



Coatham Church of England School PUPIL VOICE Policy

Written

Review

Chair of Governors.....

Date.....

Head Teacher.....

Date.....

“Learn not for school, but for life”

Our school is tolerant and caring; it is a place where everyone is accepted. We believe in working together as a real school community, and using our different abilities to support each other and to succeed. Friendship, respect, and fairness are the values that lead us.

Through the learning experiences and opportunities which we offer, we want our children to believe in themselves, deal with set-backs and have clear aspirations for their futures. We want them to realise their potential in all areas of their lives.

We want our children to understand both what their community has to offer them as they grow up, and, what they have to offer it.

We hope that all of our children learn that, whatever they do, they should work at it with all of their heart.

Rationale

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

We therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos.

Student voice and pupil participation activities:

We use a wide variety of opportunities to support pupil participation and promote student voice:

- School Parliament
- Playground Buddies (y5 jobs)
- Anti Bullying Ambassador training and posts (KS2)
- Junior Sports Leaders, training and posts (Y2-16, Sports Partnership and Skip2Bfit)
- Fundraising campaigns (both teacher and pupil initiated)
- Consultations on teacher/school led projects e.g. re: drafting policies relating to behaviour or anti-bullying; evaluation of learning activities/the creative curriculum
- Pupils with additional learning needs or Safeguarding needs are involved in decisions that affect their learning and well-being through their Provision Maps and review meetings. Pupils are also consulted when they have Annual Reviews.
- Pupil questionnaires; focus on safeguarding, curriculum, school developments
- Golden Books to record popular activities

Pupils are informed of the outcome of their involvement.

Curriculum

Children can make contributions regarding the curriculum through the school council and through the use of Golden Books and the Termly questionnaire

We also use teaching and learning activities that enable pupils to focus on how to make informed decisions about their lives, their health and well-being, and the environment, for example Annual Healthy Week, Safety Week, Well-Being Week.

One of the principle means by which pupil voice activity is progressed in school is by the use of the School Parliament; the Parliament enhances and influences positive peer leadership and mutual responsibility throughout the school.

- School Parliament will
- Be a positive forum
- Provide an opportunity for all children to be heard

- Provide a forum for the leadership of the school to listen to children's knowledge and opinions
- Aid communication throughout the school
- Build the children's confidence and self-esteem
- Encourage the children to be active citizens
- Provide the children with a democratic model
- School Parliament will also be used to assist the school with its self-evaluation procedures and enable us to be more accountable to the whole school community

.School Parliament in Practice

School Council organise the recruitment of their own members, using a voting system that involves all pupils of the school, ensuring representation of all year groups.

Every class holds a class council on at least a half-termly basis. This is an opportunity for School Parliament Representatives to discuss the School Parliament agenda, and to gather feedback. School Parliament meetings are scheduled on the school calendar and take at least once every half-term throughout the school year.

Children record their own minutes and notes to share with their peers. Staff on the School Parliament report back to all staff at Staff Briefing meetings.

Involving pupils in their own learning

Pupil participation in their own learning means a range of different things in the classroom. It includes developing projects to reflect interests and needs as expressed by pupils; encouraging pupils' reflection on their own and others' learning; reflection by pupils on the style and content of lessons and opportunities to give feedback to teachers.

Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting.

Benefits of pupil involvement

There is a range of benefits in greater participation. For pupils these include increased self-confidence and feelings of empowerment, and a greater sense of responsibility.

Behaviour has the potential to improve with pupils taking greater responsibility for their own behaviour, as well as improved learning.

We believe that there is a positive impact of pupil participation on their own work and the school environment.

Children's insight into the ways they learn best and the ideas that they have for lesson content and style as well as their ideas on the life of the school should be welcomed. Pupils' learning will improve when their views are taken into consideration. This can only have a positive impact on raising standards.

Developing a whole school approach

To encourage a consistent, positive attitude to pupil participation, Governors and the whole staff should understand the benefits of pupil participation, be clear in their role in terms of supporting pupil participation and be kept well informed about issues being discussed and proposals put forward by the school council and other pupil representative groups.

Monitoring and Evaluation

Pupil participation and pupil voice are monitored and evaluated by the Headteacher in line with other existing procedures for curriculum development.