

## Student Voice Minutes

Before the meeting started, Mrs Wilkes mentioned a Youth Voice event being run by Bucks CC. Please see the flyer on the Student Voice section of our [website](#) if you would like further information.

Over the summer, a question was raised via the Student Voice email address ([studentvoice@ahs.bucks.sch.uk](mailto:studentvoice@ahs.bucks.sch.uk)) about the mention of shoulders having to be covered in the dress code for Mufti Days. We have clarified this to say that sleeveless tops are acceptable as long as spaghetti straps are avoided. The amended dress code can be found [here](#). Please continue to use the Student Voice email to ask questions or give feedback that we run out of time for in meetings.

Black notes came from KS4/5 meetings, [blue notes from KS3 meetings](#).

### 1. When faced with a challenge what support is available to young people?

#### Notes

- Childline - good because it's confidential
- Support staff at school
- Friends and family
- Teachers, Head of Year/Key Stage, Mrs Westcott, Matron
- Peers
- Form tutor
- Family, catch up clubs
- See 3 before me
- L4L lessons

#### Actions and Feedback

- Useful links to external agencies can be found on the school website. Go to Students/Student Support/Welfare/Information for Students.
- Childline's Confidentiality Promise states:  
*Confidentiality means not telling anyone else about what you've said. So whatever you say will be just between you and Childline. And you can feel safe talking to us, knowing that no one else will find out. But sometimes, if we're worried about your safety, we may need to get you help.*  
*We'd only need to say or do something if:*
  - you ask us to
  - we believe your life or someone else's life is in danger
  - you're being hurt by someone in a position of trust who has access to other children like a teacher or police officer
  - you tell us that you're seriously harming another person.

## 2. Do you feel that some young people ask for support without trying to overcome challenges for themselves?

### Notes

- No - people try before asking. Most people would ask a friend or family member first
- Some students may not ask enough out of embarrassment
- It depends on the person
- Some of us are unsure whether to trust teachers
- It's 50:50 - some do, some don't
- It depends on the situation
- Most go straight to teachers; teachers are more approachable so students more inclined to ask for help
- Most people said yes to this question

### Actions and Feedback

- It's important to encourage each other to overcome challenges. With some things, you need some adult support but question whether you can help yourself or each other first.

## 3. How can young people be empowered to seek support that will enable them to take responsibility for the challenge that they are facing?

### Notes

- Advertise confidentiality
- We would like asking for help to be more relaxed and normalised
- There can be stigmas attached to asking for help
- Active tutoring style talks with teachers work really well
- Show examples of where asking for help has helped
- Subject clinics (eg Chemistry) are very helpful but not enough subjects offer these. Most teachers simply tell students that they can find them or email them if they have an issue with work but finding them can be difficult and emailing them and waiting for a reply can be inefficient. It would be useful if more subjects ran regular help sessions.
- Easier help should be accessible
- Helping people help themselves
- Support people should not just be given to them as it makes it too easy
- Triage for the most appropriate form of help

### Actions and Feedback

- We will discuss Subject Clinics with the Year 13 Subject Ambassadors and Subject Team Leaders to ask them to consider how best additional support can be offered. We do not want to overload you with drop in clubs as taking some time out at lunch to relax or attend an extra-curricula activity is vital for healthy wellbeing. To 'normalise asking for help', students need to ask for subject related support in the classroom.
- In a similar way to Childline and other organisations, school staff cannot promise confidentiality as they have a duty to keeping young people safe. See further guidance below.

#### 4. How can we improve the awareness of student support available at AHS to encourage self-motivation?

##### Notes

- Assemblies and talking in form time
- Video clips in assemblies
- There is already good awareness
- More awareness on how to talk and what help will be given
- Let students know what the help looks like - is it a chat, is it a referral?
- An expectation on teachers replying in time
- Making it really clear when confidentiality is applicable
- If confidentiality needs to be broken, the student is informed and they can outline what information is imparted
- Notices in assembly and posters in common places
- Card/poster for everyone to have on them at all times to know who to call/go to
- Put in registration weekly plan and in tutor notices
- Short video to show
- Posters in toilets need to be updated and brightly coloured
- Regular clubs for support
- Made clear that you can ask for help for everything
- Constant reminders
- Let us know what you get from each service

##### Actions and Feedback

- There was an Accepting Support assembly earlier this term and two more are scheduled in for the second half of Autumn Term: Anti-Bullying Week and Peer Support. We will continue to include these sort of topics in assemblies.
- Many clubs already exist and are advertised in the Clubs Booklet on the website and on the clubs noticeboard in the Tower Block.
- In addition to the noticeboard outside Mrs Westcott's office which details the support on offer in the school, there is a noticeboard opposite the House noticeboards in the long corridor.
- Instead of a card to keep on you, you could take a picture of the Student Information section of the school website so that you always have these important contact numbers on you. Our experience tells us that cards get lost and you are more likely to have your phone on you.
- HEART Ambassadors will start to share information about clubs/support with Heart reps to feedback with you more regularly.
- We will further advertise where to find Mrs Westcott and how to make an appointment with her.

## **Definition of Confidentiality**

The dictionary definition of confidential is "something which is spoken or given in confidence; private, entrusted with another's secret affairs". When speaking confidentially to someone, the confider has the belief that the confidant will not discuss the content of the conversation with another. The confider is asking for the content of the conversation to be kept secret. Anyone offering absolute confidentiality to someone else would be offering to keep the content of his or her conversation completely secret and discuss it with no one.

In practice absolute confidentiality is not offered in school. A balance needs to be struck between ensuring the safety, well-being and protection of pupils and members of staff, ensuring there is an ethos of trust where pupils and members of staff can ask for help when they need it and ensuring that, when it is essential to share personal information, good child protection practice is followed.

This means that in most cases what is possible is limited confidentiality. Disclosure of the content of a conversation could be discussed with professional colleagues; but the confider would not be identified except in certain circumstances.

**The general rule is that members of staff should make clear that there are limits to confidentiality, at the beginning of the conversation. These limits relate to ensuring children's safety and well-being. The pupil will be informed when a confidence has to be broken for this reason and will be encouraged to do this for herself whenever this is possible.**