



## **Pupil Mental Health and Well Being**

### **Pupil Voice Action Plan – March 2022**

A whole-school approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Children and young people can offer unique perspectives on what it is like to be a pupil at their school; involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

Pupil Voice - What is it and why is it important?

Pupil voice in schools means a whole-school commitment to listening to the views, wishes and experiences of all children and young people. It means placing value on what children and young people tell school staff about their experiences.

Action 1	To ensure that pupil voice is included in decision making and introducing the behaviour policy	By Whom	By When	Desired Impact
Reintroduce Well Being Champions (Re-brand as Booker Park Champions)	<ul style="list-style-type: none"><li>• Class teachers to be involved in identifying pupils to join our well-being champion group</li><li>• Well Being champions to meet weekly to discuss key themes</li><li>• Well Being champions to be involved in feeding back to other pupils in assembly</li><li>• Design a well-being champion logo and badge</li></ul>	KL initially but to be run by a UPS teacher and working party	Summer term 22	<ul style="list-style-type: none"><li>• To have an active pupil voice group within the school that meet weekly and discuss key elements of SDP, curriculum, policy</li><li>• Pupil voice to be incorporated into all appropriate decision making, policies and procedures</li><li>• Pupil voice to be actively listened to and valued</li><li>• All leaders and staff to listen to pupil's communication and value their input</li></ul>

				<ul style="list-style-type: none"> <li>Pupil voice will be collected through conversation, communication methods, visuals, staff, families and looking out for behaviour and communication</li> <li>Pre-formal pupils to have involvement through support and activities in class, Semi formal/formal pupils to be involved in face to face meeting each week for 15 mins</li> </ul>
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Action 2	To ensure that all pupil's voice is listened to and a skilled team are able to look out for signs of non-verbal as well as verbal communication	By Whom	By When	Desired Impact
Introduce and train a team of Youth Mental Health First Aiders	<ul style="list-style-type: none"> <li>To identify a team of staff from varying positions within the school, to train as youth mental health first aiders. They will look for signs of communication from pupils to feed back what is working or not working in areas across the curriculum and school.</li> <li>YMHFA team to advocate for pupils across the school and be aware of any triggers/issues</li> <li>To feed into the action plan and liaise with Pupil Well Being lead to identify resources, sessions and ideas to support pupil's mental wellness and well being.</li> <li>Regular meetings to ensure the team can feed back and have an impact on pupil voice and well being</li> </ul>	KL SLT	Sept 22	<ul style="list-style-type: none"> <li>An established team of 3-4 staff to be trained to look out for signs of communication</li> <li>Identify any areas of concern and suggest support strategies for groups or individuals</li> <li>To feed into the curriculum, SLT and family support team</li> </ul>

Action 3	For leaders to model behavior expectations and valuing pupil voice	By Whom	By When	Desired Impact
Leaders to make use of assemblies and observation to provide opportunities to make sure pupils understand the school's commitment to knowing what children want and need	<ul style="list-style-type: none"> <li>• To use assemblies to gain and share pupil voice through use of promoting a key question, e.g. "is it good to have safe hands, safe feet at school" – question is promoted in assembly and goes back to class to discuss over the week – bring back to the following weeks assembly for staff to support pupils to feedback</li> <li>• Introduce a sign of the week that supports communication and pupil voice</li> <li>• To use assemblies for reinforcing the behaviour expectations and for leaders to model to staff and pupils</li> <li>• Use assemblies to gain pupil voice to key questions with a range of communication strategies</li> <li>• Use clear start and end signals/songs to show the start and end of assembly</li> <li>• Use visuals to demonstrate expectations of good looking, good listening, good sitting</li> <li>• Leaders to model gaining pupil voice in lesson observations and drop ins and record this</li> </ul>	SLT BL, JB, KL Middle leaders	Summer Term 22	<ul style="list-style-type: none"> <li>• All leaders, to consistently act as good role models, showing expectations and supporting strategies</li> <li>• Assemblies to be back in departments in the summer term – HoD or UPS teachers to lead</li> <li>• Leaders to actively look for pupil voice in lesson observations and ensure this is recorded on observation forms and summaries</li> <li>• Pupils to know that their voice, in whatever capacity, is heard, listened to and valued</li> </ul>

Action 4	To use family groups to listen to pupil voice	By Whom	By When	Desired Impact
To have a 'family group' system where the school is divided into manageable groups which meet regularly and discuss a range of themes and issues; often health and wellbeing-related. Decisions and comments can then be passed onto the school senior leadership.	<ul style="list-style-type: none"> <li>Family forum meeting</li> <li>1:1 phone calls and meetings with families to discuss pupils voice in decision making</li> <li>Half termly family homework which will encourage family engagement and for families to feedback what pupils have enjoyed and achieved as well as any difficulties</li> <li>Annual review process to capture pupil voice with annual review chairs monitoring any key themes and feeding back to the wellbeing lead</li> <li>Parents evenings</li> <li>Family support worker to run coffee mornings and workshops for parents and gather feedback</li> </ul>	KL SLT	Summer Term 22	<ul style="list-style-type: none"> <li>Families at BP to have a voice and know that this is listened to and valued</li> <li>For families to be able to advocate for their child and share their voice</li> <li>For family and pupil voice to be fed back of the impact (You said... so we did....)</li> <li>Ensure pupil voice is captured and discussed at the annual review</li> <li>Parents evening notes to feed into the APDR cycle</li> <li>Regular coffee morning to gain pupil and family voice</li> </ul>

Action 5	To introduce the UNICEF Rights Respecting School award	By Whom	By When	Desired Impact
To introduce the 'Rights Respecting' approach with particular focus on Article 12 – The Right to be heard - Pupil Voice and Engagement	<ul style="list-style-type: none"> <li>Children and young people play an active role in their school becoming rights respecting.</li> <li>The Rights Respecting Schools Award provides a framework for pupil participation.</li> <li>Adults are encouraged to work with children and young people in an inclusive way to ensure that their views are heard and valued in decision-making</li> <li>Staff create an environment that is conducive to participation. A wide range of opportunities are provided for all children to become involved in</li> </ul>	KL SLT	Summer Term 22	<ul style="list-style-type: none"> <li>The school to achieve the Unicef Rights Respecting Award</li> <li>For staff, pupils and families to have clear understanding and support for knowing their rights and responsibilities</li> <li>To ensure that pupil voice is captured as the ethos</li> </ul>

	<p>decision-making in different contexts, including in governing bodies, staff appointments, curriculum planning and evaluating teaching and learning.</p> <ul style="list-style-type: none"> <li>• Children and young people are supported to get involved and the impact of participation on policy development and outcomes for children is reviewed.</li> </ul>			<p>across the school and valued</p> <ul style="list-style-type: none"> <li>• To ensure that pupils are supported to share their thoughts and opinions through a variety of communication methods</li> </ul>
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