



Ashfield Girls' High School



“Each different. Each talented. All valued.”

Pupil Voice Policy

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Pupil Voice Policy

At Ashfield Girls' we encourage the ethos 'Each Different, Each Talented, All Valued'. In order to ensure that this is upheld, it is vital that pupils provide input and direction into school matters. Pupils need to be active participants in their own education and feel that their opinions are heard. We seek ways to listen to the views of our pupils, including them in decision making processes with the belief that they will make a positive contribution to the school.

Pupil Voice provides opportunities for young people to have their individual, group and collective voice heard. Pupil Voice includes consultation on the School Development Planning, feedback on relevant policies, input into learning, reviewing pastoral care, undertaking pupil leadership roles, and participating in Extra-Curricular activities.

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.

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 peoples' thoughts and ideas are listened to and acted upon.

Aims of the Pupil Voice Policy

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.

Objectives

This links closely to the school mission statement 'challenging young people today, creating women of value for the future'.

- 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.

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. Ashfield Girls' High School 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'.

Opportunities for Pupil Voice Participation

There are many opportunities for Pupil Voice participation at Ashfield Girls' High School. 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, suggestion boxes, pupil surveys, focus groups and Student Council forums. Pupils participation should be embedded into all aspects of school life including learning, pastoral care, the strategic and operational leadership of Ashfield Girls' High School.



Area	Opportunity
School Development Planning	Pupils identifying issues to be included on the School Development Plan Pupils attendance at Senior Leadership Team meetings Pupils involved in the review of the School Development Plan
School Policies	Pupils involved in the creation and review of the Pupil Voice Policy Pupils involved in the review of key policies e.g. Positive Policy, Anti-Bullying Policy, Relationships and Sexuality Policy, Attendance Policy, Teaching and Learning Policy, Special Educational Needs (SEN) Policy.
Learning	Marking for Improvement opportunities within the classroom (oral and written) will allow pupils to engage in dialogue with their teacher on how best to move their learning forward. Mid / End of topic feedback sheets (with teacher or HOD) Mid / End of topic focus groups (with teacher or HOD) Year 10 Option Choice Discussions / Feedback Year 12 Target Setting Discussions / Feedback Year 13 Options Choice Discussions / Feedback Feedback from events / fieldtrips Work Experience Visit Feedback Parental Consultation (accompanied by young person) Whole school surveys
Pastoral Care	Pastoral Care Team – discussions with pupils regarding individual concerns / issues P7 Visits to Primary Schools and discussions with pupils – Transition 6 th Form Discussions / Interviews - Transition SEN – Annual Reviews to include pupil’s views SEN – Individual Education Plans are created with pupils and have opportunities for pupil comments Investors in Pupils – annual review of progress Rights Respecting Class Charters are created by pupils in Learning for Life and Work Classes Review of Preventative Curriculum involves pupils.
Student Council	Student Council Representatives <ul style="list-style-type: none"> • Voting for Student Council representatives • Participate in the creation and review of the Pupil Voice Policy • Seek the views of the young people in their year group through the Student Council and feedback activities. • Represent the views and opinions of their year group at Student Council meetings. • Take action to make appropriate improvements for the school community.



Anti-Bullying Ambassadors	<p>Anti-Bullying Ambassadors</p> <ul style="list-style-type: none"> • Participate in the review of the Anti-Bullying Policy • Review and agree actions to promote the role of the Anti-Bullying Ambassadors • Work to reduce the number of bullying incidents • Work in partnership with the Student Council
Digital Leaders	<p>Digital leaders</p> <ul style="list-style-type: none"> • Participate in the review of the E-Safety Policy • Review and agree actions to promote the role of the Digital Leaders • Work to highlight safe practices online
Eco-School Committee	<p>Eco-School Committee</p> <ul style="list-style-type: none"> • Participate in the activities to promote a more environmentally friendly school environment • Work in partnership with the Student Council
House Representatives	<p>House Representatives</p> <ul style="list-style-type: none"> • Agree a programme of events / competitions to achieve house points • Assist in arranging events such as Sports Day
Charities Committee	<ul style="list-style-type: none"> • Agree a programme of events for fundraising • Agree charities
Peer Mentors	<p>Peer Mentors</p> <ul style="list-style-type: none"> • Support younger pupils in form time to help the transition into Year 8
Reading Partnership	<p>Reading Partnership Buddies</p> <ul style="list-style-type: none"> • Support younger pupils to help improve literacy and confidence in reading
Leadership Opportunities	<p>Prefect Team</p> <ul style="list-style-type: none"> • Head Girls and her deputies are involved in school events and initiatives • Work in partnership with the Student Council <p>Form Captains</p> <ul style="list-style-type: none"> • Form Captains are voted in by each Form Class. <p>Student Council Chair and Vice Chair</p> <ul style="list-style-type: none"> • As voted for by the Student Council
School Librarians	<p>School Librarians</p> <ul style="list-style-type: none"> • Work independently to manage the library at lunchtimes for other pupils



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.

Whole School Approach to Pupil Voice

Pupil Leadership Roles e.g. Student Council, Anti-Bullying Ambassadors, Prefect Team, Peer Mentoring, Reading Partnership, Digital Leaders, Librarians and Eco Committee.

Senior Leadership Team e.g. school development planning and attendance at SLT meetings

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

Classroom Assistant e.g. listening to pupils concerns regarding learning and to best support them

Form Tutor e.g. Investors in Pupils (attendance / target setting), Student 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 Progress e.g. individual consultations, induction, mentoring, events, speakers

Support Staff e.g. learning technicians, canteen, medical, facilities management, study supervisors and administration staff.

Designated Teacher / Deputy Designated Teachers e.g. Safeguarding and Child Protection Policy and Procedures.

Consultation

The Pupils Voice Policy was written in consultation with the Student 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 web site. The Pupil Voice Policy will also be communicated to pupils by the Pastoral Team. A hard copy of the policy is available, on request.

Monitoring and Review

The Pupil Voice Policy will be monitored and reviewed every two years by the Student Council.







Challenging girls today; creating women of value in the future



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