



‘Where Stars Shine’

Belonging, Ambition, Respect, Kindness

PUPIL VOICE POLICY

Ratified By:	Local Academy Committee	In consultation with:	Senior Leadership Team
Approved by:	 B. Harvey, Co-Chair of Committee	Date:	24th September 2026
Policy Date:	Autumn Term 1 2026	Review Date:	Autumn Term 1 2028
Review Frequency:	2 Years		



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1. Introduction

At Severnbanks School, we believe that every pupil has the right to express their views, be listened to, and influence decisions that affect their education and wellbeing. We are committed to creating a culture where pupil voice is embedded in everyday practice and where pupils are active partners in shaping school life.

Pupil participation supports personal development, enhances engagement in learning, strengthens relationships, promotes inclusion, and contributes to continuous school improvement. We recognise that meaningful pupil voice extends beyond consultation and includes opportunities for collaboration, leadership, decision-making, and evaluation.

2. What is Pupil Voice?

Pupil Voice refers to the systems, structures, and opportunities through which pupils can share their views, experiences, ideas, and aspirations regarding their learning, wellbeing, and wider school life.

Pupil Voice is most effective when:

- Pupils feel safe, respected, and valued.
- Participation is inclusive, meaningful, and accessible to all.
- Feedback leads to action wherever possible.
- Pupils understand how their contributions influence decision-making.
- Staff actively listen and respond constructively.

At Severnbanks School, Pupil Voice is viewed as a key aspect of effective teaching, learning, safeguarding, and school improvement.

3. Aims of the Policy

The aims of this policy are to:

- Promote a culture of participation, respect, and inclusion.
- Enable pupils to contribute meaningfully to decisions affecting school life.
- Support pupils in becoming confident, responsible, and active citizens.
- Develop communication, leadership, teamwork, and problem-solving skills.
- Improve teaching, learning, and wellbeing through pupil feedback.
- Ensure all pupils, including those with additional needs, have opportunities to express their views.
- Strengthen partnerships between pupils, staff, governors, families, and the wider community.
- Provide opportunities for pupils to influence school development and evaluate school initiatives.

4. Inclusion and Equity

All pupils should have opportunities to participate regardless of age, ability, communication needs, culture, ethnicity, gender, disability, background, or personal circumstances.



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Staff will ensure that participation methods are adapted to meet individual communication and learning needs, including the use of visual supports, alternative communication methods, assistive technologies, and differentiated approaches where appropriate.

5. Empowerment

Pupils should understand that their views are valued and can influence change. Participation helps develop confidence, resilience, independence, and self-advocacy.

5.1 Respect

Positive relationships between pupils and adults are fundamental to effective participation. Everyone's views should be listened to respectfully, even when opinions differ.

5.2 Safeguarding

Pupil Voice contributes to safeguarding by ensuring pupils know they will be listened to and taken seriously. Any concerns raised through participation activities will be managed in line with the school's safeguarding procedures.

5.3 Partnership

Pupil Voice is based on working collaboratively with pupils rather than making decisions solely on their behalf. Adults and pupils share responsibility for creating positive change.

5.4 Accountability

The school will ensure that pupils receive feedback about how their views have been considered and any actions taken as a result. Where suggestions cannot be implemented, an explanation will be provided.

6. Outcomes of Effective Pupil Voice

Effective pupil participation should lead to:

- Improved pupil engagement and motivation.
- Enhanced teaching and learning experiences.
- Better wellbeing and inclusion.
- Increased pupil confidence and leadership skills.
- Stronger relationships across the school community.
- Improved school policies, practices, and environments.
- Greater pupil ownership of school improvement initiatives.



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7. Roles and Responsibilities

7.1 Pupils

Pupils are expected to:

- Participate actively in learning and school life.
- Express their views respectfully and constructively.
- Contribute to discussions, consultations, and decision-making opportunities.
- Support peers and value differing viewpoints.
- Take responsibility for their learning, behaviour, wellbeing, and environment.
- Engage positively in leadership and representation opportunities where appropriate.

7.2 Parents and Carers

Parents and carers will:

- Encourage children to participate in pupil voice opportunities.
- Support the development of confidence, responsibility, and positive citizenship.
- Engage positively with school initiatives arising from pupil feedback.

7.3 Staff

All staff will:

- Promote a culture where pupils feel safe to express their views.
- Provide regular opportunities for pupil feedback.
- Use pupil feedback to inform teaching, learning, and school improvement.
- Ensure participation opportunities are inclusive and accessible.
- Communicate outcomes and actions resulting from pupil input.
- Support pupils in developing leadership and self-advocacy skills.

7.4 Senior Leaders

Senior leaders will:

- Ensure pupil voice is embedded within school improvement processes.
- Monitor the effectiveness and impact of participation activities.
- Provide resources, training, and support for implementation.
- Ensure pupil feedback contributes to strategic planning where appropriate.

7.5 The Local Academy Committee

The Local Academy Committee will:



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- Monitor the implementation and impact of this policy.
- Promote the importance of pupil participation across the school.
- Maintain regular engagement with pupil representatives.

8. Pupil Voice Activities

Pupil Voice opportunities may include:

School/Inclusion Councils

The School Councils serve as a key forum for consultation, discussion, and school improvement initiatives.

Eco Council

Pupils contribute to environmental awareness, sustainability projects, and school improvement initiatives linked to environmental responsibility.

Head Pupils and Student Leadership Team

Leadership roles provide opportunities for pupils to represent their peers, contribute to school development, and model positive values.

Surveys and Questionnaires

Regular surveys will gather feedback on teaching, learning, wellbeing, behaviour, enrichment activities, and school improvement priorities.

Focus Groups and Consultation Events

Targeted discussions may be used to gather views on specific projects, policies, curriculum developments, or environmental changes.

Recruitment Activities

Where appropriate, pupils may contribute to staff recruitment processes through tours, discussions, interview panels, or feedback activities.

Peer Leadership Opportunities

These may include:

- Play Leaders
- Sports Leaders
- Digital Leaders
- Reading Ambassadors
- Wellbeing Ambassadors
- Eco Representatives
- Classroom Voice

Pupil participation should be embedded within daily classroom practice through:

- Assessment for Learning
- Self-assessment and peer assessment



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- Learning conversations
- Co-construction of success criteria where appropriate
- Reflection and evaluation activities

9. Curriculum and Learning

Pupil Voice is integral to teaching and learning across all key stages.

Opportunities for participation will be incorporated into curriculum planning, including:

- Personal Development
- PSHE
- Citizenship
- Social, Moral, Spiritual and Cultural (SMSC) education
- British Values
- Careers Education
- Enrichment activities

Teachers will encourage pupils to reflect on their learning, set personal goals, evaluate progress, and contribute to decisions about learning approaches where appropriate.

10. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- School Council records and action plans.
- Pupil surveys and feedback.
- Learning walks and classroom observations.
- Participation rates across different pupil groups.
- Governor meetings and reports.
- School improvement planning processes.
- Annual review of pupil voice activities and impact.

The school will seek evidence that pupil participation leads to meaningful outcomes and contributes to continuous improvement.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office