

Student Voice Policy

Ellesmere Port Catholic High School



Approved by:	Mr J Coucill, Chair of Governors 
Lead of Review:	Mrs J Jones, Associate Deputy Headteacher
Last reviewed on:	August 2020
Next review due by:	July 2021

Purpose

This policy sets out the framework for a clear and consistent approach to the use of student voice in the life of the school. This includes the variety of ways in which pupil participation can be employed to make improvements.

Principles

Student voice activities have a direct impact on the individuals who have their voices heard. They:

- Enable pupils to make a positive contribution to their learning environment.
- Increase engagement with learning and the life of the school and counter disaffection.
- Give a better understanding of young people's insights and capabilities.
- Form the basis for understanding democratic principles and the development of participatory practice.

Opportunities to gather student voice permeate and inform all areas of school life gathered through:

- Consultation with student groups about things that matter in school.
- Evaluation of the learning experience.
- Systematic collection and evaluation of the views of pupils, across the spectrum of their school experience.

Practice

Student Voice Programmes

- School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.
- Members of the School Council represent the school at meetings of the Senior Leadership Team and the Governing Body.
- School Council organise the recruitment of their own members, using a voting system that involves all pupils of the school, ensuring representation of all year groups.
- School Council organise their own activities and liaise to accommodate these activities on the school calendar.
- Members of the School Council take part in staff recruitment, forming an interview panel.
- The School Council manages how their funds are used.

Curriculum, Evaluation and Review

- Student voice feedback is gathered as part of quality assurance processes at whole-school and departmental level.
- Feedback from pupils is used alongside other data in developing departmental self-review; it is analysed and published in the report which forms the basis for action points for the department's development.
- Students contribute to school evaluation through completion of questionnaires; the analysis of their responses informs the self-evaluation form.
- Students take a lead role in lessons in several subjects, creating and presenting resources for their peers eg presentation of topics, etc.
- Students evaluate their learning experience in classrooms and for aspects of provision (e.g PSHCE and revision) so that their voice is heard in evaluation and efforts in improvement.
- Pupils have the opportunity to talk about their own learning during a small group learning conversations with their teachers and form tutors.
- Through peer and self-assessment in day-to-day lessons pupils' commitment to their own learning is strengthened.
- Opportunities for young people to get involved in leadership are embedded within the curriculum (e.g. sports leaders and science leaders) and outside the curriculum (e.g. engage projects, mini-DASH).
- Pupils also have the opportunity of representing the school in formal evenings and are also involved in supporting various initiatives as guides and 'buddies'.

Transfer and Inclusion

- Students act as hosts to Year 6 and Year 5 pupils, during their induction to the school, in new intake events.
- Students are involved in transfer activities such as 'Building Bridges Day'.
- Sixth form students act as mentors to year 7 pupils to help integration.