



PUPIL VOICE AND PARTICIPATION POLICY

Date	Actions Taken	Person Responsible
01.03.21	Policy prepared	C Stubbs / J Neal
21.06.21	Policy ratified	S.I. Committee
20.06.22	Policy ratified	S.I. Committee
19.06.23	Policy ratified	S.I. Committee

Queens' Federation Pupil Voice and Participation Policy

Introduction

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 the Queens' Federation, we 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.

Pupil Voice and Pupil Participation

There are a wide range of approaches at the Queens' Federation to promote pupil voice and support pupil participation:

- House Captains
- Sports Leaders
- Student Lighthouse Leaders
- Digital Leaders
- Peer Mediators
- Librarians
- Eco Leaders
- In class leadership roles
- Fundraising campaigns and pupil led enterprises
- Consultations on teacher / school led projects
- Pupil questionnaires
- Pupil assessment of learning
- Pupil involvement
- Consulting pupils on their targets and progress
- Pupils with additional needs are consulted when they have 'annual reviews'

Curriculum

Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their own opinions. Pupils are encouraged to reflect on their own learning and identify future goals in collaboration with school staff. This assessment for learning encourages a view of assessments as an essential part of everyday classroom practice involving teachers and pupils in reflection, dialogue, decision-making and target setting.

Pupils also have opportunities to input and plan for specific tasks and activities. This may include developing projects to reflect interests and needs as expressed by pupils or may be activities such as what 'game' to organise for the Christmas Fair or what to plant in the garden. Extra-curricular activities such as 'Eco Leaders' give pupils scope to explore and discuss issues that go beyond academic subjects.

Integrated into our curriculum are 'The Seven Habits of Effective People.' These highly effective habits enable our children to develop the leadership and life skills needed to contribute positively to the world at large. At the Queens' Federation, we believe that everyone can be a leader and their voice can be heard.

School Council (Lighthouse Leaders)

One of the principal means in which pupil voice is heard and used in school is through the use of the Lighthouse Leaders. Our Lighthouse Leaders promote democracy, positive peer leadership and mutual responsibility throughout the school.

Lighthouse Leaders will...

- Be a positive forum for pupil voice
- Provide a structured opportunity for pupil-leadership dialogue
- Provide a forum for pupils to instigate change in respect of elements of school life e.g. school meals, playground equipment, fundraising activities
- Encourage the children to be active citizens
- Provide a feeling of self-worth and mutual respect for pupils

Developing a Whole School Approach

Staff understand the importance in involving pupils in all aspects of their education and learning. Pupil views are always valued. Time is given to seeking out and listening to the views of individuals and to taking these views into consideration in a decision-making process. Opportunities for peer mentoring and support are provided, as are extra-curricular opportunities, many of which are run in response to pupil's requests.

Charity events and fundraisers are usually led by one of the pupil leadership groups. They are planned in conjunction with pupils, thus giving them ownership and pride in what they achieve. All members of school are kept well informed about issues being discussed and proposals put forward by the school council and other pupil representative groups.

There are a range of benefits in pupil 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 also a positive impact of pupil participation on their own work and the school environment.

Monitoring and Evaluation

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