



**Benedict Biscop CE Academy**

# **INVOLVING and CONSULTING POLICY**

**Review Date:**

**Autumn 2018**

**Next Review Due:**

**Autumn 2020**

**Person in Charge:**

**Headteacher**

**Governance:**

**Chair of Governors**

## **Pastoral Care/Spiritual Development**

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Benedict Biscop Church of England Academy derives its policy for pastoral care.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Benedict Biscop CE Academy. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the policies are written and implemented.

**The Involving and consulting children policy is part of the school’s policies for pastoral and safeguarding.**

## **Involving and Consulting Children**

**Our school and all its members of staff, are committed to the principle of involving and consulting children whenever decisions are made within the school that affect them.**

The school believe that actively promoting the participation of children in decision-making processes is beneficial to children, staff and the school as a whole.

The school's commitment to involving and consulting children stems from the 'listening to children' provisions set out in Articles 12 and 13 of the United Nations Convention on the Rights of the Child. These state that:

- A child's opinion should be taken into account in anything that affects them.
- Children should have information disseminated in a way that enables them to make choices and decisions.

For children, involvement and consultation helps them to develop new skills such as negotiating, sharing and understanding the perspectives of others. It helps them to understand how decisions are made, and recognises that their opinions are important.

For both staff and the school, there are multiple benefits of such an approach such as improved behaviour, a relationship with children based on partnership, a more cohesive environment and activities and decisions that children feel a sense of ownership over, as well as developing transferable skills to develop economic well being and global citizenship.

The staff will work with children to draw up a charter that will set out the expectations and responsibilities of the school, the staff team and the children in respect of consultation and involvement. Parental involvement in drawing up and implementing the charter will also be encouraged.

All children will be listened to and consulted actively. This will take a number of forms, including:

- Listening to what they say in speech and other forms of communication.
- Observing body language and behaviour.
- Drama and role play.
- Through play and creative expression and the use of visual aids.
- Via regular group based discussions and Q and A sessions.
- Questionnaires and other regular feedback on activities.
- Suggestion boxes
- Evaluation forms
- Learning Walks and monitoring reviews

- Rights Respecting steering group
- Risk assessment reviews
- School Council, Eco Council, Pupil forum groups
- Pupils requesting and leading clubs for younger pupils
- Notice boards that carry important information about activities at the Club.

The student population is represented in school by 4 house captains. The house captains represent each of the four houses within school and are a forum for pupil voice. The house captains form the basis of the school and eco councils.

- Regular children's meetings, between children and staff, discussing the Club's activities and any other relevant topics, including a forum for the School Council.

Age, maturity and the type of decision being made will determine the extent and nature of children's involvement. However, the emphasis should always be strongly in favour of involving children.

Consultation and involvement will be regularly monitored and acted upon so that children are able to see that their input has led to visible outcomes. The school and staff will also be clear about what decisions children will be involved in and attempt to offer clear explanations if and when consultation and involvement is deemed inappropriate.

Our children will be encouraged where possible to "have a voice" within the school's locality and across the City to determine the Young People's Plan.