



Beaucroft School



Pupil Voice Policy 2022

Issue Date: January 2022	January 2025
Date Adopted:	
Signed By:	
Approval Committee: Governing Body	



Pupil Voice Policy

- 1.1 The core purpose of Beaucroft School, reflected in our 'Ethos and Aims' statement, is to ensure the best possible education and pastoral provision for our students, enabling them to be highly successful learners, to achieve their full-academic potential, and to experience high levels of emotional and physical well-being. Students are the heart of the school.
- 1.2 We believe, therefore, that it is best practice to seek every opportunity to hear the views of our students about their school; how they perceive it, what they like about it and how they would like it to improve. Issues raised by students will range from the everyday – for example, arrangements at lunchtime – to more strategic issues such as developing the outdoor environment. We believe that we should seek, wherever possible, to respond to students' views and thereby enable them to play a part in shaping our school's future development.
- 1.3 The Department for Education, through the Ofsted Framework for Inspection, expects school to invite, consider and respond to the views of students. In carrying out inspections, Ofsted will seek the views of students both through a survey and by talking with students in school during the inspection.
- 1.4 The key principles of this policy are:
 - that our students have a unique and invaluable perspective on the life of our school;
 - that their feelings, views and insights warrant the attention of – and a response from – the leadership of the school;
 - that opportunities should be created for student's views to play a part in shaping the future development of our school.

2 Aims and objectives

- 2.1 In enabling the opinions, perspectives and ideas of students to be heard, considered and responded to, we aim to:



- ensure that our students enjoy school, experience a sense of belonging to our school community and take pride in our school environment;
- help our students to develop self-confidence and self-esteem;
- teach students to value their own opinions and to respect and listen to those of others;
- strengthen the social and emotional aspects of learning;
- continue to develop a communication-friendly environment so that students of all ages and abilities can feel comfortable in school and understand signs, directions, labels and visual and written information and instructions;
- share with and explain to students, as appropriate, all aspects of school policy and practice which affect their lives and learning in school;
- consult regularly with our students, according to their special educational need and communication difficulties, about their feelings concerning their life at school, and about what they like and would wish to see improved or changed;
- ensure that all students, regardless of age, ability, gender, social background, ethnicity or religion have equal opportunity to contribute their views;
- give students a sense of ownership of classroom and school practices, by involving them closely in drawing up codes of conduct;
- enable students to reflect on their learning and to understand the learning objectives of their lessons;
- enable students to play a part in determining the priorities for school development;
- enable students to make a meaningful contribution to the school community and the wider society in which they live, and to develop leadership and decision-making skills.

3 Classroom practice and the students' voice

3.1 Wherever possible in relation to students' level of understanding, teachers fully involve their classes in agreeing and drawing up codes of conduct and rules which are in line with whole-school practice, agreed by the School Council.

3.2 Wherever possible in relation to students' level of understanding, teachers always endeavour to ensure that students understand the learning



intentions of lessons. In this way, students fully understand and engage with the standards of good learning for which they are aiming, and will have appropriately high expectations of their own achievement.

- 3.3 Where appropriate – and in accordance with their special educational needs – students are given sufficient opportunities to reflect on their learning, to understand different learning styles and approaches, to understand themselves as learners, to self-assess their work and to respond to the teacher’s marking and feedback, with comments of their own.
- 3.4 Through specific areas of the curriculum – such as history or personal, social and health education (PSHE) – students are taught about the principles of democracy and social equality, and how this applies to practices in our school community.
- 3.5 Teachers ensure that all students, regardless of ability or special educational need, are encouraged to contribute to lessons and discussions by tailoring questions according to the needs of individual students in order to enable them to respond. Teachers do not allow any particular individuals, or group of students, to dominate discussions or ‘Question and Answer’ sessions.
- 3.6 Beaucroft School values student’s achievements and interests from outside school, and encourages them to share these in school, both in class and through assemblies.
- 3.7 As part of their EHCP review, students are encouraged and enabled to complete a questionnaire annually.

4 Listening to students

- 4.1 School staff always take every step to ensure that students are safe and free from the threat of bullying or other unacceptable behavior (see our Behaviour, Restrictive Physical Intervention and Touch and Anti-Bullying Policies). They treat seriously any concerns or fears expressed, or disclosures made by students, and always act in accordance with our Child



Protection Policy.

4.2 We always endeavour to make time to listen to students when they want to talk to us and to respond with interest. Members of staff will take positive steps to engage with quiet uncommunicative students and to help them to communicate and express themselves. Teachers maintain assessment records for speaking and listening and plan strategies to help students develop their communication skills.

5 The School Council

5.1 We have a School Council made up of elected pupils from each class in the school. The School Council is overseen by a designated teacher. A new Council – with new members – is elected annually.

5.2 While we intend the School Council to be a democratically elected group, we take steps, when necessary, to ensure that its membership is representative of all significant groups of students in our school – including boys and girls, and those with complex special educational needs or disabilities.

5.3 Class teachers ensure that all students have opportunities to convey views or express opinions to the School Council representatives in their class, so that all students can have a voice through the council.

5.4 In order to communicate relevance and purpose to the council members, we work to ensure that the School Council's business reflects the issues raised by students during informal discussions – such as during lunchtime – as well as topics that staff might like to be discussed.

5.5 Where appropriate, we consult the School Council, or students more widely, on the development or review of school policies, including pupil behavior and school rules.

5.6 The designated teacher minutes School Council meetings, and is responsible for ensuring that the minutes are distributed to all classes so that the council member and teacher can share the discussion points with



the whole class.

- 5.7 The designated teacher ensures that any necessary matters are taken forward to the senior leadership team or the governing body, as appropriate.
- 5.8 Members of the School Council are involved in the appointment of teachers and members of staff, including the Co Headteachers, by having meetings with the candidates. This is a difficult and sensitive responsibility. Those involved are taught about the importance of confidentiality, and their specific role is made clear. They do not make or express selection preferences. Rather, they enable the selection panel to assess the ability of applicants to interact with and relate to children. Also, they may be asked their views on how well they felt applicants answered their particular questions.
- 5.9 The School Council are also given opportunities to submit ideas for funding projects – such as the playground development project.

6 Monitoring and review

- 6.1 The Co Headteachers are responsible for monitoring the implementation of this policy. The designated teacher is responsible for seeking the views of the School Council on its effectiveness.
- 6.2 The policy will be reviewed every three years or sooner if requested by the governing body or School Council.