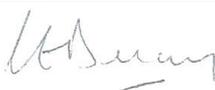




Kilburn
Grange School
LEARN ENJOY SUCCEED

**BPET Personal Social Health and Economic (PSHE)/
Spiritual Moral Social and Cultural (SMSC) Education
Policy**

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| Signed: |  |
| Chair of Trust Board: | Claire Delaney |
| Approved: | 14 th October 2017 |
| Review Date: | July 2018 |

Contents

| | | |
|------|--|----|
| 1.0 | Bellevue Place Education Trust – Our commitment | 3 |
| 2.0 | Introduction..... | 3 |
| 3.0 | What is PSHE?..... | 3 |
| 4.0 | What is SMSC?..... | 3 |
| | Spiritual Development..... | 3 |
| | Moral Development | 4 |
| | Social Development..... | 4 |
| | Cultural Development | 4 |
| 5.0 | Rationale..... | 5 |
| 6.0 | Aims and Objectives | 6 |
| 7.0 | Curriculum Planning | 7 |
| 8.0 | Fundamental British Values..... | 7 |
| 9.0 | Creating a safe and supporting learning environment | 8 |
| 10.0 | PSHE, SMSC and Inclusion | 9 |
| 11.0 | Assessment for Learning | 9 |
| 12.0 | Collective Worship..... | 9 |
| 13.0 | Links with the wider community | 9 |
| 14.0 | Monitoring and Evaluation..... | 10 |
| 15.0 | Approval by the Bellevue Place Education Trust Board | 10 |
| | Appendix 1: Fundamental British Values Poster | 11 |
| | Appendix 2: Pupil Participation Guidance..... | 12 |
| | Pupil Participation | 12 |
| | How Pupils Participate and are Involved..... | 12 |
| | Consultation Methods..... | 13 |
| | Pupil Participation Display..... | 13 |
| | School Council | 13 |
| | What is our School Council for? | 13 |
| | How do our Class Meetings work? | 14 |
| | What will staff do for the School Council? | 14 |
| | Monitoring..... | 15 |

1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

2.0 Introduction

PSHE (Personal, Social, Health and Economic education) and SMSC (Spiritual, Moral, Social and Cultural development) is crucial for individual pupils, staff and for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people. We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve, thrive in a supportive highly cohesive learning community and develop into responsible citizens.

3.0 What is PSHE?

PSHE (Personal, Social, Health and Economic Education) contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

4.0 What is SMSC?

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of rewards, sanctions or consequences. We support our pupils to work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

5.0 Rationale

BPET aims to provide an education that provides pupils with opportunities to explore and develop values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Under the Equalities Act 2010, Kilburn Grange School strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children. This means that PSHE and SMSC education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes.

All curriculum areas have a contribution to make to each pupil's personal, spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. PSHE education and SMSC development is cross curricular and promotes the aims and principles of the policies for RE, Drugs Education, Sex and Relationships Education and the Equality policy. These policies all underpin the curriculum model and we put the children at the heart of everything we do.

PSHE and SMSC development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and school values, celebrating the British values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The personal, spiritual, moral, social and cultural elements of pupils' development are inter-related. Although we separate these elements for the purpose of identifying where they occur, it should not be forgotten that there is much overlap between them, not least in respect of spirituality and its links to pupils' attitudes, morals, behaviour in society and cultural understanding.

Adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families. Our schools' communities will be places where pupils can find acceptance for themselves as unique individuals, and where opportunities for personal development are fundamental to the ethos of the school. It is an expectation across the school that all staff, in all subjects, can and should make a contribution to the personal, spiritual, moral, social and cultural development of pupils through the taught

curriculum and through the use of appropriate teaching and learning planning and strategies e.g. discussion, reflection, pupil participation, collaboration, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils and staff equally and as individuals.

6.0 Aims and Objectives

The aims of this policy are:

- To ensure that everyone connected with BPET schools is aware of our values and principles;
- To promote the spiritual, moral, cultural, mental, physical and personal development of pupils at the school and of society;
- To ensure that each pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background;
- To ensure that there is a non-partisan approach in all that the school does in terms of curriculum delivery, resources and including educational visits and visitors;
- To develop good relationships between home, school and the local and wider communities.

Our objectives in the teaching of PSHE and SMSC are for all of our pupils:

- To help our pupils towards independent learning and to equip them with all life skills to become active, positive members of our democratic society;
- To achieve their full potential across all areas of the curriculum;
- To inspire, stimulate and foster a love of learning and enquiry;
- To understand the world in which they live;
- To know and understand what is meant by a healthy lifestyle;
- To keep themselves and others safe;
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs and feelings to personal experience and social and moral issues;
- To develop a sense of social and moral responsibility, consideration for others, collaboration with others, self-respect and self-confidence;
- To understand how to make informed choices regarding personal, moral and social issues;
- To develop an understanding of their individual and group identity;
- To promote respect and consideration for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);

- To understand what makes for good relationships and develop good relationships with others;
- To know about economic well-being.

7.0 Curriculum Planning

Development in SMSC and PSHE will take place across all curriculum areas in our schools, within activities that encourage pupils to recognise the personal, spiritual, moral, social and cultural dimensions of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. Each half-term, a medium term plan is produced which includes focus areas for class, assembly and collective worship. The curriculum also offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes. PSHE and SMSC is timetabled weekly and embedded throughout the curriculum. PSHE and SMSC objectives are taught through cross-curricular opportunities and as a discrete topic where appropriate. In addition to this, enrichment activities are provided to support the curriculum such as Anti-bullying Week and Black History Month. Our educational visits and visitors also make an important contribution to the pupils' PSHE and SMSC development.

PSHE and SMSC is taught in reception classes as an integral part of topic work and the Early Years Foundation Stage. As reception is part of the Foundation Stage, PSHE and SMSC relates to aspects of the pupil's learning within the objectives set out in the Early Learning Goals (ELG's) and the characteristics of effective learning. Teaching and learning in PSHE and SMSC matches the aim of the developing a pupil's personal, emotional and social development as set out in the ELG's. This area of learning is about emotional well-being, knowing who you are and where you fit and feeling good about yourself. It develops respect for others, social competence and a positive outlook to learn. The characteristics of effective learning describe processes which play a central role in a pupil's learning and in becoming an effective and lifelong learner.

Kilburn Grange School promotes six values which are evident in our ethos, expectations, policies, daily interactions and practice. The school values underpin the school vision and forms the basis of the behaviour policy – one rule (**W.E. C.A.R.E.**) and the acronym spells out the school values; *Wonder, Enjoy, Collaborate, Aspire, Reflect and Endeavour*. Pupils are taught to demonstrate these values by following the steps to success. Each value has a visual aid to help pupils associate what that value stands for.

8.0 Fundamental British Values

At Kilburn Grange School, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that all children will understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England and Great Britain are subject to its law. Teaching will support the rule of English civil and criminal law. Pupils will be made aware of the difference between the law of the land and religious law.

Through our provision of SMSC and PSHE, Kilburn Grange School will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for the public institution and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- displays and posters which reflect pupil participation including contributions made by the schools council (refer to appendix 1).
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England (refer to appendix 2).

As a result the pupils will:

- have an understanding of how citizens can influence decision-making through the democratic process;
- have an appreciation that living under the law protects individual citizens and is essential for their wellbeing and safety;
- have an understanding that there is a separation of power, while some public bodies such as the police and the army can be held to account through parliament, other such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law,
- an acceptance that other people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- have an understanding of the importance of identifying and combating discrimination.

9.0 Creating a safe and supporting learning environment

A safe and supportive learning environment will be created by ensuring clear guidelines and rules are shared with pupils. Pupils will be given the opportunity to develop and discuss their opinions in a safe and respected manner. Pupils will respect the views of others, their cultural and religious differences.

Where pupils or evidence indicates that they may be vulnerable and at risk, pupils will receive appropriate support and consideration for their needs. Pupils will be given an opportunity to express their sensitivities with a member of staff which will be shared with the Designated Safeguarding Lead. Due to the nature of PSHE and SMSC education, pupils' learning may result in them seeking advice or support on a specific personal issue. No staff member can offer complete confidentiality, and it is important for everyone's safety that teachers, staff members and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not

their own. At all times the contents of the Behaviour, Anti bullying and Safeguarding policies will be adhered to.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of PSHE and SMSC. They will address pupils' questions with due regard to the beliefs and values of the pupil's family. The teaching of PSHE and SMSC respects and refers to the beliefs of the pupil's home background. SRE (Sex and Relationships Education) is also part of the school's provision for PSHE and SMSC education. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

10.0 PSHE, SMSC and Inclusion

PSHE and SMSC is taught to all pupils, regardless of their ability. Teachers provide learning opportunities matched to individual needs of all pupils. Where pupils have a special educational need, intervention may be required. When teaching PSHE and SMSC, teachers take into account the targets set for the pupils in their intervention, statement or Education Health and Care Plan, some of which may be directly related to PSHE and SMSC targets.

For gifted and talented / more able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

11.0 Assessment for Learning

Pupil's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in circle time and lessons. Pupils will also be involved in self-assessment e.g. talking about their own experiences, making comments in their books and in assemblies. The assessments that are made of pupil achievements are positive and record achievement in the widest sense. General comments about SMSC and PSHE will be included in termly reports to parents and discussed during parent teacher meetings.

12.0 Collective Worship

Collective worship will recognise and value the cultural, linguistic and religious diversity of our school population and will be conducted within our Equality policy. Collective worship reinforces the school community, by giving pupils the opportunity to share things of worth with each other, within a reflective space.

Those pupils who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate whilst those pupils who don't have a religious belief will have the opportunity to reflect and make a personal, internal response to the same stimulus. They will also be able to enter in to dialogue, with those of faith, enabling both believers and non-believers to appreciate each other's stances.

The language of invitation to reflect will be open and inclusive, ensuring that no pupil or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

13.0 Links with the wider community

The school will support the work of a variety of charities and the public services of England. We recognise that visiting speakers from the community, charities or organisations make a valuable contribution to PSHE and SMSC development. Their input is carefully planned and monitored so as to fit into and complement the programme. However, the PSHE/SMSC coordinator should always manage this learning, ensuring that learning objectives, outcomes and content have been agreed in advance (this will be in line with the educational visit and visitor approval form). Teachers will always be present during these sessions. Educational visits also help enrich pupil's learning. These will be managed in the same way as visiting speakers, with carefully planned out objectives and outcomes. Pupils will be taught to appreciate and take responsibility for their local environment.

The development of strong home-school links is regarded as very important, enabling parents and teachers to work in an effective partnership to support pupils' development. Promoting the spiritual, moral, social and cultural (SMSC) development of pupils is about the nurture of them as human beings and, as such, is the most important job a school is charged with fulfilling. It is a shared responsibility involving the whole school, the entire community and the complete curriculum.

14.0 Monitoring and Evaluation

The Deputy Headteacher will review this policy annually and update it in consultation with key staff and governors, in line with current best practice as s/he considers necessary.

15.0 Approval by the Bellevue Place Education Trust Board

This policy has been formally approved and adopted by the BPET Board.

Appendix 1: Fundamental British Values Poster

British Values at Kilburn Grange School

We respect all in our school:

- We follow our school rule W.E. C.A.R.E. all the time;
- Our school value 'collaborate' helps us to respect everyone's rights and treat everyone fairly;
- Our school value 'collaborate' helps us be good communicators: we listen to each other and speak kindly.



We promote personal liberty:

- We make our own choices and we are responsible for our own choices;
- We can express our opinions, ideas, likes and dislikes as long as it isn't hateful or against the British Values;
- We develop our talents, skills and interests.

We are a democratic school:

- Our school council represents our views on matters that affect us;
- We can express our opinions through discussions, surveys, voting and writing;
- Our parents help to govern the school.

We are tolerant of all faiths and cultures:

- We belong to many faiths;
- We represent many cultures and nationalities;
- We learn about and celebrate different faiths, cultures and nationalities;
- Our school value 'collaborate' helps us understand and respect each other's differences, ideas and cultures.

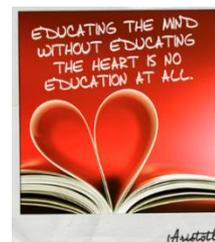
We follow the school rule and values:

- Our school rule W.E. C.A.R.E. helps us to be caring in everything we do;
- The Peace Pathway helps us to solve our problems fairly and to take responsibility for our actions;
- Our school value 'collaborate' helps us to include everyone in our learning and work as a team to support and learn from each other;
- Our parents help the teachers with our behaviour.

Appendix 2: Pupil Participation Guidance

Pupil Participation Guidance

At Kilburn Grange School we put all of our children at the *heart* of everything we do whilst providing a first class education so that the pupils can learn, enjoy and succeed. Our school is a place that inspires and engages children's minds and hearts. Our school believes in a democracy and the laws of the country, where every individual has a voice that is heard and respected. Let's stop hate and collaborate!



Pupil Participation

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the human rights of children under the age of 18. Several articles of the UNCRC are particularly relevant to educational settings. Articles 13 and 17 set out the right of children and young people to access and share reliable information; whilst Articles 28-30 set out the right to an education which develops every child's personality and talents to the full, in the context of their language and culture.

The basis for pupil voice is to be found in Article 12 of the UNCRC, which sets out the right of children and young people to express an opinion and to have that opinion taken into account when decisions are being made on any matter that affects them. This Article is seen as particularly important, in that it is an enabling right, empowering and supporting children and young people to access broader rights under the UNCRC.

The literal definition of participation is 'taking part'. In the context of children and young people's rights, however, participation is about children and young people having their voice heard when decisions are being made that affect their lives, and being actively involved in decision-making processes. Pupil participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and well-being, as set out in Article 12 of the UNCRC. Therefore, gathering pupils' views and opinions should be a regular feature of school life. Pupils are the stakeholders most likely to be affected by decisions, and are able to contribute unique viewpoints as to how decisions are working on the ground. Participation is a process rather than an event, with varying degrees of involvement from being consulted on a predetermined issue to young people choosing their agenda, making their own decisions and taking them forward.

How Pupils Participate and are Involved

A list of matters which pupils may be involved in is set out below:

- Improving learning through Assessment for Learning (AfL) strategies, such as peer marking, self-evaluation, setting of success criteria and higher order questioning;
- Improvements and additions to the curriculum such as ideas/wonders for each topic, and the planning of wonder hour and wonder week;
- Planning, reviewing and implementing school policies which affect pupils (e.g. the school's pupil participation policy, anti-bullying, behaviour and attendance policies, inclusion, transport to and from school, school uniform);
- School self-evaluation processes and the school development plan (e.g. link governor visits);
- Extra-curricular activities - e.g. after-school clubs;
- Staff appointments such as being part of the interview process or interview panel;
- Fundraising, links to charities and use of allocated budget;
- Developing resources and facilities (e.g. IT, sports, music and drama);
- Improvements to the school environment (e.g. school buildings, playground, dining area, décor, toilet);
- Sustainability (e.g. development of a whole-school environmental policy, recycling, development as an eco-school or a healthy school);
- Pupil welfare - to include anti-bullying, peer support, mentoring and pastoral support arrangements;
- Transition from primary (including class to class) to secondary school, and to further or higher education;
- Food and fitness (including school meals and provision for keeping fit and healthy);
- Links with the local community and involvement in community projects;

- Representation to the local authority on issues of concern to pupils (e.g. transport, safe routes to school, the environment, etc.).

Consultation Methods

The views and ideas of children and young people are sought when planning, developing and reviewing policies and procedures that might affect them. In order to be inclusive, consultations should be well-advertised, happen in a timely manner, and a variety of methods used. Some of these may include:

- Consulting through pupil bodies - e.g. school council representatives;
- Class meetings (fortnightly) or assemblies (daily);
- Questionnaires or surveys (at least once per half-term);
- Focus groups or workshops;
- Initiatives such as learning detectives/reporters;
- Suggestion boxes (Kilburn Grange postcard can be completed anytime and put in the suggestion box or given to a School Councillor).

Pupil Participation Display

In order to avoid tokenism, pupils need to know what will happen as a result of their input, and receive timely feedback about how their views have influenced outcomes. Feedback may happen through:

- Pupil representatives on groups such as the school council, eco-council or healthy schools;
- School assemblies;
- Notice-boards and TV screens;
- The school newsletter and/or web-site.

If it has not been possible to take forward ideas submitted by pupils, the reasons for this will always be explained.

There will be a display in the school to show pupil participation in the school. The display will include:

- Who's in the school council and what they do.
- How everyone's voice is captured (fortnightly class meetings, half-termly surveys and Kilburn Grange post cards).
- You said, we did feature that clearly shows what pupils said and what was done about it.

| Project | Just started | Progress | Finished | In charge? | What's happening? | Expected finish |
|-----------------------------------|---|---|---|---|--|--------------------------------|
| Cycle shed |  | | |  Laura | Researching prices | Shed up: end of term |
| Recycling boxes | |  | |  Brian | Waiting for delivery of boxes | Boxes in classrooms: Next week |
| Learning survey | |  | |  Johnel | Waiting for response from Head | Results published: 3 weeks |
| Buddy email system |  | | |  Meera | Waiting for meeting with IT co-ordinator | System up: end of next month |
| Trip to Parliament | | |  |  Jade | All finished! | Trip: in 2 months |
| Reviewing School Development Plan |  | | |  Dan | Making copies for all classes | SDP finished: end of term |
| Things we can't do sorry! | Why we can't do them | | | Our successes | | |
| Change uniform | The uniform was changed 2 years ago, it would be too expensive for parents to change it again. | | |  | | |
| Build swimming pool | There is no space and it would cost over £100,000 we don't have that much money. | | | | | |
| Ride bikes in playground | There isn't enough room for this to happen safely. People might crash into each other and get hurt. | | | | | |

School Council

Having an effective School Council is beneficial to the whole school community and also individuals as it gives everyone involved in school a voice. It helps our school develop into a caring community where pupils, teachers and parents/carers work in partnership towards shared goals. The goal of the school council is to support or develop projects that consider the needs of the school and students and host events and activities that help our school community.

Candidates for our School Council are elected by members of their class and elections take place each academic year. Votes from the elected Council are then held for the Chairperson, Vice-Chairperson and Secretary.

What is our School Council for?

The School Council is about:



- Learning to work together
- Learning about democracy
- Learning how to play a positive role in our community

The School Council has a responsibility to get everyone involved by:

- Finding things they want to change
- Coming up with ways to make them better
- Putting those ideas into action
- Seeing what works (evaluating)

Class meetings is an important way we involve everyone.

How do our Class Meetings work?

- Our whole class has a meeting fortnightly at the end of Wonder Hour. There will usually be an inquiry question to discuss and/or vote.
- We share what we're going to talk about the day before the meeting, so everyone has time to think.
- The class splits into small groups and/or are encouraged to switch up their talk partners when discussing ideas during Class Meetings.
- All children regardless of age, disability, gender, race, religion or beliefs, etc. should be encouraged to be involved and their voices heard.
- The School Councillors run the meetings each time and take notes to pass onto the School Council.

When you discuss an idea in your class it will be:

- Noted down
- Passed to the next School Council Team meeting
- The School Council Team will give you an update within two weeks of the meeting.

The School Council Team will try to help make your idea happen by getting:

- Permission
- Support
- Money
- Time

If they can't they will tell you why not.

If they can, they will want you to help make your idea happen. If the School Council needs help, this may involve getting an Action Team set up to achieve this.

What will staff do for the School Council?

- Make sure meetings happen when they are supposed to.
- Support pupils to run meetings.
- Support the School Council and/or Action Team by checking that its idea is safe and providing support and guidance as necessary.
- The Headteacher will answer all the School Council's questions within one week.
- If the Headteacher has to say 'no' to anything, she will explain why.

Staff role in Class Meetings

Before meetings:

- Ensure there is time given for meetings.
- Make sure the fortnightly question is up in your classroom at least a day before the meeting.

During meetings:

- Initially model chairing (discuss what worked, what didn't work). Slowly draw back your role.
- Support the Chair and Secretary or other School Councillors quietly - a whisper in the ear.
- Eventually, the staff will just be a point of information.



Monitoring

One way of checking whether pupil participation is working in your school is for a member of the governing body or senior leadership team to stop pupils at random in the corridor or playground and check out their opinion.

Questions could include:

- Do you feel listened to in school? Do staff listen to your ideas? How does this happen?
- Do you feel involved in making decisions in school? Can you explain how?
- Do you know who the School Councillors are?
- Can you name anything the school council has achieved for the children/school in the past year?