



Pupil Voice Policy

Date Published	December 2021
Version	2
Approved Date	January 2023
Review Cycle	Annual
Review Date	January 2024

An academy within:



Learning together, to be the best we can be



1. Statement of intent

1.1. The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision making. At Becton School we believe that children should be active participants in their own learning that their opinions should be heard and valued, both in school and the wider community. We actively seek ways to engage pupils and encourage them make a contribution.

2. Pupil Voice and Participation

2.1. There is a wide range of approaches used across school to support pupils of all ages and abilities to engage in pupil participation and promote pupil voice:

- School Parliament;
- Pupil contribution to PCR;
- 1:1 therapy where needed;
- Pupil assessment of learning;
- Consulting pupils on their targets and progress;
- Pupil behaviour plans;
- Personal Independence Careers Interviews;
- One Page pupil profiles;

3. Teaching and Bespoke Therapies

3.1. Bespoke teaching approaches and therapies (Art therapy, Speech and Language and Music Therapy) are a growing part of pupil's education at Becton School. Where appropriate, pupils are asked to provide input into target setting by identifying their own priorities for improvement and discussing the impact of this work. This allows pupils to work on areas they value and increases motivation. Pupils use a green and pink pen approach to applying feedback to their own and others work, this allows staff to understand the pupils understanding and learning in terms of written voice.



4. The Curriculum

4.1. Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their own opinions. They have opportunity to plan their own activities within a topic remit, and to share work with others in a range of different ways. Pupils are encouraged to reflect on their own learning and identify future goals in collaboration with teachers and support staff. They also have opportunities to input and plan for specific tasks and activities, for instance planning their class business for the enterprise curriculum, supporting their own career aspirations through voicing their opinions within their flight paths.

5. School Leadership Team

5.1. School Leadership promotes democracy, leadership and mutual responsibility throughout the school. Elected class representatives meet termly. The process of school council provides:

- A positive forum for pupil voice;
- Structured opportunity for pupil-leadership dialogue;
- Pupils with an insight into democracy;
- A forum for pupils to instigate change in respect of elements of school life e.g. school meals, social areas, outdoor equipment etc; and
- A feeling of self-worth and mutual respect for pupils.

6. Children who are Looked After

6.1. Children who are looked after have access to a staff advocate within school, an advocate out of school and always complete the pupil voice and strengths and difficulties questionnaire (SDQ) that feeds directly into the Personal Education Plan (PEP). An independent reviewing officer is always offered the opportunity to speak to the child or young person in the school environment.

7. Whole School Approach to Pupil Involvement

7.1. Staff understand the importance in involving pupils in all aspects of their education and learning. Pupil views are valued and time is always given to seeking out and listening to the views of individuals and to taking these views into consideration in any decision-making. Opportunities for peer mentoring and support e.g. worry club are provided, as are extra-curricular after school clubs, many of which are run in response to pupil's requests.



7.2. Charity events and fundraisers for the school and for local and national charities (e.g. Children In Need) are planned in collaboration with pupils, thus giving them ownership and pride in what they achieve.