



BENGEWORTH CE ACADEMY

PUPIL LEADERSHIP VISION 2023 – 2024

September 2023



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



INTRODUCTION

Pupil voice refers to the impact, value and power pupils have over matters that affect their lives. One way this is implemented at Bengeworth CE Academy is through its pupil leadership groups. An example of a pupil leadership group is the Pupil Parliament, which is a representative group of pupils that has been elected by their peers to share the collective views and experiences of pupils with school leaders and the governing body.

UNCRC's (1989) 'Article 12' document which stipulates the importance of young people having the right to voice opinions on matters affecting them as well as having this opinion listened to. The UK government embedded these themes into policies such as 'Every Child Matters' (DfES, 2003) which influenced the Children Act (2004) that made it a legal requirement for children to be consulted and involved in decisions that affect them. These government documents highlight the importance pupil voice is given and the responsibility educational establishments hold to ensure pupils can make positive contributions to their lives. Bengeworth CE Academy takes its responsibility to embed pupil voice throughout its school community seriously.

PURPOSE

Listening to the experiences of pupils about teaching, learning and operational aspects of school life allows educators to change their perspectives on familiar happenings. High-quality feedback can be imperative to school improvement as it can initiate change. Bengeworth CE Academy believes that it is the responsibility of educators to work with pupils to build a well-balanced group of pupils that are supported in developing their identities and individual voices so they can vocalise matters that are important to them.

AIMS

The aims for Pupil Parliament are:

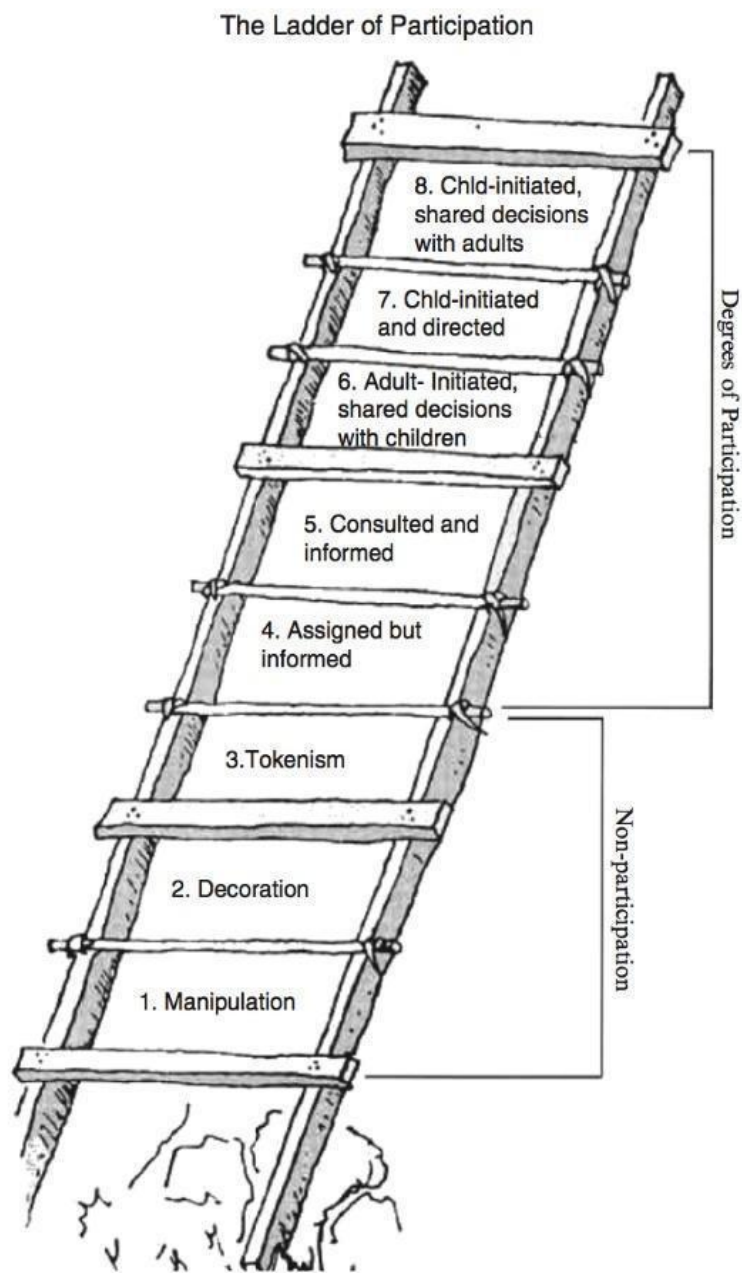
- To foster leadership skills within pupils and provide opportunities for these skills to develop.
- To ensure school leaders are aware of pupil perspectives on teaching, learning and school operations.
- To enable pupils to play an active role in decision making on matters that are important to them.
- To give all pupils across the school a voice to share their opinions and ideas.

KEY ROLES AND RESPONSIBILITIES

Staff Roles and Responsibilities

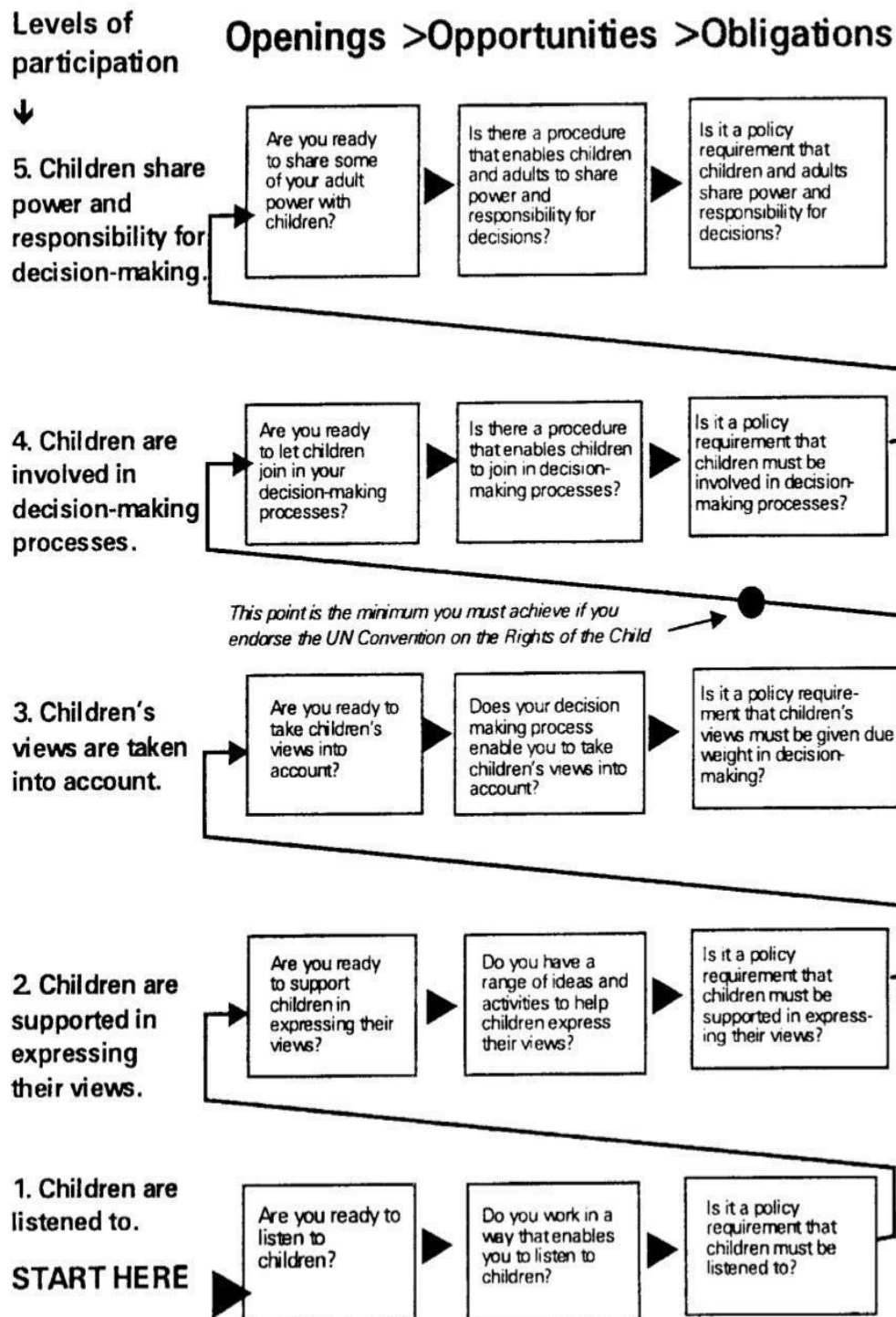
Research has shown that in practice, pupils' participation in pupil voice groups is frequently passive such as being listened to or consulted. To participate pupils must be more than just present or taking part, pupils must use their influence to take action. It is the educator's responsibility to understand how pupil voice can be taken from tokenistic to meaningful. At Bengeworth CE Academy we use theoretical research models to support us in making our pupil voice groups, such as Pupil Parliament, run effectively.

Hart's Ladder of Participation



Hart's (1992) ladder of participation represents the journey children should be taken on to enable participation. Educators can use this model to reflect on how they are running pupil voice groups and how they can support pupils on their journey.

Shier's Levels of Participation



Shier (2001) developed Hart's model into a non-hierarchical model with stages within each level of participation that enable educators to choose different levels of participation dependent on the task. This model further supports school staff at Bengeworth CE Academy to embed pupil participation in pupil voice activities.

Pupil Roles and Responsibilities

Pupils who are elected as part of Bengeworth’s Pupil Parliament carry a range of responsibilities. The following list is not exclusive but is an overview of their main responsibilities:

- To have a presence at both the Burford Road and King’s Road settings by leading assemblies and having an active role in the school day, such as play times.
- To provide each year group with the opportunities to share their experiences of school through informal situations, such as ‘Snack and Chat’ times.
- To sit amongst school-wide pupil leadership groups to gain an understanding of what is happening in all areas of the school and feedback with each other to support the needs of each group.
- To make informed decisions about action that needs to be taken to improve the school.
- To participate in all levels of decision making when planning and implementing their decisions.
- To hold an active role in whole school monitoring, such as Phase Reviews.

When?	What?	Who?
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Autumn 1	Day of Democracy	Pupil Parliament
	Vision Launch	Worship Team
Autumn 2	Black History Week	Year Group Curriculum Coverage
	Values Champion Service	Worship Team
Autumn 2	Open Evening	All Pupil Leaders
	Anti-bullying week	Worship Team
Autumn 2	Children in Need	Events Team
	Inclusive Games Week	House Captains
Autumn 2	Christmas Around the World	Language Leaders
	Values Champion Service	Worship Team
Spring 1	Pupil Leadership Summit	All Pupil Leaders
	Eco and Science Week	Eco Team and Science Lead
Spring 1	Safer Internet Day	Digital Leaders
	Mental Health Awareness Day	Mental Health Ambassadors
Spring 1	Values Champion Service	Worship Team
	Comic/Sport Relief	Events Team
Spring 2	Values Champion Service	Worship Team
	Pupil Leadership Summit	All Pupil Leaders
Spring 2	Autism Awareness Week	Mental Health Ambassadors
	Easter Around the World	Language Leaders
Summer 1	Autism Awareness Week	Mental Health Ambassadors
	Vision Day	Worship Team and Pupil Parliament
Summer 1	Walk to School Week	House Captains
	Values Champion Service	Worship Team
Summer 2	International Children's Day	Language Leaders
	Sports Day	House Captains
Summer 2	Eat them to Defeat Them	House Captains
	Values Champion Service	Worship Team
Summer 2	Pupil Leadership Summit	All Pupil Leaders

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