





## **2018-19 Pupil voice questionnaire**

I have been talking to children on our Special Educational Needs and Disability Register about their experiences at Highfield. I developed a simple questionnaire and interviewed individual children from across the school. I interviewed 35 children; this is approximately 60% of the SEND register

### **Results**

<b>Questions asked by SENCO</b>	 Strongly Agree	 Agree	 Disagree	 Strongly Disagree
I like coming to school	18 children (51%)	15 children (43%)	3 children (6%)	0%
Feel confident in school	20 children (57%)	12 children (34%)	3 children (9%)	0%
Feel worried in school	2 children (6%)	10 children (28.5%)	10 children (28.5%)	13 children (37%)
Experienced bullying in school	4 children (12%)	8 children (24%)	9 children (27%)	13 children (37%)
Supportive teachers	17 children (71.5%)	10 children (28.5%)	0%	0%
Supportive peer group	9 children (27%)	16 children (46%)	7 children (18%)	3 children (9%)

The majority of children really enjoy coming to school and were confident sharing their ideas about Highfield. Sam (not his real name) said 'school is brilliant, it puts me in a good mood'. Sam was a child who previously had CAMHs and Place2be support and it has been wonderful to see his positive journey at Highfield School.

The children on the whole do have a clear understanding of bullying and could give a clear definition. The minority of children who had experienced issues still showed anxiety talking about this even when incidents were historic (two or three years ago). All incidents were resolved by a trusted adult – the children said school adults will listen and support them on the playground/in class. Talking to the children it is evident, having supportive adults in school is very important. The learning mentors and Place2be was clearly referenced by the children in this questionnaire – Mohammed (not his real name) when asked What support are you getting in school? Said 'I go to the Thinking room to talk it out. It helps'

The children talked about the Highfield 'High five' and described appropriate strategies to put in place if they faced bullying in the future.

The majority of children were able say what they would like to improve and suggested relevant personal targets e.g. Cara (not her real name) has Attention and Deficit Disorder, she recognises that she needs to develop her social skills and said 'I'm trying to learn not to over react to people'

It was a pleasure completing this research with the children and has provided some areas to target in the future.

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