



Pupil Voice Policy 2024-25

Pupil Voice

The term 'pupil voice' refers to ways of listening to the views of pupils and / or involving them in decision making.

At Mayville High School we believe that children should be active participants in their own learning and development; that their opinions should be heard and valued both in school and in the wider community. We actively seek ways to engage pupils and encourage them to make a contribution.

Pupil Voice and Participation at Mayville High School

There is a wide range of approaches used across Mayville to support pupils of all ages and abilities to engage in pupil participation and promote pupil voice. Further approaches will be introduced during the course of the year 2024/2025:

- School Council
- CoPS
- Peer mentoring
- Discussion and collaboration regarding choices of mobile app for pupil rewards (Implementation 2024/2025). Pupils will be given the opportunity to give their recommendations with regard to using the rewards app (pupils, parents and staff apps).
- Pupil senior surgery.
- House meetings between Heads of House and House Captains.
- Wellbeing Ambassadors.
- Eco committee.
- Charities & Fundraising.
- Pupil led enterprises e.g. House competitions, Creative Art events, external competitive events.
- Suggestion boxes for staff and pupil feedback.
- Pupil feedback on their individual lessons, and the feedback is then given to staff for their own professional development. Staff have the opportunity to use this information, if they wish, as part of their appraisal evidence.
- Email - tellme@mayvillehighschool.net for pupils who do not wish to speak directly with a member of staff.
- Pupil/Staff liaison SMT role.
- Pupil collaboration and suggestions with regard to pupil rewards.
- Consulting pupils on their targets and progress.

- 1:1 counselling.
- Pupil contribution to EHCP annual reviews (Wyvern).
- The use of adaptable resources for Wyvern pupils to feedback regarding - lessons, staff, personal wellbeing, regulating and improving their experiences.

Further Information

1. **Pupil Participation:**

Pupil voice encourages pupils to actively participate in discussions and decisions related to their education. This includes school policies such as the Rewards Policy. Pupil - Teacher Feedback, Pupil led Creative Art shows / performances, UV prefects and Heads of House and the overall school environment.

2. **Empowerment:**

It aims to empower pupils by giving them a sense of ownership and responsibility for their education. When pupils feel that their voices are heard and valued, they are more likely to engage in their learning and take ownership of their academic journey. They feel valued by the School and feel a valued member of the school community.

3. **Diverse Perspectives:**

Pupil voice recognises that pupils have diverse backgrounds, experiences, and viewpoints. Involving pupils in decision-making helps to incorporate a variety of perspectives into the educational process. (Wyvern House, Gender fluidity, Ethnicity, Religion, LGBTQ+ Community).

4. **Improved Learning:**

When pupils have a say in their education, it can lead to more relevant and engaging learning experiences. This can result in improved academic outcomes and a more positive school environment. At Mayville, pupils have the opportunity to give feedback on their subject lessons on a regular basis.

5. **Advocacy:**

Pupil voice can also extend beyond the classroom. Pupils can use their voices to advocate for issues that are important to them, both within and outside the school community.

6. **School Councils and Organisations:**

Many schools have school councils or similar organisations that provide a platform for pupil voice. These groups often work with school administrators and teachers to address pupil concerns and suggest improvements. At Mayville High School, we encourage pupils to be proactive and participate in leadership opportunities within current and planned school groups, such as; cyber ambassadors, bullying ambassadors, student council, wellness ambassadors, LGBTQ+ community groups.

7. **Teacher-Pupil Collaboration:**

Pupil voice can foster collaboration between pupils and educators. Teachers can benefit from understanding their pupils' needs and preferences, which can inform their teaching practices.

8. **Feedback Mechanisms:**

We will often use online forms for pupil feedback, a designated email address for pupils, suggestion boxes, and other feedback mechanisms to gather pupil voice. We will use this to make informed decisions and improvements.

Email and online forms:

Communication: Email is a convenient and formal means of communication. It allows pupils to express their thoughts, concerns, and ideas in a clear and organised manner, facilitating effective communication between pupils and school staff. tellme@mayvillehighschool.net is a mechanism pupils can use to communicate any problems / concerns they may have.

Using online forms can give pupils an anonymous voice when giving feedback to staff regarding their learning.

Accessibility: Email provides a direct channel of communication that is accessible to pupils regardless of their physical location or time constraints. They can reach out to staff outside of school hours, ensuring that their voices are heard when it's most convenient for them. Ideally, if a problem arose, pupils would use the 'tellme' email address to raise their concerns directly to the pupil/staff liaison.

Documentation: Email and online feedback forms provide a written record of communication, which is important when discussing specific issues or needs. Having a documented trail of communication helps ensure that pupil concerns are taken seriously and addressed appropriately, which in turn promotes staff development and relationships.

Confidentiality: Pupils may feel more comfortable expressing sensitive issues or personal concerns through email or an online feedback form rather than in person. This can help maintain their privacy and encourage open and honest communication. Email is often the preferred method of communication for pupils who do not like to talk face to face and are at risk of their voices not being heard.

Inclusivity: Email and online forms can be particularly important for students who may have difficulty speaking up in class or face-to-face situations. It allows all pupils, regardless of their communication style or confidence level, to have a voice in school matters. Future EAL pupils who have difficulty expressing themselves, could potentially use other mechanisms to raise their voice and be heard. This could be achieved through a variety of different technologies - Widgit software, Google translate, drawing images, colour association (eg colouring The Blob Tree).

Providing pupils with a way for contacting school staff is vital for promoting positive pupil voice, fostering productive communication and creating a more inclusive and responsive educational environment. It empowers pupils to express their opinions and concerns, ultimately contributing to a better school experience for everyone.

Continuous Improvement: Teachers can use pupil feedback received to make informed decisions and improvements in the whole school curriculum, policies, and the overall school culture. This helps create a more positive and effective learning environment.

Transparency: Encouraging pupil communication demonstrates a commitment to transparency and openness within the school. It sends a message that the pupil voice is valued and plays a role in shaping the school's policies and practices.

Teaching and Therapy (Mayville High School and Wyvern):

Bespoke teaching approaches and therapies (OT, SALT and Counselling) are a growing part of a pupil's education at Mayville High School. Where appropriate, pupils are asked to provide their input into target setting by identifying their own priorities for improvement and discussing the impact of this such as in their academic tutor reviews or their EHCP reviews. This allows pupils to work on areas they value and increases their resilience and motivation.

The Curriculum:

Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their own opinions. They have opportunities to plan their own activities within subject areas, 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/targets in collaboration with teachers and sometimes support staff. They also have opportunities to have an input and then plan for specific tasks and activities; e.g. organising creative art house activities, suggesting books for the school library, or what 'game' to help organise and run (age dependent) for a school fair.

School Council

The school council 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 gain 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
- A feeling of self-worth and mutual respect for pupils.

Whole School Approach to Pupil Involvement

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 and listening to the views of individuals and taking these views into consideration in any decision-making. Wyvern pupils will give their own contributions to their annual review meetings and take a central role in transition planning, from joining Wvern with a phased start, to making decisions when to experience Mayville High School. Opportunities for peer buddies for supporting pupils across the school are provided. Such as older senior pupils assisting with Junior / Pre-Prep / Nursery classes. As are extracurricular lunchtime clubs, many of which are run in response to pupils' requests, such as Latin club, Mandarin (previous academic year) and Girls Rugby which was successfully introduced in 2023.

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

Mayville High School is committed to the promotion and protection of children's rights in line with the United Nations Conventions on the Rights of the Child. We believe that all children and young people should have opportunities to express their opinion in matters that affect their lives and strive to ensure that they are provided with learning opportunities that equip them to do so as effectively as possible.