



Windlesham School
& Nursery



Pupil Voice Policy

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Next Review Due: October 2025

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1. Introduction

Windlesham School is committed to providing a collaborative learning environment in which our children can thrive. This policy explains how the school promotes Pupil Voice.

The Policy has been written in consultation with staff, parents and carers and the Governors.

2. Fundamental Principle

“Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.” (UNCTC; Article 12 (respect for the views of the child)).

Listening to and involving children and young people is paramount.

3. Aims- what do we want for our pupils?

- To reflect upon learning and teaching strategies which can then be developed to meet individual needs.
- To encourage and teach children how to be reflective and enable adults to build on the pupil's strengths and interests.
- To empower children by enabling them to influence their provision and the way it is delivered.
- To provide opportunities to exercise the British value of democracy.
- To ensure that the diverse views of our pupils' interests are included in school improvement procedures.

4 Overview- why?

The quality of learning, the learning environment and the culture experienced by children in school is of vital importance to their well-being, development and educational attainment. We believe that children and young people need to be active participants in their own education and to feel that their opinions will be heard and valued by the wider school community. In order to achieve this, we must actively seek the views of our pupils and involve them in decisions that affect their learning, development and well-being. Giving children a voice in their education increases their investment, improves our provision and extends pupil success. As key stakeholders, children's views (at a variety of levels) are a critical component of the school's wider self-evaluation review process.

“Listening needs to influence change. Meaningful participation is about listening to children and young people AND ensuring their views and experiences influence change.” (DFES, 2003)

In summary, the benefits of encouraging Pupil Voice are:

- Improved pupil engagement, well-being, behaviour, learning and achievement;
- Pupils become empowered, more self-confident and motivated
- Better pupil - staff and pupil-pupil relationships;
- Identification and sharing of good practice
- Better feedback on pupils' experience/perspective to inform quality improvements
- Better whole-school policies and procedures, based on the real needs of pupils;
- Promotion of an environment of mutual respect, where all pupils are encouraged and supported to participate, not just those who are most confident and articulate;
- Promotion of democratic processes within the school, and the importance of democracy in British Society.

5. Approach

At Windlesham School, our children are the most important people and we aim to do all we can to ensure that they have many opportunities to share their thoughts, ideas and opinions. We have lots of ways that children can do this (see below) and we will continue to create an ethos that allows for them children to regularly share their opinions both formally e.g. through school council meetings, and informally e.g. all staff members always having an 'open-door' to speak to children about any concerns or queries.

We provide opportunities for Pupil Voice in a wide range of ways. These are just some:

- School Council
- School Newspaper
- Peer and self-assessment
- Through a class discussion,
- Involving children in pupil conferences,
- Asking them to write their views or
- Completing a survey.

By its nature this is not a definitive guide, neither is it meant to be totally rigid.

Pupil Voice consultation such as surveys may be implemented for a range of other reasons.

- To find out what pupils know already about a subject before we teach it.
- To inject some new ideas into a topic to improve their experience or future experiences of learning it.
- To seek out children's views if we don't know enough about a subject, such as behaviour/reading /lunches.
- To improve an aspect of our teaching practice.
- To ascertain the effectiveness of new initiatives.
- To inform us of children's well-being.

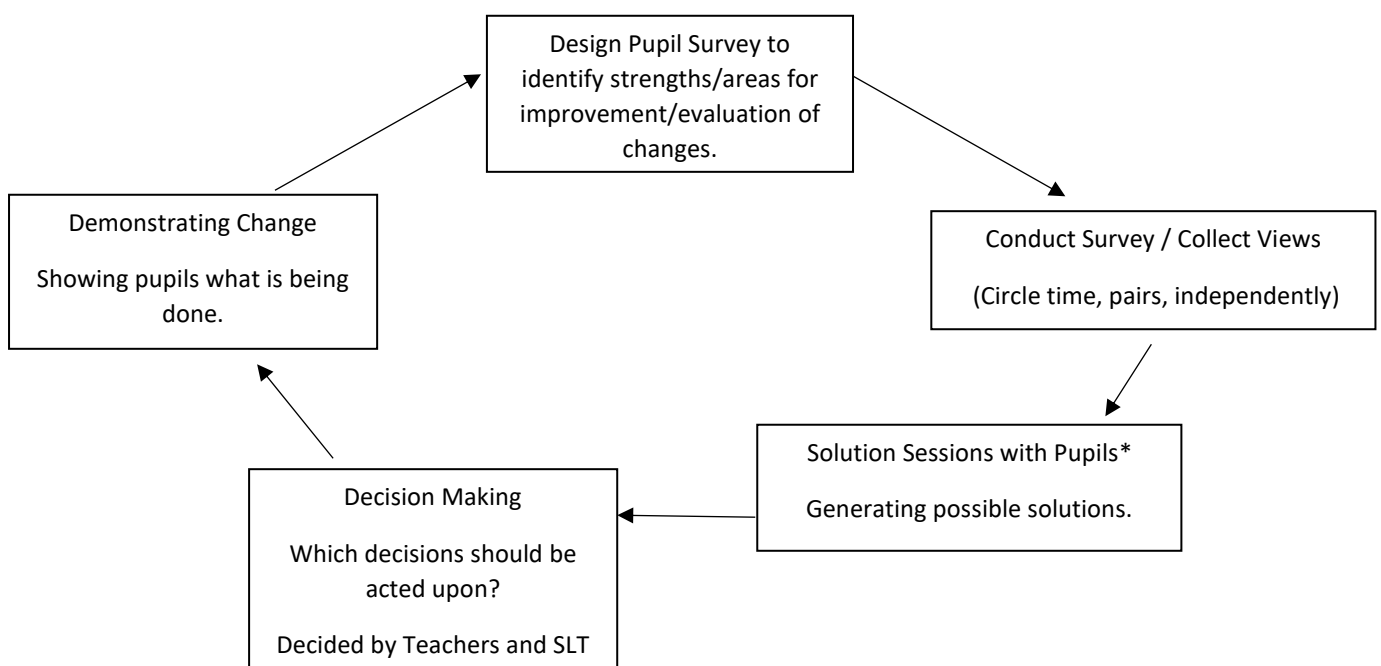
In order to cover a wide range of areas across the school, we have a set schedule for completing Pupil Voice Surveys.

Terms 1 and 4 focus: Well-being

Terms 2 and 5 focus: Progress and Learning

Following more formal Pupil Voice opportunities (such as a survey), key findings are shared with school staff. We then offer 'Solution Sessions' where pupils are encouraged and supported to think of ideas that would help to change the things that are of concern to them.

A regular cycle of Pupil Voice surveys will provide opportunities for children to evaluate if previous responses have brought about change and for staff to see if changes have been effective.



** Solution sessions will take different forms depending on survey outcomes. They could include class PSHE sessions, a focus group of pupils meeting with a subject specialist teacher, School Council discussion etc.*

References

Assessment for learning Pupil Voice an individual to whole school approach (2006) East Sussex Language and Learning Support Service 2006

Building a Culture of Participation, P8 Every Child Matters-Change for Children (2003) DfES.

Office of the United Nations High Commissioner for Human Rights (1997-2003), Convention on the Rights of the Child. Geneva, Switzerland.