

PUPIL/STUDENT VOICE POLICY

Percy Hedley Education Services

Pupil/Student Voice Policy	Issue date: November 2018	Version No: V0.1
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Policy Control/Monitoring

Version:	V.01
Approved by: (Name/Position in Organisation)	Carole Harder CEO May 2019
Date:	
Accountability: (Name/Position in Organisation)	Heads of Education Services
Author of policy: (Name/Position in organisation)	Katie Murray Head of School
Date issued:	November 2018
Revision Cycle:	Bi-annually
Revised (Date):	
Target audience:	This policy is applies to all members of the educational community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/college Governors).
Amendments/additions	
Replaces/supersedes:	
Associated Policies: (insert hyperlinks)	
Associated National Guidance	

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Document status	This document is controlled electronically and shall be deemed an uncontrolled document if printed. The document can only be classed as 'Live' on the date of print.
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Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.

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Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
V0.1	November 2018	Katie Murray Head of PHS	Approved	Regulatory requirement

Roles & Responsibilities

Role	Responsibility
Chief Executive	Overall responsibility
Heads of Education Services	To ensure the appropriate the deployment of this policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance.
All staff	Adherence to this policy.

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1. Introduction

This policy outlines our approaches to listening to the views of our pupils/students.

2. Definition

The term 'pupil/student voice' refers to ways of listening to the views of pupils/students and / or involving them in decision making.

3. Purpose

At Percy Hedley we believe that children and young adults should be active participants in their own learning that their opinions should be heard and valued both in our schools and college as well as the wider community. We therefore actively seek ways to engage pupils/students and encourage them make a contribution.

4. Scope

This policy is applies to all members of the school community (Teachers/Tutors, Therapists, Support Staff, Parents, Pupils/Students and members of the schools/College Governors).

5. Principles

5.1 Student Voice and Pupil Participation at Percy Hedley Education sites.

There is a wide range of approaches used across school/college to support pupils/students of all ages and abilities to engage in pupil/student participation and promote the pupil/student voice:

- School/College Council
- Peer mentoring
- Young leaders award
- Pupil/Student contribution to annual review
- 1:1 therapy
- Student led enterprises
- Suggestions boxes
- Pupil/student assessment of learning
- Consulting pupils/students on their therapy targets and IEPs

5.2 Therapy

Therapies (OT, Speech and Language and Physiotherapy) form an integral part of pupils/students education at Percy Hedley. Where appropriate, pupils/students are asked to provide input into target setting by identifying their own priorities for

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improvement and discussing the impact of this work. This allows pupils/students to work on areas they value and increases motivation.

5.3 The Curriculum

Embedded into the curriculum are teaching and learning opportunities where pupils/students are asked to consider and share their own opinions. They have opportunity to plan their own activities within a topic remit and to share work with the rest of the school/college in assemblies. Pupils/students are encouraged to reflect on their own learning and identify future goals in collaboration with teachers/tutors and support staff.

5.4 School/College Council

School/College council promotes democracy, leadership and mutual responsibility throughout the school. Elected class representatives meet termly. The process of school/collegecouncil provides:

- A positive forum for pupil/student voice.
- Structured opportunity for pupil/student-leadership dialogue.
- Pupils with an insight into democracy.
- A forum for pupils to instigate change in respect of elements of school/college life, e.g. school meals, social areas, outdoor equipment.
- A feeling of self-worth and mutual respect for pupils.

5.5 Whole School/College approach to Pupil/Student Involvement

Staff understand the importance in involving pupils/students in all aspects of their education and learning. Pupil/students views are valued and time is always given to seeking out and listening to the views of individuals and to taking these views into consideration in any decision-making. Pupils/students routinely give their own contributions to their annual review meetings and take a central role in transition planning. Opportunities for peer mentoring and support (e.g. young leaders) are provided, as are extra-curricular clubs, many of which are run in response to pupil/student requests.

Charity events and fundraisers for the school and for local and national charities (e.g. Children In Need) are planned in collaboration with pupils/students, thus giving them ownership and pride in what they achieve.

Percy Hedley is committed to the promotion and protection of children's/young person's rights in line with the United Nations Conventions on the Rights of the Child. We believe that all children and young people should have opportunities to express their opinion in

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matters that affect their lives and strive to ensure that they are provided with learning opportunities that equip them to do so as effectively as possible.

6. Monitoring and Compliance

Overall responsibility for the operation of the procedure lies with the Chief Executive, supported by Heads of Education Services.

This policy will be reviewed on an annual basis and updated accordingly. It is the responsibility of the Heads of Education to implement and ensure compliance with this policy and the responsibility of all members of the educational community adheres to this policy.

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