

EASTWOOD GRANGE SCHOOL

PUPIL VOICE PROCEDURE



Eastwood Grange Vision Statement:

"Supporting young people to thrive by giving them the skills to navigate challenges and understand their emotional needs, fostering independence and fulfilment beyond education."

Overview

Eastwood Grange School is an independent, special day school for up to 60 boys and girls aged 5-19 years. The students present with a variety of differing complex to severe educational, social, emotional and mental health needs and have experienced many different school environments, many of which have been unable to meet their needs. This has impacted their personal and educational development, often resulting in our children and young people feeling very unsettled within the school context. We aim to support children and young people with their educational, social, emotional and mental health and wellbeing needs in a way which supports them to feel safe in school and thrive in their learning.

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Author: Stuart Lees (Head Teacher)

Local Procedure Title	Pupil Voice Procedure
Site	Eastwood Grange School
ECS Policy number and title	Pupil Voice Procedure
Local Procedure template reference	
Local Procedure date	April 2025
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Local Procedure Author(s)	Stuart Lees, Head Teacher
Local Procedure Ratification	Checked and approved by: Samuel Littlewood

1 INTRODUCTION

At Eastwood Grange School we recognize the importance of pupil voice in shaping a supportive and inclusive school environment, particularly for pupils with Social, Emotional, and Mental Health (SEMH) needs. This policy outlines our commitment to ensuring that all pupils feel heard, valued, and empowered to contribute to school decision-making in a way that is accessible and meaningful for them.

2 AIMS

- To provide pupils with opportunities to express their views in a safe and supportive manner.
- To encourage active participation in school decisions that affect their learning and wellbeing.
- To foster a culture of respect, inclusivity, and collaboration.
- To build pupils' confidence, self-esteem, and communication skills.
- To ensure pupil voice leads to tangible improvements in school policy and practice that support SEMH needs.

3 OBJECTIVES

To ensure that:

- Pupil voice is respected, valued, and embedded in the school's ethos.
- Participation is inclusive and adapted to meet the diverse needs of SEMH pupils.
- Communication methods are flexible, including verbal, written, visual, and alternative communication systems.
- Pupils' contributions lead to meaningful action and change.
- Staff provide trauma-informed support and guidance to help pupils engage effectively.

4 IMPLEMENTATION

The school will ensure that pupil voice is heard through the following systems and implementation:

- School Council: A flexible, pupil-led body with representatives from different classes, meeting regularly to discuss key issues.
- Pupil Surveys & Wellbeing Checks: Regular check-ins using accessible formats to gather feedback on learning, mental health, and school life.
- Keyworker & Mentor Sessions: One-on-one discussions with trusted adults to explore concerns and suggestions.
- Teacher on a Page: Pupil voice about the way that they are educated is included in the school's hexagonal approach to monitoring and supporting the teaching process.
- Creative Expression: Art, music, drama, and other alternative methods for pupils to communicate their feelings and ideas.
- Suggestion Boxes & Digital Platforms: Safe spaces for pupils to share thoughts anonymously if preferred.
- Student-Led Initiatives: Encouraging pupils to participate in projects that improve the school environment and their personal development.
- Consultation with Leadership: School leaders actively engage with pupil representatives when making key decisions.

- Complaints: The school will offer pupil voice regarding complaints and respond to the complainant within 20 school days.

5 ROLES AND RESPONSIBILITIES

Robust pupil voice will allow the following to occur at Eastwood Grange School:

- Pupils: Express their views in a way that is comfortable and accessible to them, respecting others' perspectives.
- School Council Representatives: Gather opinions, represent peers, and work closely with staff to facilitate change.
- Staff: Provide individualized support and adapt communication strategies to ensure inclusivity.
- Senior Leadership Team: Ensure pupil voice is a key component of school development and wellbeing strategies.
- Governors: Support, review, and monitor the effectiveness of pupil voice initiatives.

6 MONITORING AND EVALUATION

The Senior Leadership Team, will act upon pupil voice in a responsible and time appropriate manner

- Regular reviews of pupil voice activities, ensuring accessibility and effectiveness.
- Frequent feedback loops from pupils to measure the impact of their contributions.
- Reports to school leadership and governors on key pupil concerns and actions taken.
- Adjustments to approaches based on pupil needs and feedback.