



Pupil Voice Policy

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Introduction

Pupil Voice provides opportunities for young people to have their individual, group and collective voice heard. Pupil Voice includes consultation on school development planning, relevant policies, learning, pastoral care, pupil leadership roles, extra-curricular activities and issues that impact on all young people.

Pupil Voice also seeks out pupils' ideas for improvement by encouraging evaluation and self-reflection. It is important that young people are encouraged to articulate their opinions and feel that their thoughts and ideas are listened to.

Being listened to and the hope that your thoughts and feelings will be considered is a fundamental need of all humans and it builds both self-confidence in the young person and confidence that the community they are part of will meet their needs.

The aim of the Pupil Voice Policy is to outline key areas for young people and adults to work together to ensure that the school community has an ethos and environment that meets the needs of all the young people.

Participation plays a fundamental role in the development of a strong Pupil Voice.

It involves:-

- Participation in the decision-making process that affects young people.
- Participation in discussions so that young people's thoughts and ideas are listened to and acted upon.

Objectives

- Develop pupils as individuals, by giving young people opportunities to build confidence and inter-personal skills required to articulate their voice.
- Develop pupils as contributors to society, by giving young people opportunities to share their thoughts and take action on issues that impact them.
- Develop pupils as contributors to the economy and environment, by giving young people opportunities to develop their employability skills.

Roles and Responsibilities

It is the role of all staff to develop young people as individuals, contributors to society and contributors to the economy and environment.

Teachers have a responsibility to provide opportunities for young people to articulate how they feel about their learning and their experiences in school as part of the self-evaluation process.

Pupils have a responsibility to reflect on issues that affect them and share these reflections in forums focused on school self-improvement.

Rationale

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) highlights the right of all children and young people to have their opinions taken into account when adults are making decisions that affect them.

Bangor Academy and Sixth Form is committed to embedding the values and principles of the UNCRC into our ethos, policies and practices.

Every School a Good School states that good practice will have 'a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views'.

The Inspection and Self-Evaluation Framework states that effective quality of provision regarding guidance and support will include opportunities for 'pupils' views on aspects of school life to be sought, valued and acted upon'.

It also states that effective leadership and management with regard to 'the school development planning process is: underpinned by a strong guiding vision for the school; informed to good effect by current educational research and DE policy; a rigorous analysis of a range of data; and devised in consultation with pupils, parents, staff and governors.

Whole School Approach to Pupil Voice

- Pupil Leadership Roles e.g. School Council, Senior Leadership Team and Peer Mentor opportunities. Pupils given the opportunity to present annual feedback to SLT.
- Senior Leadership Team e.g. as part of individual roles and initiatives
- Classroom Teacher e.g. during lessons, following assessments, marking for improvement, after trying new resources and the completion of a topic
- Classroom Assistant e.g. listening to pupils concerns regarding learning and to best support them
- Form Tutor e.g. BA Plus data provides opportunities for pupil input into their performance, School Council discussions, issues arising in form time
- Heads of Department e.g. feedback in class, marking for improvement, evaluation of trips / events / units of work etc
- Heads of Year e.g. individual consultations, Pupil Behaviour Profile, induction, mentoring, events, speakers
- Support Staff e.g. learning technicians, canteen, medical, facilities management, study supervisors and administration staff.

Opportunities for Pupil Voice Participation

There are many opportunities for Pupil Voice participation at Bangor Academy and Sixth Form College. The table below provides a range of opportunities within the academic year for the development of effective pupil voice participation.

The opportunities are linked to school development planning, policies, learning, pastoral care, leadership opportunities, extra-curricular activities, issues or 'hot topics' and the generation of ideas for improvement.

Participation can take many forms including oral and written dialogue focused on reflection and improvement in learning, informal discussions, pupil evaluations across every department, pupil surveys and school council forums.

Pupils' participation should be embedded into all aspects of school life including learning, pastoral care, the strategic and operational leadership of Bangor Academy and Sixth Form College.

Area	Opportunity
Learning	• Marking for Improvement opportunities within the classroom and online via Google Classroom which allows pupils to engage in dialogue with their teacher on how best to move their learning forward. • Year 10 and 13 Option Choice Discussions / Feedback • Year 12 Target Setting Discussions / Feedback • Feedback from events / field trips • Parental Consultation (accompanied by young person) • Subject specific review carried out throughout the whole school
Pastoral Care	• Pastoral Care Team – discussions with pupils regarding individual concerns / issues • Pupil Behaviour Plans involve input from the pupil • P7 Visits to Primary Schools and discussions with pupils – Transition • 6th Form Discussions / Interviews – Transition • SEN – Annual Reviews to include pupil views • SEN – Pupil Learning Plans are created with pupils and have opportunities for pupil comments
School Council	School Council ▪ Represent the views and opinions of their year group at School Council meetings. ▪ Take action to make appropriate improvements for the school community. ▪ Feedback on curriculum through subject specific surveys ▪ Annual feedback on school experiences through seeking feedback in form classes. ▪ Review Pupil Voice policy ▪ Review policies that directly impact pupil behaviour and performance
Leadership	<u>Pupil Leadership Team</u>

Opportunities	• There will be a team consisting of Head Boy, Head Girl, Deputy Head Boys and Girls, Assistant Head Boy and Girls <u>Prefect and Senior Prefect Teams</u> • 6th Year pupils are encouraged to volunteer for these positions • Prefects will be required to complete duties around the school. Duties will include form class assistance, lunch duty or after school homework assistance. • Prefects may also volunteer to specialise in an area such as house captains, reading partnership, librarians, numeracy leaders, eco warriors, anti-bullying or mental health.
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Consultation

The Pupil Voice Policy was written in consultation with the School Council and pupil focus groups.

Communication

The Pupil Voice Policy will be communicated to pupils, parents, staff and the Board of Governors on the school website. A hard copy of the policy is available on request.

Monitoring and Review

The Pupil Voice Policy will be monitored and reviewed regularly by the School Council.

Inclusion and accessibility statement

This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

If you require this document in an alternative format, such as large print or a coloured background, please contact us on policies@bangoracademy.org.uk