

Policy Title:	Pupil Voice Policy	
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Author & Role	A.Clarke – School Council Lead	
Ratified by:	Governors Policy Committee	
Responsible signatory:	Chair: H.McCann	Vice Chair: W Blundell
Date:	02/02/2021	
Amendments / Comments	02/02/2021 – HMC / WBL – Responsible signatories amended.	
Outcome:	This Policy: details colleagues' responsibilities for supporting children at Astley Park School to enable the opinions, perspectives and ideas of pupils to be heard, considered and responded to; and is designed to help them understand their role and responsibilities	
Cross Reference:	Anti-Bullying Policy Behaviour Policy Child Protection Policy Health and Safety Policy History Policy PSHCE Policy Single Equality Policy Teaching and Learning Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Pupil Voice Policy

At Astley Park School we aim to ensure the best possible education and pastoral provision for our children, enabling them to be highly successful learners, to achieve their full academic potential, and to experience high levels of emotional and physical well-being. Children are the heart of our school. We believe, therefore, that it is best practice to seek every opportunity to hear the views of our pupils about their school; how they perceive it, what they like about it and how they would like to improve. Issues raised by pupils will range from the everyday - for example, arrangements at lunchtime - to more strategic issues such as developing the outdoor environment or stronger links with local schools. We believe that we should seek, wherever possible, to respond to pupils' views and thereby enable them to play a part in shaping our school's future development.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

Aims

In enabling the opinions, perspectives and ideas of pupils to be heard, considered and responded to, we aim to:

- ensure that our children enjoy school, experience a sense of belonging to our school community and take pride in our school environment.
- to help our children to develop self-confidence and self-esteem.
- to teach pupils to value their own opinions and to respect and listen to those of others.
- to strengthen the social and emotional aspects of learning.
- to continue to develop a communication-friendly environment so that pupils of all ages and abilities can feel comfortable in school and understand signs, directions, labels and visual and written information and instructions.
- share with and explain to pupils, as appropriate, all aspects of school policy and practice which affect their lives and learning in school.
- consult regularly with our pupils, according to their special educational need and communication difficulties, about their feelings concerning their life at school, and about what they like and would wish to see improved or changed.
- ensure that all pupils, regardless of age, ability, gender, social background, ethnicity or religion have equal opportunity to contribute their views.
- give pupils a sense of ownership of classroom and school practices, by involving them closely in drawing up codes of conduct.
- enable pupils to reflect on their learning and to understand the learning objectives of their lessons.
- enable pupils to play a part in determining the priorities for school development.
- enable pupils to make a meaningful contribution to the school community and the wider society in which they live, and to develop leadership and decision-making skills.

These aims are consistent with our school philosophy and will be addressed through the Student Council where every class is represented. Information from the meetings

will be fed back to the classes to ensure all are encouraged to participate in the decision making. Pupil voice will also be addressed at class and key stage level as is appropriate and necessary.

Classroom practice and the pupil voice

Teachers will fully involve their pupils in agreeing and drawing up codes of conduct and, where necessary, rules, in their classrooms, which are in line with whole-school practice, agreed by the School Council. Through specific areas of the curriculum pupils will be taught about the principles of democracy and social equality, and how this applies to practices in our school community.

Teachers ensure that all pupils, regardless of ability or special educational need, are encouraged to contribute to by tailoring questions according to the needs of individual pupils in order to enable them to respond. Teachers do not allow any individuals, or groups of pupils, to dominate discussions or 'Question and Answer' sessions.

Astley Park School values children's achievements and interests from outside school, and encourages them to share these in school, both in class and through the weekly Celebration assemblies.

Listening to children

School staff always take every step to ensure that children are safe and free from the threat of bullying or other unacceptable behaviour (see related policies). They take seriously any concerns or fears expressed, or disclosures made by children, and always act in accordance with our Child Protection Policy.

We always endeavour to make time to listen to children when they want to talk to us and to respond with interest. Members of staff will take positive steps to engage with children who have communication difficulties and to help them to communicate and express themselves.

Teachers maintain assessment records for speaking and listening and plan strategies to help pupils develop their communication skills.

Subject specialist role

The Subject Specialist role involves general oversight (monitoring and evaluating) of this area through school. She will develop the Policy in consultation with the headteacher/staff/governors and recommend INSET as appropriate. The subject specialist will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

School Council

School Council Constitution Objectives

To give pupils the opportunity to be involved in improving school life for everyone.

For pupils to work as partners with staff, developing a caring school community.

To provide all pupils with opportunities to develop skills that will be important throughout their lives.

To involve pupils in solving problems and resolving conflicts

The School Council is made up of elected pupils from each class in the school.

Through the School Council the pupils will be given the opportunity to:

- to share their concerns and act upon them
- learn problem-solving skills.
- take an active part in the management of the school.
- experience a democratic process.
- interview teaching applicants

Our School Council should encourage pupils to develop:

- A sense of ownership over what we do
- Agreement over school issues, such as behaviour
- Responsibility towards the school community and environment

Our School Council should give pupils experience of:

- Planning, organising and monitoring small projects.
- Speaking, listening and debating
- Using negotiation skills
- Basic budgeting and managing money.

Our School Council should prepare pupils for citizenship by:

- Teaching them about roles, rights and responsibilities within the school system and in the community

Role of the Chairperson:

A Chairperson is someone who manages the meeting. It is their job to:

- Run the meeting using the agenda.
- Make sure that councillors who want to speak get the chance to, as sometimes councillors may be shy.
- Watch the time and go through any apologies, making sure that the minutes are accepted and any matters arising are discussed.
- Give all items on the agenda the time to be discussed.

Role of Secretary:

A Secretary is someone who makes sure that the paperwork for the meeting is done. It is their job to:

- Write down the minutes of the meeting.
- Make sure that every councillor has a copy of the minutes before the next meeting.
- Write down the names of the people who are and are not at the meeting.
- Prepare the agenda for the next meeting.

Role of Treasurer

A Treasurer is someone who looks after the money that the School Council has. It is their job to:

- Keep a record of how much money the council has.
- Let the council know how much money they have to spend.
- Make sure the council only spends money they have got.

School Council Procedures

- Meetings are held on Monday mornings) –a minimum of one per half-term.

- An agenda is generated beforehand.
- The representatives are voted on by their classes.
- To have good communication between representatives and their classes and to allocate a report back time after meetings.
- Representatives respect and listen to each other.
- A member of staff acts a link member of the school council and leads initial meetings until roles are appointed and pupils feel comfortable enough to lead the meetings.
- Pupils need to understand that there are sometimes limitations on what the council can achieve.
- Minutes are kept by the secretary.
- A central school council notice board keeps all pupil informed on what is happening.
- Minutes from meetings are added to the school website after each meeting.

The benefits of a School Council

- Pupils feel respected and listened to and learn to listen respectfully to others. This helps everyone get on better.
- Pupils feel that they play an active and responsible part in their community and understand that they can make a difference.
- Pupils enjoy school better and feel more motivated.
- Behaviour improves.
- Pupils become more involved and learn better.
- The school community benefits from changes made e.g., healthier food at lunchtime or better play equipment.

The School Council

The school council will be made up from 1 school council representative from each class and 1 deputy.

The Primary department will be represented by 2 pupils. Each class will elect a class councillor and a deputy.

Councillors will serve for a period of one year but may stand for re-election in subsequent years.

Mrs Clarke has been identified as the link member of staff with the school council and will attend all meetings and support pupils in their roles.

Any fundraising events will be supported by all staff.

Minutes will be taken at each meeting and will be available for anyone to see.

The Head teacher reserves the right to veto any item on the agenda.

Elections will take place annually at the start of September.

Responsibilities of Councillors

Councillors must report back to their class following a school council meeting.

Councillors must act as representatives of their class, only taking issues to the school council that have been agreed by their class.

Councillors will be expected to set a good example in their behaviour. If their behaviour is repeatedly considered inappropriate the class concerned will elect a new representative

Health and Safety

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The teacher is responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their pupils and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures of Evolve for any activity off the school premises.

Inclusion

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible.

