



## **Wakefield Grammar Pre-Preparatory School**

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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used**

### **CHANGE RECORD - REVIEW PERIOD ANNUALLY**

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	May 2021	Created; Emma Gill, WGPPS Head
V1.01	June 2023	Reviewed and updated Emma Gill, WGPPS Head

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>	<b>ISI Portal</b>	<b>X</b>
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# **WGPPS Pupil Voice Policy**

## **1. Rationale**

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Wakefield Grammar Pre-Preparatory School, we therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school at all levels. We believe that this will make a positive contribution to the school environment and ethos.

## **2. Student voice and pupil participation activities at Wakefield Grammar Pre-Preparatory School**

The wide range of opportunities at our school to support pupil participation and promote student voice include:

- School Council forums
- Sports Leaders
- House captains and Deputies
- Reading champions
- Mental Health ambassadors
- Friendship Champions
- Charity campaigns (parent, teacher and pupil initiated)
- Voting for our school charities
- Consultations on teacher/school led projects e.g. re: drafting policies relating to behaviour or anti-bullying; evaluation of learning activities/the curriculum
- Pupils with additional learning needs are involved in decisions that affect their learning and well-being through their support plans.
- Learning interviews
- Pupil questionnaires
- CLA (Children looked after reviews)

## **3. Curriculum**

We also believe in embedding pupil voice into the curriculum, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and well-being, and the environment, for example.

## **4. School Council**

One of the principal means by which pupil voice activity is progressed in school is by the use of the School Council. We believe that our school council will enhance and influence positive peer leadership and mutual responsibility throughout the school.

School Council will:

- Be a positive forum
- Provide an opportunity for all children to be heard
- Provide a forum for the leadership of the school to listen to children's knowledge and opinions
- Aid communication throughout the school
- Build the children's confidence and self-esteem

- Encourage the children to be active citizens
- Provide the children with a democratic model

School Council will also be used to assist the school with its self-evaluation procedures and enable us to be more accountable to the whole school community.

## **5. School Council in Practice**

The School Council organises the recruitment of their own members, using a voting system that involves all pupils of the school, ensuring representation of all year groups. Each Year 2 class elects two School Council Representatives. School Council membership will consist of a member of staff, who will generally chair the meeting, the School Council Representatives, and a School Governor Representative (if able to attend).

Every class holds a regular class council. This is an opportunity for School Council Representatives to discuss the School Council agenda, and to gather feedback. School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.

At each meeting, those present and absent are noted, and apologies read out. Matters arising from the previous meeting are discussed, followed by business for the meeting in accordance with the agenda. A list of main agenda items is set at the beginning of each term.

At some meetings a guest speaker will be invited. This may be another member of staff, or an outside speaker.

Minutes are recorded and circulated to staff and school council representatives to share with their peers.

The School Council organises their own activities and liaises to accommodate these activities on the school calendar. Members of the School Council take part in staff recruitment, forming an interview panel. Student feedback is also gathered, following sample lessons. The School Council generates funds and manages how these funds are used. Members of the School Council may also represent the school at community meetings and at meetings of the Leadership Team and Governing Body where appropriate.

## **6. Involving pupils in their own learning**

Pupil participation in their own learning means a range of different things in the classroom. It includes developing projects to reflect interests and needs as expressed by pupils; encouraging pupils' reflection on their own and others' learning; reflection by pupils on the style and content of lessons and opportunities to give feedback to teachers.

Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting.

## **7. Benefits of pupil involvement**

There are a range of benefits in greater participation and having an active voice in school. For pupils these include increased self-confidence and feelings of empowerment, and a greater sense of responsibility.

Behaviour has the potential to improve with pupils taking greater responsibility for their own behaviour, as well as improved learning.

We believe that there is a positive impact of pupil participation on their own work and the school environment.


Children’s insight into the ways they learn best and the ideas that they have for lesson content and style as well as their ideas on the life of the school should be welcomed. Pupils’ learning will improve when their views are taken into consideration. This can only have a positive impact on raising standards.

## 8. Developing a whole school approach

Our ‘Little Leaders’ programme encompasses the range of activities which engender positive pupil engagement in school. To encourage a consistent, positive attitude to pupil participation at Wakefield Grammar Pre-Preparatory School, the whole staff, including the non-teaching staff, should understand the benefits of pupil participation, be clear in their role in terms of supporting pupil participation and be kept well informed about issues being discussed and proposals put forward by the school council and other pupil representative groups (through staff briefing, emails, weekly plans and staff meetings).

### Opportunities for whole school leadership roles for pupils

- House captains and Deputies (Year 2)
- Head Boy and Head Girl (Year 2)
- Deputy Head Boy and Girl (Year 2)
- Friendship Buddies (FS2, Year 1 and Year 2)
- Library Champions (Year 1 and 2)
- Wellbeing Champions (Year 2)
- Sports Ambassadors (FS2, Year 1 and Year 2)
- Online Safety Champions (All years)
- Reading Champions (Year 2)
- Prefects (Year 2)
- Eco champions (Year 2)
- Charity Ambassadors (FS2, Year 1 and Year 2)
- Maths Magicians (FS2, Year 1 and Year 2)
- Pre-Prep Scientists (Fs2, Year 1 and Year 2)
- Zone managers (Year 2)
- Food council (FS2, Year 1 and Year 2)

<b>School Council:</b>	<b>School councillors are elected by Year 2 children and we have two in each year 2 class. These school councillors attend meetings and then feedback to the younger children and gather their ideas / thoughts.</b>	
<b>Within all classes we also have:</b>	Star of the week (line leader/hands out snacks/books etc.) Eco Champions – this role changes each term Classroom assistant – this role changes each term Other roles as designated by the class teacher or TAs	

## 9. Fairness and ensuring all ‘have a voice’

Pupil voice is done in many ways, from 1:1 conversations, group discussions and whole class feedback to surveys, being on interview panels and voting.

We ensure all children have opportunities to give feedback to their teacher 1:1 such as in their ‘what are my star achievements’ in their end of term report as well as voting for council members, voting for their favourite lunches and completing surveys during the year.

All children are taught that their opinion matters and this is reinforced through lessons like Philosophy for Children.

When applying for roles, the children apply via a written form (which can be supported by parents) and in some cases, also interviewed by staff. In some cases children will do a verbal presentation to their class and ‘blind’ voting follows, to ensure children have an opportunity to fairly select the candidates.

Children keep their roles for a year and we minimise the cases where children have more than 1 role, to ensure all children have a fair chance. Where this does occur, it is for roles such as Head Boy/Girl, where they are, by default, also part of the prefect team.

## **10. Monitoring and Evaluation**

Pupil participation and pupil voice are monitored and evaluated by the Headteacher in line with other existing procedures for curriculum development.