



## Pupil Voice Policy

Date Published	September 2022
Version	2
Approved Date	July 2024
Review Cycle	Annually
Review Date	July 2025

An academy within:



“Learning together, to be the best we can be”

## 1. Aims

- 1.1. To ensure that Discovery Academy meets the needs of its pupils, we must be partners in the decision-making process. We feel it is important that their voice is heard and that they have a say in how the school develops.
- 1.2. Our aims are to:
  - 1.2.1. Meet the needs of our pupils;
  - 1.2.2. Boost children's confidence;
  - 1.2.3. Encourage learning skills such as communication, assertiveness and advocacy;
  - 1.2.4. Build positive relationships between all members of the school community;
  - 1.2.5. Help pupils feel recognised and valued;
  - 1.2.6. Encourage active citizenship;
  - 1.2.7. Be able to respond to pupils needs;
  - 1.2.8. Improve the achievement of pupils;
  - 1.2.9. Recognise pupils as major stakeholders and enable them to take a more active part in running their communities.

## 2. Partnership with Pupils

- 2.1. In order for children to participate effectively in decisions about their learning and to give their opinions confidently, they need to develop skills as participative learners. We aim to do this by:
  - 2.2. **Early Years**
    - 2.2.1. An emphasis on child-initiated play and first-hand experience.
    - 2.2.2. Play is highly valued and opportunities for sustained play provided on a daily basis.
    - 2.2.3. Curriculum planning offers a rich variety of experiences and is responsive to the children's interests.
    - 2.2.4. Changes to the classroom displays and role play areas are made in collaboration with the children.
    - 2.2.5. Participative learners are valued for the contributions they can make from their first days in school.
    - 2.2.6. Routines in the Foundation Stage are purposeful and agreed with the children, wherever possible.
    - 2.2.7. Decision making is encouraged (both individual and whole group).
    - 2.2.8. Opportunities for choice are paramount.
    - 2.2.9. Independence is encouraged e.g. choosing when to eat a healthy snack

- 2.2.10. Assessment is a joint process with children, staff having access to digital cameras and iPads to record their learning.

### 2.3. Key Stage 1

- 2.3.1. Key Stage 1 practice builds upon the child-initiated experiences offered in the Foundation Stage.
- 2.3.2. Play is highly valued.
- 2.3.3. Children are encouraged to explain their thinking.
- 2.3.4. Every child is encouraged to contribute during group discussions.
- 2.3.5. Paired talk and feedback is encouraged during whole group teaching.
- 2.3.6. Individual choices are offered about levels and types of task.
- 2.3.7. Interventions are provided for children when their learning will benefit.

### 2.4. Key Stage 2

- 2.4.1. First-hand experience continues to be at the centre of learning.
- 2.4.2. The curriculum is meaningful and relevant.
- 2.4.3. Children are encouraged to self-assess.
- 2.4.4. Children are encouraged to work with learning partners amongst their peers.
- 2.4.5. Written feedback by teachers focuses on the next steps for learning.
- 2.4.6. Children are given time to use written feedback to improve their learning.
- 2.4.7. Success criteria are explicit.
- 2.4.8. Choices are offered about levels and types of work.
- 2.4.9. Interventions are provided for children when their learning will benefit.

## 3. Community Action

- 3.1. Children have the opportunity to become involved in community action through different initiatives and ideas, these include becoming part of South Yorkshire Police – Mini Police campaign, writing to MPs regarding issues in and around the community etc. This list is continually extended throughout the school year.

## 4. Circle Time

- 4.1. Children are encouraged to voice their views, express opinions and reflect on their learning during Circle Time lessons.

## 5. Pupil Involvement in Hiring Staff

5.1. Pupils are involved in showing prospective candidates around the school, answering/asking questions with candidates, taking part in lessons taught by candidates.

### 5.2. School Council

5.3. One of the principle means by which pupil voice activity is progressed in school is by the use of the School Council, which is an aspect of our Pupil Parliament model. We believe that our school council will enhance and influence positive peer leadership and mutual responsibility throughout the school.

5.4. School Council will:

5.4.1. Be a positive forum

5.4.2. Provide an opportunity for all children to be heard

5.4.3. Provide a forum for the leadership of the school to listen to children's knowledge and opinions

5.4.4. Aid communication throughout the school

5.4.5. Build the children's confidence and self-esteem

5.4.6. Encourage the children to be active citizens

5.4.7. Provide the children with a democratic model

5.5. School Council will also be used to assist the school with its self-evaluation procedures and enable us to be more accountable to the whole school community.

## 6. School Council in Practice

6.1. 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. Every class elects a School Council Representative and a member of staff will chair the meeting. School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.

6.2. At each meeting, those present and absent are noted, and apologies read out. Matters arising from the previous meeting are discussed, followed by business for the meeting in accordance with the agenda, minutes of the meeting are recorded.

6.3. 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. Student feedback is also gathered, following sample lessons. Members of the School Council may also represent the school at community meetings and at meetings of the Leadership Team and Local Governing Body where appropriate.