

Brookfield Primary School

Pupil Voice Policy



September 2026

Our Aims

At Brookfield, pupils' views help us understand their experience of school and improve decisions that affect them. Pupil voice supports personal development and wellbeing by giving children opportunities to express views, listen to others, contribute to school life and know that adults take concerns seriously. It also informs our work on attendance, learning, behaviour, inclusion and safeguarding. This policy applies to all pupils and staff and explains how we listen, respond and report back.

We draw on the principle that children should be heard on matters affecting them, with regard to their age and maturity. Brookfield does not claim Rights Respecting School accreditation.

Our commitments

- Every pupil should have an accessible way to share views; elected or appointed representatives cannot speak for everyone.
- Adults will ask open questions, listen without leading pupils, and explain what can and cannot change. Pupils may decline to answer or take part in a group discussion.
- The school will consider pupil views alongside staff expertise, families' views, safeguarding responsibilities and available resources. Staff retain professional responsibility for teaching, behaviour and pupil safety.
- We will address discriminatory comments under our behaviour and equality procedures, while making space for respectful disagreement and discussion.
- We will tell pupils what we heard, what action followed and why some suggestions cannot be adopted.

How we listen

Pupils can speak to a trusted adult at any time. All children will be asked to engage in whole class discussions about school life and will be invited to take part in pupil voice group sessions. They can also contribute through pupil surveys and their elected representatives. Staff listen through learning conversations and other everyday opportunities. These routes complement one another and do not replace a prompt response to an individual child's concern.

The Headteacher leads a scheduled weekly small-group pupil voice session during term time, normally on Fridays, using the annual pupil voice map. Around six pupils take part where appropriate. Topics rotate across attendance and belonging; personal development and wellbeing; school and British values; induction; learning traits and getting help when stuck; behaviour, relationships and feeling safe. Questions and format are adapted for age, language and communication needs. Sessions connected to school events may be scheduled before and after the event to check their impact.

Every fortnight the Chair of Governors will join a scheduled pupil voice session to listen to and discuss school matters with a range of children. The Headteacher remains responsible for facilitating the discussion and following up any concerns. Other relevant staff, such as the site manager, head of catering, teachers and support staff from across the school, may be invited when their insight would help pupils discuss a particular topic. Governors receive themes and actions through normal reporting; identifiable pupil notes are not routinely shared.

Participation and inclusion

The Headteacher keeps a confidential coverage record across year groups and checks participation by pupils with SEND, disadvantaged pupils, new arrivals and pupils experiencing attendance difficulties. Staff use professional judgement and the SENCO's advice to offer smaller groups, individual conversations, visual prompts, extra processing time or other communication support. Participation is invited sensitively; children are not publicly labelled by need or circumstance. We do not treat one small group as representative of the whole school; we look for recurring themes and use other evidence where needed.

Recording, response and safeguarding

The session lead records the date, theme, group profile in aggregate, five planned questions, main themes, agreed action, owner and review date in the restricted tracker. Names or identifying details are recorded only when necessary to follow up an individual matter, in the appropriate secure school system. Public reports use anonymous, aggregated themes; quotations are used only where publication is appropriate and cannot identify a child.

At the start of a session adults explain that they will listen respectfully but cannot promise secrecy. If a pupil discloses harm or a safeguarding concern, the adult listens, does not investigate in the group, and follows the school safeguarding and child protection policy immediately, including reporting to the designated safeguarding lead. Urgent attendance, bullying or wellbeing concerns are referred through the relevant school procedure rather than waiting for a scheduled review. The school's privacy notice and records retention arrangements govern storage and access.

The Headteacher reviews actions regularly and shares age-appropriate feedback with pupils. Every half term, part of an assembly will feature "You said, we did": pupils will hear what changed because of their ideas, whether they contributed through elected representatives, surveys or pupil voice sessions. Where action is not possible, we explain the reason. The Headteacher checks later whether the response improved pupils' experience and records that review.

Roles and review

The Headteacher maintains the annual map and tracker, leads the weekly sessions and reports themes to staff and governors. The SENCO advises on accessible participation. Class staff support selection and follow-up without additional routine paperwork. Invited staff contribute their expertise to relevant sessions and agreed actions. The designated safeguarding lead oversees safeguarding referrals. The Chair of Governors joins fortnightly sessions and the governing board considers themes, actions and policy effectiveness while maintaining its oversight role.

Staff and pupil feedback will inform an annual review of participation, representation, actions and workload. This policy should be read alongside the safeguarding and child protection, behaviour, anti-bullying, SEND, equality, attendance and data protection policies.