reported that they are expected to set a great example to others in school, particularly the older children. They embrace and rise to this challenge, enjoying the responsibility. They reported that opportunities to share their work, their unique skills and talents is a crucial part of letting your light shine – to benefit others. They also understand that the wide range of different subjects, experiences and opportunities allows them to find things that they can all excel in, even if they find other subject areas more challenging. Children report that the high levels of support they receive from staff allows them to succeed and thrive.
How would you describe the relationships that staff in school create with pupils?	Children reported overwhelmingly that the relationships that staff develop with children are positive and helps them to develop values such as kindness. They stated that the relationships with adults are a calming influence, helping them to self-regulate and ensures that they get the most out of their learning, fulfilling their individual potential.
How do staff help pupils prevent problems happening in the first place?	Children reported that the conversations that adults have with them are calm. Adults give children a chance to talk and they listen carefully, valuing what children have to say. Adults help the children to settle and regulate before it gets too much, talking through a situation and sharing possible strategies which help them to regulate.
How do staff in school help you to sort out a problem once it has happened ... in the playground? At home? With your learning?	The children said that 'adults know us well'. Interestingly, this is what the staff team talk about regularly – knowing the children well! Adults assist children in making sure they do not become overwhelmed, finding out what happened in a particular situation, and helping find solutions to solve any problems. Children reported that adults help with specific strategies such as breathing techniques which helps them to calm down – they can then remember these strategies for next time, when they need them again.
Who helps you in school if you are unhappy?	Children reported emphatically that ALL staff help them out. In particular, Mrs Waygood helps children to talk through what has happened and to help them understand the situation and how a similar problem can be avoided or managed next time. Children also said that their friends also help remind them of strategies which assist them in remaining regulated or manage problems.

What is the most important thing an adult in school can do with a pupil?	Children had a deep understanding that adults must ensure that children are in the right frame of mind and are feeling supported and confident so that they are able to teach them about the different subject areas. 'They calm us down before they can teach us.' They were also very clear (and appreciative) that adults help children understand their emotions, particularly as they get older. This was a noticeable positive development over recent years. 'As we get older, we understand our emotions better.'
How else can adults support children in school?	Children understood that adults in school work hard to help children regulate and understand their emotions. They made further positive suggestions such as: • Continue using different strategies to teach, considering their class, lessons, moods – this links well with our clear focus on adaptive teaching and learning strategies • Continue to help children develop positive self-talk opportunities • Continue to develop opportunities for children to journal – write, colour, draw, particularly at the start of the day as it sets them up well to have a positive school day • Adults should aim to have conversations with parents to share strategies that work in school so parents can use the same strategies at home
What have we learnt?	We have learnt that children can clearly identify and articulate how adults support them to develop self-regulation strategies and an understanding of how to recognise and manage their emotions. They can clearly make the connections that in order to engage fully with the academic learning, they need to be in a position to listen in a calm and purposeful environment, and that managing their emotions helps them to be ready to learn. They greatly appreciate the extensive support that the school gives them in achieving this.
What is the impact of this area of school life on the children?	There is a noticeable and tangible positive impact on the children's readiness to learn through the extensive and positive pastoral care and support that the school provides. Children recognise that they are becoming increasingly adept at managing and recognising their emotions (and those of others), especially as they get older. This is greatly assisting them in becoming ready for secondary school.
Areas to celebrate (share good practice)	• Continue to offer a range of pastoral opportunities and support e.g. school counsellor, ELSAs, relational practice approach • Ongoing staff CPD continues to raise awareness and develop skills and understanding so that effective and impactful strategies can be implemented to support children
Next steps	• Continue to develop further opportunities to support children and families e.g. Solihull workshops for parents • Continue to develop staff awareness through high-quality CPD offer
Number of children / year groups involved in this monitoring activity	A group of 8 diverse Y4/5/6 children who have all received a range of intensive pastoral care.
Date	September 2026