



St Paul's School
FOUNDED 1509

Hearing the Pupil Voice:

Arrangements within St Paul's to listen to pupils

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policyquery@stpaulsschool.org.uk

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

1. Tutor groups

Boys meet with their Tutor groups and Tutor daily each morning for registration and on Friday afternoons each week for 35 minutes. The Tutor group is a place where boys are encouraged to discuss all matters informally with other (usually including older) pupils and their Tutor. Stated objectives of 'Tutor Time' that are consistent with the concept of listening to pupils include:

1. Creating a purposeful environment where uninhibited, respectful, non-hierarchical engagement with one another is promoted.
2. Tutors getting to know their tutees to enable them to tailor advices and support appropriately.
3. Promote inter-year socialisation and integration – building relationships.
4. Build a whole-school sense of community
5. Foster inclusivity. From this, create an environment of trust in which serious issues can come to light.

2. Student Voice

Student Voice was reviewed and proposals for substantial revisions were made in 2016-17. Since then, this new model for Student Voice has been implemented with refinement and development in each academic year. The School Intranet holds information about Pupil Voice and agendas and minutes are published there. The following outlines Pupil Voice at St Paul's as it intends to run in 2019-2020:

2.1 Pupil Leadership Team

The Pupil Leadership Team is designed to allow U8th students to work together to ensure considered, successful and smooth operation in the many responsibilities senior students have within the school. This Team will look at year-long (and beyond) priorities as well as being a useful sounding board for the Captain of the School on other day-to-day matters.

Members of the Leadership Team will take on a number of specialized roles with written and published job descriptions. These include:

- One representative associated with each year group, and one for SPJ;
- One involved with the *Anything2Say* online feedback system;
- Representatives with specific areas of responsibility (whilst this list is likely to evolve, it might include, environment, sports, arts);
- The Captain and Vice-Captain of School;
- Prefects – on rotation;
- Upper Eighth Form Forum reps – on rotation.

ROLES AND FUNCTION

The Leadership Team:

- Represents the views of the student body as a whole.
- Takes the lead in school-wide pupil voice initiatives.
- Manages and coordinates the pupil voice bodies and mechanisms (including IT systems) across the school.
- Takes a supportive role with the work of the Year Fora (see below).
- Supports all pupils in having their voices heard.
- Reports back to the pupil body on the progress of initiatives, and any matters of concern that have been raised.

The Leadership Team will meet Fortnightly with the Head of Pupil Voice and The Deputy Head Pastoral/ Upper Eighth Undermaster. This will allow the Pupil Leadership Team to agree the agenda for subsequent Year Forum meetings and review feedback from the School Council. This will also allow Whole-School Consultations to be initiated and reviewed. The Head of Pupil Voice will act as a link between this body and the wider Pupil Voice structure to SMT.

The Captain and/or Vice Captain of the School will meet weekly with the Surmaster. This will be an opportunity to feedback on the day-to-day operations of the Team, share important developments, discuss and agree strategy, discuss and lead the work of the Year

Fora (see below). It is suggested that the Captain of School chair this meeting, with the Vice-Captain as secretary.

SELECTION AND TRAINING

- Prefects. L8th pupils submit an application to be a member of the prefect body. Staff and students are asked to recommend students and conduct and service is taken into account in a meeting of senior staff. Selection onto the Student Leadership Team is based on a rota system managed by the Prefect Team.
- The Captain and Vice Captain of the school progress through the Prefect application process and then submit an addition application for either Captain, Vive Captain or either. Students are then interviewed by the Highmaster and the U8th Undermaster.
- Committee reps are allocated through application process run by the staff in charge of that aspect of the school.

SUPPORT AND ENCOURAGEMENT FOR EFFECTIVE STUDENT LEADERS

- Early in their tenure (see proposed timeline in Appendix A), the Leadership Team will set their strategy for the upcoming year.
- In Autumn and Spring, the head of Pupil Voice will consult SMT about areas they would like pupil consultation. These will be reviewed by the Pupil Leadership Team and then circulated.
- At the end of each term, the Captain of the School will write a report on Pupil Voice giving a summary of actions and outlining next steps. This will be distributed via email and the intranet.
- Steps taken to ensure a high visibility for the Leadership Team, as well as to give their work appropriate status and value:
 - Introducing the entire team as part of a whole-school assembly.
 - Photos of the team and information about their specific roles advertised on the intranet and on a designated board in the Atrium.
 - Members of the Team to lead assemblies to all year groups at least once a year (if not more).
 - Via their role with the different year-group councils (see below).
 - In the back of the club list/ term planners.

2.2 School Council

The School Council consists of two elected representatives from each Year Fora and is designed to pull together the feedback from pupils in all years. As such, the School Council is the body consulted when staff from various areas of the school are looking for student feedback. The meeting is chaired by the Captain/Vice Captain of the school.

ROLES AND FUNCTIONS

The School Council is uniquely placed as a cross-year council of students. The School Council:

- Provides an opportunity for pupils to raise concerns, questions and ideas from their year group and discuss actions with peers from all years in the senior school.

- Provides a mechanism for the Captain of the School to hear feedback from all years and pass feedback via Year Representatives to Year Fora.
- Takes a lead role in the communication and discussion of Whole School Consultation agendas and feedback as well as the feedback from other consultations.
- Is the body of students who will be consulted if staff are keen to get feedback on a specific area of the school (e.g. catering). The consultation meeting will follow school-wide communication and subsequent Year Forum meetings and thus allow School Council Representatives to lead informed discussion and offer feedback.
- Provides an opportunity for students to develop leadership skills by working with their peers.

SELECTION AND TRAINING

Students are selected from the Year Forum to represent their year at the School Council. These elections are run within the Year Forum, where students can put themselves forward for this additional role. Where more than two students put themselves forward, candidates will be asked to speak to why they would like the role and what they feel they can bring to the role and all members get to vote. There is also some precedent for rotating responsibility.

SCHOOL COUNCIL MEETINGS

School Council meetings will run less frequently than Year Fora meetings and are designed to pull together feedback. They will generally run twice half-termly. They are chaired by the Captain/Vice Captain of the School and attend by the Head of Pupil Voice who will be able to report to SMT.

2.3 Year Forums

The Year Fora will be based on the club system, providing a coherent structure across the year groups. By linking the work of the Fora to that of the Leadership Team, there will be greater scope for consultation and discussion involving the whole pupil body, two-way dialogue will be encouraged, and it will be clearer to pupils how their views transmit in to actual decisions.

ROLES AND FUNCTIONS

- Each year group to have a Forum of eight members, one drawn from each club (and so each Forum Member will represent about 25 students). These Year Fora:
- Represent the views of the pupils in their year group.
- Provide a forum for pupils to raise concerns, questions or ideas.
- Act as part of an ongoing dialogue regarding pupil voice initiatives, sharing the views of the pupils in their year group and updating their peers on the progress of initiatives.
- Widen opportunities for student leadership and participation in pupil voice.
- Help to prepare pupils for more senior leadership roles in the School.

SELECTION AND TRAINING

- Forum Members will be elected by their peers for a term of one year. To encourage a wider group of pupils to participate, pupils will not be permitted to hold these positions in consecutive years, unless they are the only candidate.
- Year Forum members will be given some preparation and training for their role. A clear job description will be produced, and some training delivered on running their individual meetings, their role in decision-making, and how best to feed information both up to the Student Councils and back down to their peers.

YEAR FORA MEETINGS

- The Year Fora will meet once a fortnight to discuss any issues arising from their year group. Undermasters would lead these meetings but would look to students having a rotating chair and secretary.
- Each Year Forum will have an assigned member of the Pupil Leadership Team who they might invite to meetings where helpful and who is a senior student the Forum members can seek out to discuss ideas. On issues that are specific to the Pupil Leadership Team, allocated PLT members may feedback directly to the Year Forum.
- Before each whole-school consultation, all pupils will have a chance to meet with their Council Member and discuss the upcoming agenda. This will involve:
 - School Council representatives feeding back from the School Council Meeting where the agenda will have been discussed. They will update them on the progress of student initiatives, and talk them through the agenda for the upcoming meeting.
 - Year Fora agendas are published in the intranet for all students to read. All students will be invited to feedback and share their ideas through a variety of mechanisms including, tutor discussions; google form questionnaires; meetings with representatives.
 - Council Meetings will follow the above, and will aim to feed these discussions in to a whole year-group view.
 - The SPJ Student Council will serve these functions for SPJ, but will in the immediate retain its distinctive identity, selection procedures and general practice. We will, however, look for opportunities for collaboration especially where there are issues under discussion that affect all students across the site.
 - Following the Student Council meetings, there will be a meeting of the Leadership Team, which will aim to synthesize the views of the different year groups in to a summary of the view of the whole pupil body. Minutes from this meeting will be published on the intranet. These minutes will also be taken to the next meeting of the SMT presented by the Head of Pupil Voice.

2.4 Direct Mechanisms

- Students are consulted regularly about various aspects of school life; including the twice annual Whole School Consultation. The mechanism for school-wide consultation is usually a combination of tutor-based discussion based on circulated questions and a google form response. This feedback is then discussed through Year Forum and then School Council meetings.

- Students are also aware of their Year Forum members as well as the students from other years and those senior students on the Pupil Leadership Team. Information about Student Leaders is on the intranet and displayed around the school.
- The school operates an 'Anything2Say' system. This is an online space where students can email about any matter relating to life at St Paul's School. The emails are passed to the students in charge anonymously and they are trained in how to support. A member of staff is responsible for the platform and, where there is a safeguarding concern, will alert a member of the safeguarding team. (see below for more detail)
- For every day maintenance and site related reports, there is a 'Helpdesk' system. This system allows reports of (e.g. broken taps) to be reported and this is directed to a member of staff in a position to resolve the issue. As part of each Year Forum meeting, any such issues raised can be helpdesked.
- The school is looking to make the most of digital platforms and will continue to review what is available in order to enhance the functionality and effectiveness of digital tools.

3. Teachers

Teachers at St Paul's are expected to listen to pupils and to take seriously, and act appropriately on any concerns they may have. All teachers at St Paul's are given training in safeguarding and child protection as part of induction and which is refreshed every three years, in line with Richmond Local Safeguarding Children's Board (LSCB) guidance. This training is provided by the LSCB trainers and includes guidance and advice on listening to children and what to do if a child wishes to disclose to a member of staff. All staff are required to read the School's Safeguarding and Child Protection Policy and Procedures, which provide further guidance in this area.

4. Citizenship/PSHE

The Citizenship/PSHE programme provides opportunities for boys to raise concerns, either via the forum of the class itself or specifically at the end of a class with the teacher. In particular, boys in the Fourth form are given the opportunity to answer a series of questions designed to allow them to share any concerns they might have about their home life, their relationship with their parents, and their sense of personal safety or bullying either at, or on the way between school and home. The Fourth form course is delivered by the Head of PSHE and Citizenship and Deputy DSLs, all of whom have advanced training in safeguarding and Child Protection.

5. School Counsellors

Dr Robert Bor and Dr Sara Chaudry are retained by the school to provide a counselling service for any boys at School who wish to see them. They specialise in families. They attend on one day a week each (Tuesdays and Thursdays) and see boys confidentially. Boys may make an appointment by seeing the School Nurse. Problems of any kind may be taken to the counsellors, but the range has included for example depression, adolescent crises, sexuality, discipline and behaviour.

6. Independent listener for boarding pupils

Boarders at St Paul's are advised on arrival and reminded regularly of the provision of a school-designated 'Independent Listener'; a suitably qualified, vetted volunteer, who is not employed by the school, that pupils can raise concerns with. Contact details are provided to all boarders and made known on notice boards in School House.

7. School Chaplain

The School Chaplain is available to all students (and staff) of all faiths and none as a source of pastoral support. The Chaplain is trained alongside the Teaching Staff in safeguarding and child protection. Additionally, he/she is trained to Level 3, as an Assistant Boarding Master: he/she goes into the Boarding House every week (and on a trip every half-term), to give regular pastoral support. Students are able to book to see the Chaplain via his/her email address, or can call into his/her office to see if he/she is available. The Chaplain also has a ministry of presence, proactively being available around the school, and noticing how students are acting, particularly being able to pick up on negative body language and ask if they are OK, and whether they need to talk.

8. Raising awareness of internal and external sources of support

The School makes clear to all pupils, via the homepage of the intranet and in assemblies, that if they are worried, they can seek support from a parent, a senior pupil or friend, their tutor or a trusted teacher, their head of year, a member of the pastoral leadership team, the DSL or any of the Deputy DSLs, a school counsellor, the Head of Wellbeing, the school's confidential peer support network, the school chaplain, childline/NSPCC, the Samaritans.

9. 'Anything to Say' (A2S)

'Anything to Say' is a group of Paulines devoted to listening to what other pupils have to say about any matter relating to life at School or outside it and answering any questions pupils might have. The group is diverse, with representation from a wide variety of backgrounds and of different ages.

Emails received by the service are immediately passed on to the A2S team anonymously. Pupils can expect a response within one school day. The names of people who email A2S are never revealed to the team.

A2S reply to all emails by Paulines, regardless of whether they are sent from school or external email addresses. The member of staff in charge will be able to see the sender's email address. Submissions remain completely confidential, except where the member of staff in charge thinks that there is considerable, immediate risk to the sender or those around him. In that case, the member of staff in charge may intervene to ensure the safety of the sender and those around him, following the safeguarding and child protection procedures of the School.

10. Pupil Surveys

In 2014, St Paul's School and Colet Court worked with the [National Foundation for Education Research](#) (NFER) to design and commission the first ever safeguarding and safety survey of pupils at

an Independent School. The 2014 survey was designed to seek pupil feedback on safeguarding and bullying. Survey questions were subject to quality assurance by the NFER, before being completed online by pupils and the data anonymised. The NFER produced a report, a summary of which will be shared with all staff and parents.

At the same time as completing the survey, pupils were given the opportunity to complete a (paper) form, to provide their name, (only if they wished to do so), in order that School might provide them with support.

Since 2014, pupils have been surveyed again through refined versions of the NFER safety survey in 2015-16, then in 2016-17 by ISI during a whole school inspection. It is intended that the safety survey will be repeated again in 2019-20.