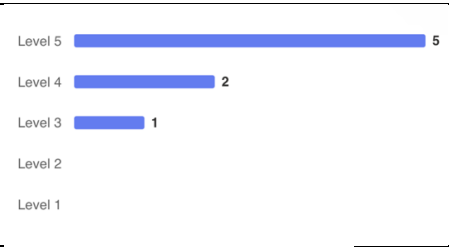
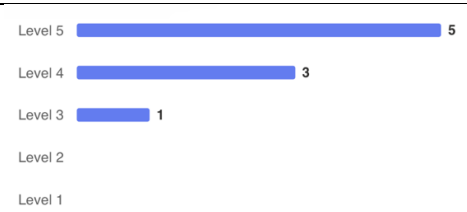
Question	Parents' responses	School's responses
How well do you understand the school's new behaviour policy (1 being not at all, 5 being very well).		We are pleased that most people who responded to the questionnaire understand the new policy. However, as always, if there is anything that you don't understand or want to discuss further, please contact school to arrange a meeting.
Do you feel that the new policy emphasises the importance of good relationships?		From all of the training and research that we have done in developing this new policy, building relationships and understanding their actions, motivations and responses to things is key to a successful relational (behaviour policy). We are glad that you can see this working through the new policy.
Please add any comments to explain your answer to the question above.	I think the document reads very well and is very clear. The aims are outlined clearly and an emphasis has been put on defining acceptable behaviour. I feel the policy does focus on the need for good relationships in order to understand potential triggers for the child. It would be good to understand how these relationships are going to forged and also how parents fit into this.	Thank you so much for the positive feedback! We're really excited about continuing to build strong relationships by listening more closely to the children—hearing their voices about what's happened, what they need, and what they want. The more we get to know them, the more trust and mutual respect grow. When it comes to parents, we'll keep strengthening communication around behaviour. You'll start to see more positive messages being shared—like postcards home, seesaw messages and other little celebrations of good behaviour. It's all part of making sure everyone feels seen, heard, and valued.
As a parent/guardian, do you find the policy easy to understand?	100% answered YES	That's really great to hear.

Currently, how satisfied are you with the school's overall approach to creating a positive school environment and promoting positive behaviour? (1 being the lowest and 5 being the highest).		Again, thank you for the positive feedback. We always endeavour to create a positive environment with positive behaviour. This new approach will enhance this, in the hope that children will feel that they are 'standing out' for all of the right reasons and feel proud of their actions.
Please add any comments to help us further understand your answer to the question above.	Amazing team who bring on a creative and inclusive atmosphere with the children The school leads from the top, I believe that the teachers are excellent role models to our children and manage challenging behaviour with professionalism and compassion. In school I see plenty of things that point towards a positive school environment, I particularly like the calm corners. I do still occasionally witness more traditional shaming type punishments. Teachers are approachable, friendly and warm. My favourite thing about the policy is the increased focus on the celebration of good behaviours. Tbh I miss the Believe, Achieve, Shine awards- I think these were great for promoting positive behaviour to the whole school. Blanket punishments do seem to happen in school, I am not a fan of these as don't feel they promote positive behaviour or good relationships. I would like children to be given more chance to explain their actions or feel comfortable in speaking up when they have been unfairly accused of an action. The children are encouraged to demonstrate positive behaviour.	It's wonderful to hear such positive feedback. Our approach to consequences has changed significantly. They now begin with reflection and discussion about what has happened. This new restorative approach gives children more time and opportunity to feel confident and comfortable in speaking up—whether they have been unfairly accused or directly involved in a situation. Depending on the severity of the behaviour, there may also be an additional, related consequence. For example, if an issue occurs during football, a child may sit out of the game for five minutes to allow some quiet time for reflection. While blanket punishments are avoided, it can sometimes be very difficult to establish the facts in a whole-class situation. In such cases, the class may need to be addressed collectively. We have moved away from the individual *Believe, Achieve and Shine* awards, as these were extrinsically motivated by the promise of a badge, rather than fostering the intrinsic motivation to shine for themselves or to achieve their best work. We also want to celebrate all children rather than singling out individuals, especially as many parents expressed concerns about this in the past.

		Our focus is now on encouraging children to appreciate the wonderful opportunities available to them, the amazing experiences and memories they create, and the wealth of knowledge they gain at Mawdesley St Peter's.
How do you think the new relational policy will impact your child's learning and well-being?	It will continue to assist. I think this will have a positive impact on my daughter's learning as this will hopefully help to outline acceptable behaviour and minimise challenging behaviour during lessons. I think y children will respond well to this occasionally my children have felt a little deflated that they have perhaps not been noticed especially when they have been really pushing themselves at school so I think this will be very positive for my children. Pupils will be prompted to think about their actions and the impact on others Positively- my children do not react well to shouting and blanket punishments, so this would be a positive change. I think it will improve their learning and well being No I don't think so. But hopefully it will help the children whose behaviours are challenging. I hope that it will reinforce and promote/facilitate good behaviour in school. My children have lost out on golden time/had other sanctions made against them due to the actions and behaviour of others in their class. I personally feel that this "blanket approach" to behaviour management is not fair, or appropriate. I hope that the new policy will promote and facilitate positive behaviour so that my children's learning is not negatively impacted.	It is once again lovely to see such positive feedback. We hope that the new approach will really help those who work hard, push themselves and shine brightly, be noticed more and shine even brighter. Once the new term is underway, we would love your continued feedback on this. As was mentioned after the previous question we will aim to avoid blanket punishments, however, in a whole-class situation it can occasionally be difficult to determine the full picture. When this happens, the class may be spoken to as a group.

In the new policy, we are moving towards a more restorative approach. After reading the new policy, what are your thoughts on this and what do you understand by this?	Understand and think its positive I truly believe ina restorative approach and use a similar system at home as I believe that this helps the child to understand the impact of their behaviour and to think about how their actions can make others feel sad, lonely, embarrassed, etc. I think encouraging children to recognise how they are feeling and how this may have impacted their behaviour is really useful. I understand that the restorative part is about taking responsibility for the impact you may have had on others. I think this will work very well for some children, this is the approach we try to take at home and we regularly try to use emotional language to help name feelings with our children, my concern would be that this is not necessarily what happens in all households so some children (and parents) may find this more challenging. Reflecting and putting things right Look at the reason for behaviours and how children can be treated as individuals based on their needs rather than action followed by punishment I believe this is a good idea and I understand the approach. I think it will work well for my children. This looks like a good approach to the difficult behaviours some children have. I feel maybe the language is not quite as direct as it should be as the children might just think it doesn't matter if they are not challenged on their behaviour in a stricter manner. I feel it is a good method of behaviour management, my question is how will this be managed when you have a child/parents who refuse or are unable to engage with the process.	It is really positive to hear that some families already use this approach. This is the best case as children and families are already comfortable talking through issues and ways to solve them. I appreciate that this isn't the same in all families, but as a school, we can only do the best we can do. By sharing the policy, we are hopeful that families will read and then support the new policy as that is what works best for the children. Our children are at the centre of all that we do at school, so by school, the family and the child working together, that will achieve the best outcomes. We want to work with parents as partners in their child's development, not just recipients of information. If there is a real push against the new approach, school would first endeavour to understand *why* the parent or child is resistant. If the child has additional needs that are creating a barrier to the new policy, then we would have a conversation with parents and work together with the family and if appropriate the child to create a different approach, but to help them understand the importance of following rules and treating others with respect and kindness. School will also explain the purpose and benefits of restorative practices—emphasising that it's not about avoiding consequences, but about repairing harm and building stronger relationships.
Do you understand why we are moving away from a more 'old style' based behaviour policy to a policy that builds a better understanding of the	• Not 100% clear why moving away but the policy seems sensible. • Yes - I am happy to see the restorative approach being used as this has been proven to yield great results and improve overall behaviour.	We completely agree that the new restorative approach is more time-consuming at the outset, and we noticed this ourselves when we began trialling it during the summer term. Research consistently shows that while it does take more time initially, it brings significant long-term benefits. As children become

reasons behind a behaviour and the repercussions of poor choices and poor behaviour (a restorative approach). Please answer with a Yes or No and any comments you have.	• Yes, I think this is a good direction and provides valuable life skills • Yes • Yes. How much more time consuming will a restorative approach be however and how will this impact on child who generally behave well? • Yes, I understand the change in approach but also believe robust boundaries around behaviour must be maintained • yes • I do but as they are young children I feel they may not quite understand this approach as well as a teenager would. • Yes.	more comfortable talking about incidents and begin to recognise how their actions and behaviour affect others as well as themselves, we expect situations to decrease. Over time, this deeper understanding should help them make more thoughtful choices and reduce the need for intervention. For the children who generally behave well, they will see that issues are handled fairly and consistently, rather than with blanket punishments. This reinforces their trust in the system. Restorative practice builds a more respectful, positive and calm classroom climate, which benefits everyone. We also see it as an opportunity to shift the culture from focusing on "the children who misbehave" to encouraging everyone to take responsibility for maintaining a positive, respectful community. Hopefully, the children who already behave well see that their contributions are valued.
Do you have any questions or other comments about the new policy?	• It would be good to have some clarity on what school expects of parents in this regard. • Where children with additional needs are concerned, how will their different treatment be explained to the other children in a way that they can understand and don't see as being unfair?	We greatly value the support that the parents give us and regarding our new restorative approach, we ask for your continued support at home too. Talking with your child about what's happened, how they felt, and how their actions may have affected others really helps them to see things more clearly. It also helps your child see that school and home are working together to support them (whether they are at fault or are on the receiving end of the incident). Encouraging them to think about ways to put things right makes a big difference as well. We also value open and positive communication with you, so that together we can guide children to build strong friendships, learn from mistakes, and make thoughtful choices. We would also ask you to back up the school's restorative approach by avoiding contradictory messages (e.g., focusing only on blame or punishment). It will take some time for the children to

		see that those children who have done wrong are not 'punished' in a more traditional way. We need them to understand that there will be consequences, but these will be more restorative – getting them to think through their actions to help it not to happen again. This is going to take time, so your support with this will be much appreciated. We would like your help in emphasising the value of learning from mistakes rather than just "getting into trouble." Finally, we ask that you understand that restorative conversations can take time and may feel different from traditional discipline, so please be patient and supportive, recognising that the long-term goal is lasting positive behaviour and stronger relationships. Our new relational policy is all about building strong, positive relationships. We're using restorative practice to guide this, which often involves meaningful conversations to help children reflect and grow. That said, we know that this kind of approach doesn't work for every child. Just like with everything else in school, we aim for fairness and equity—making sure each child gets what they need, not necessarily the same thing. For some children, we'll use a more direct approach to deal with issues, rather than long discussions. If we think this might be needed for your child, we'll always talk to you first. We'll also be chatting with all the children in a way they understand, helping them learn about fairness, equality and equity and how everyone is treated according to their needs. No one will be singled out—just supported in the way that's best for them.
Other comments	• We would like to see ongoing training for all staff (including leadership and supply) in	• All staff including the senior leadership team (SLT) are involved in staff training on all aspects

	neurodivergence, trauma-informed practice, and co-regulation strategies. • Clear flexibility in how restorative practices and consequences are applied for children with SEND. • Several phrases in the policy (e.g. “You have chosen to…”) may unintentionally misrepresent the situation for a child in distress. Neurodivergent children may not be making deliberate choices at all — they may be experiencing sensory overload, emotional dysregulation, or anxiety that overrides their ability to self-regulate. Labelling these moments as “choices” risks reinforcing shame and misunderstanding, both for the child and for the adults supporting them.	of school life and the SLT lead by example regarding training. Unfortunately, supply teachers will not be able to be trained to the same standard as we sometimes have a supply teacher for just one day. However, they will be provided with a copy of the relational policy and always have a briefing about safeguarding procedures, routines, the timetable, the curriculum they will be delivering and the children in the class. • Hopefully the response on the question above answers this comment. • Thank you for your comments on this. This was unintentional. We have now deleted this phrase.