



WHERE STARS SHINE

PUPIL VOICE POLICY

Policy Lead Committee: Local Academy Committee

In consultation with: Senior Leadership Team

Approved by:

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1. UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 28

All children have the right to a primary education. Discipline in schools should respect children's dignity. Young people should be encouraged to reach the highest level of education of which they are capable

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

2. What is Pupil Voice?

Pupil Voice is the set of systems through which young people are enabled to give their opinions and suggestions on School life in an open, honest, secure yet constructive way.

At Severnbanks School we believe that all pupils are entitled to contribute actively in shaping the educational experience they, and their fellow students receive. Effective delivery of this policy will give them the opportunity to do so. As well as assisting in young people's learning and social development, such involvement is also of active benefit to the school's performance. We are committed to placing Pupil Voice at the centre of learning at Severnbanks School.

3. Aims of the Policy

- To facilitate active pupil engagement in learning and the wider life of Severnbanks School and the local community
- To nurture the skills and attitudes required to develop responsibility, independence, teamwork and communication skills through relationships between pupils and staff
- To embed a culture where students have high expectations of themselves, their peers and staff
- To design appropriate curriculum and extracurricular opportunities for pupils to formally voice their views within and beyond the curriculum.

4. Key Principals

Entitlement: Children have a right to participate and to be listened to.

Empowerment: All children need to feel that they are valued and important and can make a difference. Being consulted and allowed to make choices from an early age helps to develop emotional growth and self-awareness. Directly involving pupils in their education enhances their engagement and promotes learning. This expands their horizons and increases the choices open to them about their future. It helps to ensure that the education they receive is relevant to their needs.



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Equal Opportunities: Consulting effectively with pupils is challenging for staff, particularly when communication with younger children, those with significant learning difficulties and those who have become disengaged from education for a number of reasons. In order to make this a meaningful task, attention must be paid to language so that young people understand what is available and can make informed choices. The curriculum needs to be properly differentiated and resourced to address pupil's individual learning patterns and interests. Alternative options needs to be properly resourced to allow each child, wherever possible, to fulfil his/her potential.

Raising Attainment: Pupil Participation can help to raise academic standards. Progress is also supported by a curriculum that meets all individual needs. Careful consideration should be given to pupils' groupings to ensure that those with learning, emotional, social or behavioural difficulties do not feel marginalised or de-motivated.

Protection: Promoting pupil participation is an important aid to their self-protection. Apart from parents and carers, it is staff in schools that are best placed to notice early signs of distress and symptoms of abuse. A recurrent theme of successive inquiries into abuse has been the failure to listen to children.

Democracy: Involving pupils in decisions about their learning and the educational environment will help to prepare them for making important choices as adults. Giving more power to pupils can lead to more motivated and engaged children.

Respect: Pupil Participation can only flourish in an environment where teachers and other staff have a shared sense of responsibility for supporting and learning from one another and where young people are encouraged to build collaborative relationships with their peers.

5. Key Components for an Effective Pupil Voice

- A safe environment where pupils views are collected in a structured way.
- Clear parameters to the areas of Severnbanks School life where Pupil Voice is appropriate and useful.
- Visible outcomes to Pupil Voice exercises.
- All staff, particularly teachers, feel secure about and supportive of the Pupil Voice policy.
- A shared understanding of expectations and standards.
- A common language of learning amongst all members of Severnbanks School community.
- Students who are empowered to be active learners.

6. Roles and Responsibilities

6.1 Pupils



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- To engage fully in their learning, developing a fuller understanding of their own progress and the importance of their contribution to Severnbanks School's development.
- To take part constructively and responsibly in self and peer assessment exercises and in the evaluation of Severnbanks School activities.
- To contribute to School discussions within and beyond their class group, improving verbal communication and discussion skills and developing their ability to negotiate, compromise and operate as effective team members.
- To take responsibility for their environment, academic progress, behaviour and active involvement in both school and wider community life.

6.2 Parents and Carers

- To support the policy by encouraging their children to be active and constructive participants in Pupil Voice projects
- Teachers
- To regularly seek student feedback regarding teaching and learning activities through formal (e.g. questionnaires/surveys) and informal (e.g. conversations) to encourage and make use of Pupil Voice.
- To use a wide range of assessment for learning techniques, in particular self and peer assessment, to encourage discussions about targets, progress and standards.
- To enable pupils to participate in the creation of the School Development Plan and review its progress.
- To promote opportunities for students to take ownership of their learning.

6.3 Local Academy Committee

- To support projects and development of the Pupil Voice policy.
- To identify a link Committee member to meet with the School Council to discuss initiatives, fundraising projects and actions from the School Development Plan.

7. Student Voice Activities

- Head Boy / Head Girl and Deputy Head Boy / Deputy Head Girl / Committee member School Council/Eco Council - The Council will be a key mechanism for discussing and deciding upon issues of whole school importance. The Council has its own constitution.
- Enterprise
- Play leaders - Pupils will be trained to act as play leaders to support break and lunchtime activities.
- Interviewers - There will be an exercise involving pupils as part of the appointments process for all staff.
- Surveys - All pupils will be expected to play a full part in on going surveys across curriculum areas.



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8. Schemes of Learning

Every scheme of learning, throughout all key stages, will include cross-curricular activities to deliver Social, Moral, Spiritual and Cultural; specifically including Citizenship and PSHE. Within these activities will be a range of Student Voice centred skills development and it is through this mechanism that all academic departments will contribute to the development of Pupil Voice.

Assessment for Learning and Learning to Learn are fundamental to the planning of lessons in all curriculum areas and are foundations for the effective development of Pupil Voice.

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

Paper copies are available on request from the School Office.