



## **Wallsend Jubilee Pupil Voice Policy**

### **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.

At Wallsend Jubilee, 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 at Wallsend Jubilee**

There is a wide range of approaches that we are developing at Wallsend Jubilee to support pupil participation and promote student voice:

- School Council forums/Prefects
- Playground Buddies - peer to peer support
- 6R Spies-the eyes, ears and the voice of the school
- Peer marking-as part of Assessment for Learning
- Fundraising campaigns (both teacher and pupil initiated)
- Consultations on teacher/school led projects e.g. re: drafting policies relating to Behaviour or antibullying; evaluation of learning activities/the creative curriculum
- Developing Resources and Facilities-including the school environment
- Pupils with additional learning needs are involved in decisions that affect their learning and wellbeing through their IEPs. Pupils are also consulted when they have Annual Reviews.
- Pupil questionnaires
- Involvement with staff recruitment
- Consultation mechanisms such as surveys, suggestion boxes and circle time

Pupils are informed of the outcome of their involvement.

## **Curriculum**

We also believe in embedding pupil voice into the curriculum, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and wellbeing, and the environment, for example. Extra-curricular and off site activities also gives pupils a scope to explore issues that go beyond academic subjects.

## **School Council**

One of the principle means by which pupil voice activity is progressed in school is by the use of the School Council. We believe that our school council will enhance and influence positive peer leadership and mutual responsibility throughout the school.

School Council 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 Council 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 Council 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 elects at least one School Council Representatives. School Council membership will consist of a member of staff, who will generally chair the meeting and the School Council Representatives.

School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.

At each meeting, those present and absent are noted, and apologies read out. Matters arising from the previous meeting are discussed, followed by business for the meeting in accordance with the agenda. A list of main agenda items is set at the beginning of each term.

At some meetings a guest speaker will be invited. This may be another member of staff, or an outside speaker.

Minutes are recorded and circulated to staff and school council representatives to share with their peers.

School Council organise their own activities and liaise to accommodate these activities on the school calendar. Members of the School Council take part in staff recruitment, forming an interview panel. Student feedback is also gathered, following sample lessons. Members of the School

Council may also represent the school at community meetings and at meetings of the Leadership Team and Governing Body where appropriate.

### **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 at Wallsend Jubilee, the whole staff, including the non-teaching 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 Head teacher in line with other existing procedures for curriculum development.

Date 20.10.18

Review Date 1: 20.10.20

Review Date 2: 20.10.22

Written by R.Hawkins