

PUPIL VOICE

POLICY

Percy Hedley School

Pupil voice policy:	Issue date: Feb 23	Version No: 1.2
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Policy Control/Monitoring

Version:	1
Approved by: (Name/Position in Organisation)	John Steward Acting CEO Interim CEO
Date:	
Accountability: (Name/Position in Organisation)	Headteachers of PHS ad NCS
Author of policy: (Name/Position in organisation)	John Steward Headteacher
Date issued:	Feb 23
Revision Cycle:	Two Yearly
Revised (Date):	Feb 25
Target audience:	Internal and External Stakeholders
Amendments/additions	
Replaces/supersedes:	This is Version 12
Associated Policies:	Consistent and Positive Approach Safeguarding
Associated National Guidance	

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Document status	<p>This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print</p> <p style="color: red;">Please refer to PHF Connect for the latest version</p>

Equality Impact Assessment

This document forms part of Percy Hedley’s commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

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Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1.0	Jan 2022	John Steward	Approved	

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:-
(add/delete as appropriate)

Role	Responsibility
Headteacher	Overall responsibility to ensure this policy conforms to current guidelines and best practice
Senior Leaders, as Voice is cultural	Ensuring resources and infrastructure are available to allow its implementation
Staff with these specific responsibilities	Ensure effective implementation of this policy
Culturally speaking, all staff	Ensure a current list of all policies is available to all staff
	Review dates of policy reviews and notify accountable person of policy

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1. Introduction

At Percy Hedley and Northern Counties Schools we believe that children should be active participants in their own learning, and that their opinions should be heard and valued both in school and the wider community. We therefore actively seek ways to engage pupils and encourage them to make contributions

2. Scope

There are a wide range of approaches used across school to support pupils of all ages and abilities to engage in pupil participation and promote the student voice, including, but not exclusively

- School Council(s)
- Student Forums
- Student contributions to Annual Reviews
- 1:1 therapies, and group therapy sessions
- Student-led enterprises
- Outdoor Learning and Sports Leaders activities
- Suggestions boxes, including ones to do with Safeguarding and Listening
- Pupil assessment of learning
- Consulting pupils on their therapy targets, Preparation for Adulthood and EHCP outcomes
- Involvement in creating their own Positive Behaviour Support Plan where appropriate
- Staff recruitment
- Accreditation choices
- Case Study Portraits
- Anti-bullying awareness

3. Definitions/Abbreviations

The term 'Pupil Voice' refers to ways of listening to the views of pupils and/or involving them in decision making People may say "Student Voice" or something similar

4. Principles

The guiding principles of the policy are

Therapy

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Therapies (Occupational Therapy, Speech & Language and Physiotherapy) form an integral part of pupils' education at the schools. Where appropriate, students are asked to provide input into target setting by identifying their own priorities for improvement and discussing the impact of this work. This allows pupils to work on areas they value and increases motivation

Curriculum

Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their own opinions. They have opportunity to plan their own activities within a topic remit and to share work with the rest of the school in assemblies. Pupils are encouraged to reflect on their own learning and identify future goals in collaboration with teachers and support staff

School Council

School Councils promote involvement & inclusion, active participation, leadership and mutual responsibility throughout the school. Elected class representatives meet. The process of school council provides

- A positive forum for pupil voice
- Structured opportunity for pupil leadership dialogue
- Pupils with an insight into democracy
- A forum for pupils to instigate change in respect of elements of school life, eg school meals, social areas, outdoor equipment
- A feeling of self-worth and mutual respect for pupils

Whole School Approach to Pupil Involvement

Staff understand the importance in involving pupils in all aspects of their education and learning. Pupil views are valued, and time is always given to seeking out and listening to the views of individuals and to taking these views into consideration in any decision-making. Pupils routinely give their own contributions to their Annual Review meetings and take a central role in transition planning. Opportunities for peer mentoring and support are provided, as are extra-curricular clubs, many of which are run in response to pupil requests

Charity events and fundraisers for the school and for local and national charities (eg Children In Need) are planned in collaboration with pupils, thus giving them ownership and pride in what they achieve

The schools are is committed to the promotion and protection of children's rights in line with the United Nations Conventions on the Rights of the Child. We believe that all children and young people should have opportunities to express their opinion in matters that affect their lives and strive to ensure that they are provided with teaching and opportunities that equips them to do so as effectively as possible

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5. Monitoring and Compliance

Overall responsibility for the operation of the policy lies with the Headteacher. The effectiveness of the policy will be formally reviewed and monitored as a minimum on a two-yearly basis to ensure that it continues to meet the requirements of The Foundation, the specific service area and that it reflects best practice and statutory legislation as appropriate

The central importance of Pupil Voice to the schools means that we will regard this policy as dynamic, and we will change it as our practice in this area develops and grows

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