We received a total of 57 responses from parents and carers. Of those responses:

* **St Mary’s is fully committed to creating an environment of care and trust of all children**

**96% agreed**

* **At St Mary’s, my child / children are encouraged to value one another and to express their own views while appreciating the views of others**

**91% agreed**

* **At St Mary’s, my child / children learn to respect and appreciate differences**

**91% agreed**

* **At St Mary’s, my child / children are given the opportunity to express their feelings showing respect for others**

**93% agreed**

* **At St Mary ’s, achievements of all children are recognised, valued and celebrated so that every child’s self-esteem is enhanced**

**89% agreed**

* **At St Mary’s high standards of behaviour are expected**

**89% agreed**

* **The staff are fair, firm, consistent and compassionate in their approach to pupils**

**88% agreed**

* **Good relationships between teachers, learning support staff and lunchtime supervisors and children exist in and out of the classroom**

**82% agreed**

* **Teachers, learning support staff and lunchtime supervisors help my child/ children to feel safe in the playground, lunch hall or corridors**

**95% agreed**

* **My child/children understands the difference between one off unkind behaviour/ hurtful words and persistent unkind behaviour / hurtful words (bullying)**

**89% agreed**

* **At St Mary’s, my child / children feel able to express his/her concerns and worries to members of staff, knowing that these will be received sympathetically and that appropriate action ill be taken**

**79% agreed**

* **At St Mary’s, children are encouraged to follow the rules, these enable our school to be safe and happy place for all children**

**95% agreed**

* **I am aware of clearly defined procedures for reporting and recording any incident at St Mary’s**

**79% agreed**

**A Response to the above – Mrs Mannix**

There are many positives in this feedback and we do appreciate that our school is making good progress in all areas of development. There are so many ways to celebrate how the children really do live, love and learn with each other each day.

It does also seem from the above that some parents do not feel that they either can ask or are clear about some of the systems and processes we have in school to keep children safe and happy.

I have worked as a teacher for 30 years and as a leader for over 20 years. My background has been as a class teacher and specialist SENDCO as well as to lead on community wide interventions to develop opportunities for higher ability pupils, underachieving pupils and those at risk of exclusion. I am also a parent and have been a respite carer for children with autism and young people with long term mental health needs. I have brought this learning with me and continue to look to outside experts to further develop my own knowledge and the systems and approaches I promote and develop at St Mary’s.

At St Mary’s our motto, ‘Living. Loving and learning with God’ and our values are very alive and central to everything we do.

I believe that our young people need to be supported to develop strong emotional skills as part of a well being curriculum that strengthens them for now and for the future. I believe that they must take responsibility for their actions but as they learn this is done in a supportive environment. Some might say it is too demanding but children are very capable; they do always know right from wrong and they have strong intuition.

As a faith school every child is considered unique and special; not for what they do or don’t do but because they are. As a staff we work to be a listening school. We took part in a year long programme of professional development with the Devon Educational Psychology Service to develop everyone adults skills in creating a positive learning environment of appropriate support and challenge.

Children at St Mary’s are on the whole very supportive of one another. When they have fall outs they know they can ask for support. Our whole school programme of personal and social learning comes from a national programme called SEAL.

We have achieved the Unicef Rights and Respects Bronze Award and are close to achieving the silver award. A key part of this has been the programme of development for pupils. Every child has named adults in school who they feel safe to tell. Our culture of telling is managed as a very proactive and assertive skill; people who recognise that they need the support of others and will actively seek it have greater resilience.

Children are working out how to navigate each other all of the time. Learning to solve friendship and relationship problems is part of their work. If children are unkind, if children fall out, we have offered them tools to restore this. Firstly, we encourage children to recognise what they did. We ask them to be ‘**ready** to solve the problem**,** **steady** before they talk about the problem and then to **go**. Our oldest children have taken part in restorative training to deepen this understanding and a programme of mentoring has begun, which has been led by Miss Clist, our pastoral support worker.

We also teach Gospel values and restorative approaches which means that we encourage children to move forward from a problem as quickly as possible. That does not mean burying it or pretending it didn’t happen; it means recognising a wrong choice has been made. We teach that if someone makes a wrong choice to you then it does not mean you make one back again. Instead we work to be peacemakers. I do appreciate that this takes confidence, self-discipline and courage but I do completely believe that it is excellent training for the future.

Bullying is different to falling out. Bullying is specific. It is defined as being intentional and sustained, so a child or group of children actively seeking out another to intimidate and or hurt them. The destructive and long term harm of bullying is well known. If a child feels that they are being bullied this is taken very seriously and tracked to ensure it is eradicated.

St Mary’s is a very happy school with so much to celebrate and much more happening to further improve our school.

If you have a question and don’t feel you have the answer ask again. We would not work so hard if we didn’t care and we would not have made such rapid progress if we didn’t know what we were doing. Certainly so many external visitors would not be so positive about our actions and the impact it has had on the children’s experience and learning.