

**THE ROCHE SCHOOL**  
**Pupil Voice Policy**

*This policy which applies to the whole school is saved on the school shared system and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

<b>Information Sharing Category</b>	School Shared System (Public copy provided on request)
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<b>Responsible Area</b>	Kate Wiffen

This document is a statement of the aims, principles and strategies for the pupil voice at The Roche School. This policy was formulated by the pupil voice representatives and pupil voice Coordinator. The implementation of this policy is the responsibility of all members of staff at The Roche School.

### **Aims and Objectives**

The aim of Pupil Voice is to provide opportunity for children to become partners in their own education and to make a positive contribution to the school environment and ethos. We want to develop and promote children's self-confidence, social skills and promote responsible behaviour towards each other and towards their teachers. The Roche pupil voice aims to develop the children's knowledge, skills and understanding of how to contribute to society as a whole and what it means to be an active citizen. We want to develop pupils' recognition of themselves as worthwhile individuals with a right to be heard and allow the children to have a 'voice' and to share their opinions and ideas with others. At The Roche we want to allow children be actively involved in the decision making process of the school. At The Roche School, we want pupil voice to develop important life skills that promote positive mental health and social welfare, emotional literacy critical and moral reasoning, self-esteem, self-awareness, communication skills, relationship skills and assertiveness.

### **Organisation and management of our pupil voice class meetings**

The pupil voice class representative will share information with their class from each meeting. They will hold votes, take notes and ideas from the class and share these at the next meeting. Opportunities for all children to raise items are provided.

### **Pupil voice meetings**

Pupil voice meetings are held biweekly, depending on the length of the half term. The meeting is held by the pupil voice Coordinator (Miss Kate) together with a class representative from each class. The meetings usually take place in school on Thursdays between 8:10 – 8:35am in Miss Kate's classroom.

### **Pupil voice meeting organisation and management**

The meetings are run and led by the pupil voice representatives with the support of Miss Kate. The meeting begins by discussing the actions put in place from the previous meeting and discussing any

*The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.*

ideas from the folder on the display. Children are responsible for making notes, with guidance, in the meeting to display on the pupil voice board. Children also will take any relevant information to their classes to discuss. The pupil voice representatives will occasionally speak in assembly to share new ideas and finalised plans. Miss Kate ensures that each child has a role and responsibility as a class representative.

### **How the whole school contributes to the Pupil Voice**

A suggestions folder is attached to the Pupil Voice display in the main school and Hilden House. This is for children to write ideas, suggestions, and views they have if they are unable to reach their class representative or which to share their thoughts anonymously. These ideas will be shared and discussed during pupil voice meetings. Classes are also asked to vote and discuss ideas in their classes to contribute to the initiatives that are being put in place.

### **Choosing the Representatives**

During the first two weeks of the Autumn Term, teachers in Early Years, KS1 and KS2, will discuss with their classes the role of the pupil voice representative. All children should be supported to decide whether they would like to stand for class representative and be made aware of what this role entails. Brainstorming what makes an “effective” pupil voice representative is a supportive way to get children to think about the qualities needed for such a role. Pupils in KS2 will be asked to prepare and deliver a short speech (manifesto) to the rest of their class (e.g. stating why they should be chosen). A secret ballot will be held, where each pupil will be given the opportunity to vote. Slips will be counted by the teacher and pupils with the highest number of votes are elected as class council representatives. In Early Years and KS1 the children will nominate themselves and then class teachers will decide who they think would be suitable for the role. This process will take place every new school year to allow continuity within the pupil voice.

### **The first pupil voice meeting**

The first pupil voice meeting will take place as soon as possible in the Autumn Term. It will be chaired by the pupil voice Coordinator and children will be given opportunities to learn about the procedures of these meetings, how to hold discussions and how information is shared with classes. Photographs of the representatives will be taken and displayed on the pupil voice display board alongside meeting notes, achievements, and a place for suggestions to be made. The main display is in the main school with a smaller display at Hilden House.

### **SEND/ Inclusion**

Every child matters. It is believed that every child must be given an opportunity to lead in one way or the other, irrespective of their language, ethnic background, education, or religious inclinations.

### **Wellbeing**

It is imperative that children in our care must be well looked after and happy at school. In the light of this therefore, a ‘Feelings boxes’ has been made and displayed. Writing about how they feel can help a great deal in sorting out issues and help to unclog matters which bother them, which may hinder their learning. This will help foster a happy class and above all a happy school.