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Lanesend Primary School

Pupil Voice Policy 2020 Pupil Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Trustees)

Review Date: April 2023 (Every 3 Years)

Reviewed By: Family Support Team and Child Centred Group

Lanesend Primary Pupil Voice Policy

Pupil Voice Policy – How we listen to you and respond to what you say

Rationale:

The United Nations Convention on the Rights of the Child, Article 12, states that children should be free to express their views on issues which concern them. Children have the human right to have opinions and for these opinions to be heard and taken seriously.

Ofsted provides pupils with opportunities to give views about their education as part of the inspection process and supports Article 12 of the United Nations Convention on the Rights of the Child, which gives children the right to put forward their views and ensure that those views are taken seriously.

The Education and Skills Act 2008 states that the governing body of a school must consider any relevant views expressed by pupils when making certain decisions, taking into account the age and understanding of pupils.

Listening, hearing and responding to ‘Pupil Voice’ at Lanesend Primary School:

The culture, values and ethos of Lanesend Primary School ensures that every pupil is placed at the heart of the school’s work – every ‘Pupil Voice’ is important, listened to, valued and heard.

Listed below are some of the many ways in which living and embracing a ‘Pupil Voice Culture’ is visible in Lanesend Primary School:

- **‘Pupil Voice’ is prioritised, acknowledged and valued**

Pupils are able to easily access adult support in school – being able to talk to Mrs Sice, members of the Senior Leadership Team, Class teams, the AEN team, Family Support Team, Office Teams, MSA’s, Mentors – indeed every adult in the school setting. The whole school team embraces an ethos of ‘Putting Children First’ placing value and commitment to putting early help in place and responding to pupil needs as they arise

- **Pupil Council**

The aim of the Pupil Council is to give pupil’s a voice, to provide a forum to express the ideas and opinions of pupils, to strive for good citizenship, to respect everyone in the school community, to involve all pupils in working to make the school the best it can be and to foster cooperation among pupils.

Annually, prospective council representatives present reasons for wanting to join the Pupil Council to their class and the class vote on their chosen representative and deputy.

The Pupil Council is made up of one pupil representative from each class.

The Chair of Trustees, Deputy Head Teacher and the Family Support Assistant support Pupil Council meetings.

- **Election of Head Boy and Head Girl**

Year six pupils are invited to participate in a campaign to run for the position of Head Boy and Head Girl. Votes for these roles are made by all pupils and staff.

- **Emotional Support**

Staff provide emotional support for pupils across the school. Staff run group provisions and deliver personalised interventions across each year group, within which, the voice of the pupil is heard and appropriately supported.

- **Anti-Bullying Ambassadors**

Anti-Bullying Ambassadors are appointed annually from year one to year six classes. Anti-Bullying Ambassadors meet termly and have a presence in school, making use of the Anti-Bullying display board and through their involvement in producing and communicating the school Anti Bullying Policy.

The Anti-Bullying Ambassadors have tabards that they can wear in and around school to promote their role.

- **Debates/voting assemblies**

Regular debates are held in school seeking the views of all pupils.

- **Circle Time/Carpet Time/News Time**

Each class makes use of a 'circle time' style approach to support pupils in developing skills in reciprocal listening and peer relationship building.

- **Pupil participation within Family Support meetings**

Pupils are invited to take part in Family Support meetings – typically attending for a section of the meeting which is pitched at an age appropriate level, enabling their views to be heard and supporting the pupil to feel part of the process. If the pupil does not attend the meeting, Pupil Views are gathered in advance of the meeting using a 'Pupil Voice' template and these views are shared by the meeting chairperson on behalf of the pupil.

- **Pupil Voice template - used across the whole school**

The Pupil Voice form is used to gather information for Family Meetings and also as a resource to support pupil's during 'check-ins'.

- **Pupil attendance and input within Pupil Progress Meetings**

Pupils are invited to attend all Pupil Progress meetings so that their input is central to progress discussions and the agreement of next steps of learning.

- **Documented Pupil Input and Feedback**

Pupil views are sought and recorded on many aspects of school life – some examples include: Intervention feedback, Learning Passports, Progress Reports, Annual Reports, Self-Assessment and for children with an Education Health Care Plan (EHCP) views are captured within Annual Review questionnaires.

- **Check In's – Individual and Whole Class**

Within school there is a culture of 'checking in' with groups and individuals. The importance of emotional wellbeing is recognised in school and as part of this, supporting pupil's to express their views points is valued.

- **Worry Tree**

Within school, we have visual displays of our 'worry tree'. The worry tree, highlights who pupils can speak to if they have a worry or concern. Those included on the tree include, all staff members, friends, professionals and the NSPCC contact details. All pupils are aware of what the worry tree means and how to access support

- **Worry & Happy post boxes**

Pupils have access to 'worry' and 'happy' boxes, where they can post their concerns or happy achievements. They are provided with feedback slips where they can write their feelings and post them into a locked postbox. These postboxes are emptied daily by the Family Support and AEN teams and any feedback received from pupils is actioned.

- **Pupil initiated fundraising events and assemblies**

Pupil suggestions are acted upon and supported in school.

- **Personalised visuals**

Visuals are recognised as a supportive resource in school. Visuals are designed to support pupil needs, tailored to support individual requests and used as a means of supporting pupil communication.

- **Pupil Reports**

The voice of the pupil can be heard when features are written for the School Newsletter

- **Involvement in teacher interviews, school tours/visits**

Pupils are integral to the teacher recruitment process and we listen to their views. We value pupils in supporting visitors to the school so that they can build their skills in hospitality, etiquette, speaking and listening.

- **Pupil Wellbeing Questionnaires**

Questionnaires capturing how pupils feel about school and home are issued and reviewed – actions arising are cascaded within the school to enable responses to be progressed.

- **Children’s views are heard in class regarding nominees for celebration assembly certificates.**

Each week, celebration assemblies are held. Teachers may ask their classes to vote for those pupils whom they feel should be awarded a celebration certificate.

- **Boxall Profile**

Twice an academic year (December and June), teachers are required to complete a ‘Boxall profile’ online for each of their pupils. The Boxall profile is an assessment of children and young people's social, emotional and behavioral development and can help measure how this affects their learning. Actions arising are cascaded within the school to enable responses to be progressed.

- **Story Links Programme**

Story links is a 10-week programme, which is a parent – child partnership intervention to support pupils. It uses therapeutic story writing to support pupil’s emotional wellbeing and reading skills. The intervention involves pupils, parents and teachers in the co-creation of stories that address the pupil’s behavioral, emotional and social difficulties.

- **Trick Box**

Trick Box is a simple, fun and effective emotional management and personal development programme, supporting children across the school and their families. The Trick Box programmes develop positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future.

Each class has a Trick Box Ambassador who attends meetings regularly to develop the programme and delivery within the school. The children all have their own set of Trick Box cards to help them discuss their feelings and emotions.

How will we develop 'Pupil Voice'?

During each school year we will continue to work with all of our pupils to consider how we can further extend our commitment to 'Pupil Voice'.

We will continue to harness and actively listen to the wonderful, fresh thinking of our pupils and ensure that the often thought provoking and insightful views of our pupils influence practice in school.

The 'Pupil Voice Policy' will be reviewed every 3 years.

As part of the review process, every pupil and member of staff in school will be given the opportunity to share additional ideas that may be considered for implementation in school. These ideas will be shared with the Head teacher, Deputy Head teacher, Assistant Head, Pupil Council and representatives of the Board of Trustees within the Child Centred Group meeting– every idea will considered, discussed and as far as is practically possible, if ideas can be supported – they will be.

In school we are committed to continuing to listen, hear and respond to every 'Pupil Voice' every day as an integral part of our daily work and ethos - placing pupils at the heart of our school.