Kingsland CE Primary School

Pupil Voice – Attendance and Behaviour

What are we trying to find out?	To understand pupils' views on behaviour, friendships, resolving difficulties and how adults help them to put things right when things go wrong. To understand how children view the importance of school attendance.
How does this link to the School Improvement Plan?	**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
What does good beahviour look like in school?	Children reported a whole range of examples of what good behaviour looks like on a daily basis in school, including: being kind, sharing, being mindful of the words you say, letting other children join in, being respect, not pushing, active listening and not talking when someone else is talking, not shouting out or interrupting as it disturbs someone else's thinking, and following teachers' instructions because they are there to help you learn.
Why is it important for children to behave well in school?	Children stated that it is really important for them to learn so that they can fulfil their dreams and aspirations, and maximise their life chances. They also reported that good behaviour was critical so that they know what to do in lessons, so that other children don't feel left out, so that other pupils are not criticised, and so that the school can keep everyone happy and safe.
How well do you think children at our school show our school values?	Children were very complimentary about how well they perceive the school values are lived out by all pupils and adults. They gave examples such as developing strong manners, holding the door open for people, and saying sorry if there is a falling out. One pupil in particular linked the question to the story of the Good Samaritan, describing how important it is not to just walk past someone who needs help. The children reported that the school would be a much worse place if the values were removed, citing examples that might occur – children might be horrible to each other, and it wouldn't be much in the playground.
When there are disagreements or fall-outs, how does the school help you put things right?	Children appreciated the input of both adults and friends in resolving any disputes and falling outs. Examples given were when the lunchtime supervisors do first aid in a caring way, and when TAs send time with children talking through a problem and helping them to manage their emotions. They described how adults' support in encouraging them to say sorry promoted a feeling of

	forgiveness, and sometimes intervening in a dispute and giving the children some breathing space was exactly the right strategy.
Is school attendance important? Why?	Children stated that school attendance was vitally important – they were quite surprised that this question was asked as they enjoy coming to school so much. They understand how missing school can cause gaps in learning on their return and gave multiple examples of how the missed learning was a challenge after a period of illness. They also reported how the school helps them with a wider variety of things, including leading a healthy lifestyle, eating healthily and doing sport.
What problems do you experience when you return from being absent from school?	Building on the points to the previous question, children described how it was sometimes hard to understand the learning after a period of absence, They recognised that every day is an important learning day. They also described ways in which they were assisted in catching up with the learning, including targeted TA support, small group work, and practising at home. One child in particular was clear that the home learning tasks set linked clearly to the classroom learning and this was really important and helpful.
What can the school do more of to support children to have excellent school attendance?	When asked this question, the children felt that the school already does so much that there were very few additional strategies which could be implemented. There was a discussion about active learning with a range of practical activities, which led to understanding about how learning in each class and year group will look different because of the developmental stages the children are at. One child said 'to continue to let our lights shine …' This was the perfect way to end the Pupil Voice discussion!

What have we learnt?	We have learnt that the children have a very clear understanding of what good behaviour looks like and why good behaviour is important in school and beyond. They demonstrated impressive levels of empathy and understanding of the impact of behaviour on everyone in the class and school. Children have a clear understanding of why excellent school attendance is important in order for them to let their lights shine and fulfil their potential. They recognise with personal experience some of the challenges that can occur with any missed learning and this motivates them to ensure their school attendance is excellent. They appreciate the support and expectations that are given at Kingsland School.
What is the impact of this area of school life on the children?	The impact on the children is very evident: in their abilities to empathise, develop self-motivation and self-control, understanding WHY both excellent behaviour and attendance is important. They

	have excellent behaviour and attendance because they WANT TO, and they WANT to come to school because it is a safe and enjoyable place to be.
Areas to celebrate (share good practice)	• Continue to have high expectations of behaviour and attendance • Continue ensure the school vision and values drive decisions about behaviour and attendance • Continue to provide high levels of support and personal development opportunities for every child
Next steps	• Continue to explore ways of supporting PA children to improve attendance
Number of children / year groups involved in this monitoring activity	8 children, across Class 2/3/4/5 (Y1 – Y6).
What were the Next Steps from the previous monitoring activity?	• 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.
Progress towards achieving the previous Next Steps …	• Development and use of The Meadow – a calm and reflective space • Philosophical thinking is promoted in RE lessons • Pupils2Parliament is a key teaching and learning experience for Y5/6 children
Date	6th November 2026