

STUDENT VOICE AND STUDENT LEADERSHIP POLICY

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FEARNHILL SCHOOL

Student Voice and Student Leadership Policy

Rationale:

Our overall aim is to listen to, respond to and involve students in all aspects of school life so that all students are able to participate fully as active citizens, take ownership over their education and co-construct their learning with teachers and other parties. The role of the students in the life of the school is vital if we are to further develop as a high performing school which speaks for all its students.

Student voice and student leadership are an integral part in developing our vision of The Fearnhill Student. (Appendix 1)

Aims:

- To empower students to work in partnership with staff and each other towards shared goals.
- To provide opportunities for students to develop leadership skills through a variety of roles which impact positively on learning, teaching and well-being for students at Fearnhill School.
- To enable pupils to make a positive contribution to their learning environment.
- To encourage engagement with school and learning.
- Give a better understanding of young people's insights and capabilities.
- Form the basis for developing democratic principles, practice and British values.
- To maximise opportunities to gather student voice that permeate and inform all areas of school life through:
 1. Consultation with student groups about things that matter in school.
 2. Evaluation of the learning experience.
 3. Systematic collection and evaluation of the views of students, across the spectrum of their school experience.

Procedures:

Student Voice/ Leadership Programmes operating at Fearnhill School

1. School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.
2. Members of the School Council represent the school at community meetings and at meetings of the Leadership Team and Governing Body.
3. School Council organise the recruitment of their own members, using a voting system that involves all students of the school, ensuring representation of all year groups.
4. School Council organise their own activities and liaise to accommodate these activities on the school calendar.

5. Members of the School Council take part in staff recruitment, forming an interview panel.
6. Members of the School Council take part in faculty reviews.
7. The School Council generates funds and manages how these funds are used.
8. 6th Form leadership through the prefect body.
9. Opportunities for 6th form leadership through the Enrichment Programme.

Curriculum, Evaluation and Review

1. Student voice feedback is gathered during departmental reviews; it is analysed and the findings are used in the review report which forms the basis for action points for the departments' development.
2. Students contribute to school evaluations through completion of a questionnaire; the analysis of their responses informs school self-evaluation.
3. Students on occasions take the lead role in lessons in several subjects, creating and presenting resources for their peers e.g. revision CDs, presentation of topics, etc.
4. Students evaluate their learning experience during Personal, Social & Health Education, and during Year 11 Revision Skills sessions designed to foster students' awareness of how they learn.
5. Awareness of how students learn, to promote self-awareness, is raised through assemblies and PSHCE.
6. Students have the opportunity to talk about their own learning during a one-to-one or small group learning conversations with their tutor.
7. Peer and self-assessment for learning takes place across curricular areas to strengthen students' commitment to their own learning and that of their peers.
8. MLT are encouraged to use student observers as part of the department review programme.
9. Opportunities for young people to get involved in leadership are embedded within the curriculum and outside the curriculum in extended activities.
10. Students also have the opportunity of representing the school at formal events.

Roles and responsibilities

Expectations of all staff:

- Through the active involvement of students, we intend to contribute to whole school improvement.
- Improve teaching and learning through ongoing dialogue with students
- Share good practice between departments
- Promote students' views and take their suggestions on board
- Take students' views seriously, and listen and respond to requests for change, ideas and complaints
- Take every opportunity to offer student leadership of their own learning and contribute to others areas of school life.

Expectations of Student Voice Coordinator:

- Create a working partnership between the Student Leadership Team and the Senior Leadership Team
- Involve students in decisions about the running of the school
- Participate in national and local initiatives, events and campaigns pertinent to student voice.
- Involve students in decisions about school policies, initiatives and developments
- Involve students in decisions about appointing new staff, both internally and externally
- Provide meeting space, time, finances and resources for student voice activities
- Promote and support student voice initiatives in a positive way
- Train students involved in key areas of student voice
- Set up and maintain structures to support the functioning of student voice activity within the school
- Seek to involve all students in student voice activities
- Develop the role of the school council to ensure they make a valuable contribution.

Expectations of students:

The Student Leadership Team will:

- Help to improve teaching and learning at Fearnhill School by discussing teaching and learning issues with attached SLT counterparts
- Work with heads of department to review schemes of work
- Elicit student opinion on how to improve teaching and learning
- Represent the school and share good practice with other schools locally and nationally
- Support the rest of the student body to ensure that students feel heard at Fearnhill School
- Interview staff applying for new posts
- Organise the recruitment of their own members, using application forms and interviews ensuring representation of all year groups
- Organise their own activities promoting student voice and liaise to accommodate these activities
- Coordinate with the Student Voice Coordinator and communicate with him/her regularly about Student Voice issues
- Canvass students' views through a variety of methods
- Promote student voice through assemblies and student voice notice board
- Meet on a fortnightly basis with the Student Voice Coordinator to review progress and undertake student voice initiatives, ensuring their activities are in line with the school's vision.
- Respect the Prefect Student Voice leads and ensure apologies are made when missing meetings
- Represent the school at formal events
- Run student council meetings and ensure detailed minutes are taken and shared through use of notice boards, Fearnfile and website
- All students involved in student voice activities will be expected to:

- Maintain an objective and professional approach to dealing with students and staff at all times
- Lead the school by example in all areas of conduct such as good uniform, behaviour, punctuality and attendance and provide a role model to younger students.

Appendix 1

June 2017
New Policy
NHC

...feels equally valued

...is determined to achieve well

...can communicate effectively,
confidently and with passion

...has high aspirations

...feels autonomous, creative,
empowered and accountable

... is able to work effectively in
collaboration

...has inner drive

...will fulfil and often
exceed their potential

...tries hard and always has
pride in their work

...is reflective

...is resilient to failure

...has a Growth Mind set

...is a well rounded citizen

...is an independent learner

**A Fearnhill
Student...**

...is self-motivated and self-
confident

...is willing to take risks

...is resourceful

...feels they have a voice and are being heard

...is proud of their achievements

...is eager to improve their learning
and capitalise on feedback

...is prepared to challenge
themselves

...has no fear of making mistakes

...is curious and interested

...loves the challenge of learning

...makes use of previous
learning

...can listen, question and
respond

...has self belief

...builds character with strong values

...can use initiative

...thrives and reaches their full potential

... is equipped to face the challenges and
uncertainties ahead

...is happy