The Blue Coat School

PUPIL VOICE POLICY

Approved by the Governors' Teaching, Learning and Curriculum Committee on _____

Signed: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Pupil Voice Policy was devised by the Academic Lead in consultation with The Headmaster.

Date of Next Review: Michaelmas 2027

The Blue Coat School Birmingham Limited
POLICY FOR PUPIL VOICE

1. INTRODUCTION

1.1

At The Blue Coat School, we believe in the importance of giving our children a voice in matters that affect their education and overall school experience. We encourage children to be confident speakers, develop positive relationships with staff and make their views known. This is important for their happiness, sense of wellbeing and the development of their character.

1.2

Pupil Voice provides a valuable opportunity for our pupils to engage with school life in a positive way, through having their feedback heard, leading their own initiatives and encouraging increased involvement in a wide variety of areas.

1.3

This policy outlines our commitment to promoting and encouraging pupil voice within our school community and how this is acted upon.

2. DEFINITION OF PUPIL VOICE

2.1

Pupil voice refers to the active participation and contribution of pupils in shaping their educational experiences, school culture, policies, and decisions that affect them directly or indirectly.

3. AIMS

3.1

Through pupil voice we intend to:

- Enable pupils to make a meaningful contribution to the school community and wider society and to develop leadership / decision making skills as well as a responsibility for the school environment
- Enable pupils to play a part in determining priorities for school development
- Enable pupils to reflect on their learning and have confidence in voicing opinions
- Ensure that all pupils regardless of age, ability, social background or ethnicity have equal opportunities to contribute to the wider school
- Create an inclusive school community where pupils feel valued ~~and to~~
- Strengthen social and emotional aspects of learning
- Strengthen the partnership between pupils and staff
- Provide the opportunity to see the familiar from a different perspective
- Allow a greater insight into what the pupils hold to be true and fair
- Promote the pupils' happiness, sense of wellbeing and the development of their character.

4. PUPIL VOICE AND PARTICIPATION

4.1

Pupil voice is collected in the following ways:

- Ethos, pedagogy and activities in classrooms for all pupils
- School Leaders (Year 6)
- School Council
- Curriculum Voice: Digital Leaders / Science Ambassadors / Art Advocates / Sports Leaders / Pupil Interviews / Librarians

- Environmental Voice: Eco-Committee
- Link Governors
- Spiritual Voice: Chapel Monitors

5. PROCEDURES FOR GATHERING AND UTILISING PUPIL INPUT

5.1

Regular Forums: The school has established regular forums, such as School Council or Eco-Committee, to provide a platform for children to voice their views, wishes and feelings.

5.2

Surveys and Feedback Mechanisms: Pupil conferencing, observations, suggestion boxes, and online feedback forms are used to gather input from children on various school-related matters.

5.3

Consultation on Key Decisions: When appropriate, pupils will be consulted on key decisions, such as changes to school policies, curricula, or facilities.

5.4

Representation: Pupils have the opportunity to elect representatives to ensure diverse voices are heard.

6. ROLES AND RESPONSIBILITIES

6.1

School Leadership: The Senior Leadership Team is responsible for fostering an environment where pupil voice is valued and for considering pupil input in decision-making.

6.2

Teachers: Teachers should encourage and support pupil voice initiatives in their classrooms.

6.3

Heads of Departments and Subject Leaders: Heads of Departments and Subject Leaders should encourage and support pupil voice initiatives in their subject areas.

6.4

Pupils: Children are encouraged to actively participate in pupil voice initiatives, respect the views of others, and provide constructive feedback.

6.5

Parents: Parents are encouraged to support and engage with their child's involvement in pupil voice activities.

7. METHODOLOGY

7.1

Ethos, pedagogy and activities in classrooms for all pupils:

Pupil participation in their own learning means a range of different things in the classroom. It includes developing the curriculum 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; opportunities to give and respond to feedback and put forward a point of view in an appropriate manner, respecting the opinion of others. 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.

7.2

School Leaders (Year 6):

Year 6 children are elected each year to be outstanding role models for the school. School Leaders will be expected to lead by example; demonstrate excellent behaviour, lead assemblies, welcome visitors and be able to represent the school in the wider community.

7.3

School Council:

Pupil voice is actively promoted in school by the use of the School Council. School Council provides a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them. School Council offers an excellent forum in which to increase participation, teaching young people about democracy, local and global citizenship and accountability. School Council is used to assist the school with its self-evaluation procedures, enabling us to be more accountable to the whole school community.

7.4

Curriculum Voice:

Effective ways of collecting pupil voice at all levels includes: Language Ambassadors, Art Advocates, Digital Leaders, Sports Leaders, Science Ambassadors and Librarians. In addition, opportunities are sought to ensure pupil feedback on curriculum, learning and enrichment through pupil interviews across subjects by Heads of Department, Subject Leaders and the Senior Leadership Team and feedback and evaluation from curriculum enrichment weeks. The Head of Pre-Prep and Academic Lead maintains a register of pupils who have taken part in pupil voice, ensuring pupils have an equal opportunity to be involved.

7.5

Environmental Voice - Eco-Committee:

'Eco-schools' is a national scheme which encourages schools to undertake projects which increase children's awareness of the quality of our environment. It requires the children to become actively involved in taking care of our world. At The Blue Coat School we are maintaining Green Flag Status and are actively involved in sustainability projects. The Eco-Committee meets weekly and has annual targets detailed on an action plan.

7.6

Spiritual Voice - House Chapel Monitors:

House Chapel Monitors meet the Chaplain weekly and an informal discussion regarding Chapel life is held. The outcomes of this meeting influences how Chapel life and The Blue Coat School charity work is developed.

8. PUPIL WELLBEING

8.1

Pupil 'Quest Wellbeing' surveys take place twice a year for pupils in Year 1 to Year 6, and inform us of each pupil's perception of their wellbeing across the key areas of Self, Belonging and Health. The outcomes are analysed by the Deputy Head of Prep and shared with all staff, and are used to inform the individual wellbeing needs of each child and subsequent enrichment activities across the School.

9. POLICY REVIEW AND MONITORING

9.1

Pupil participation and pupil voice are monitored and evaluated by the Senior Leadership Team and the Senior Management Team in line with expectations for whole school development.

9.2
This policy will be reviewed annually to ensure its effectiveness in promoting pupil voice at The Blue Coat School. It will be presented to the Governors' Teaching, Learning, Curriculum Committee for approval in the Michaelmas Term each year. The minutes of this meeting will be presented to the Governors.

9.3
This Policy should be read in conjunction with other related whole school policies and documents including the Teaching and Learning Handbook, the Curriculum Policy, the Feedback and Marking Policy, the Strategic Plan and Academic Improvement Plans.