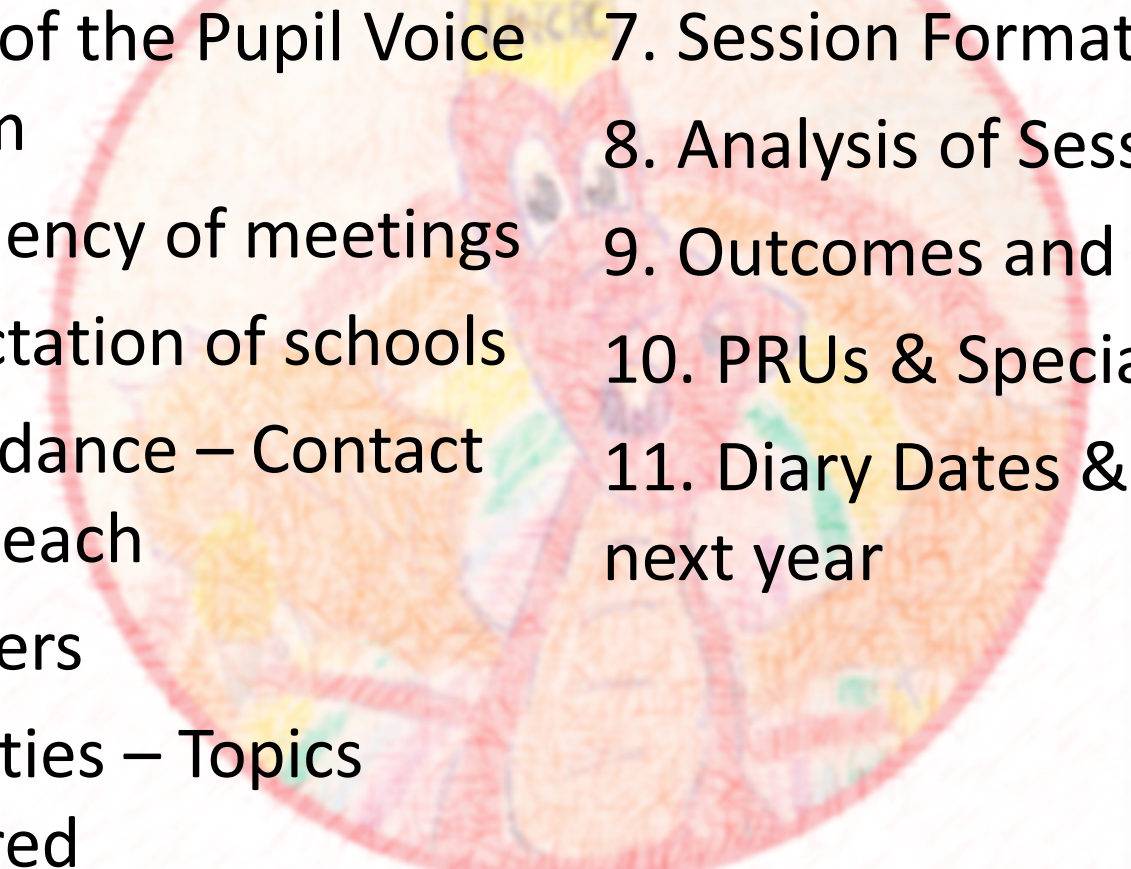


The Pupil Voice Forum 2016/2017

Beth Thomas
Participation and Children's Rights Worker
(Schools)

Schools Scrutiny Work Programme, August 31st 2017

Contents

- 
1. Aims of the Pupil Voice Forum
 2. Frequency of meetings
 3. Expectation of schools
 4. Attendance – Contact and Reach
 5. Partners
 6. Activities – Topics Covered
 7. Session Format
 8. Analysis of Sessions
 9. Outcomes and Actions
 10. PRUs & Special Schools
 11. Diary Dates & plans for next year

Aims of the Pupil Voice Forum

- Established as part of the CYP rights Scheme in 2014 to pay due regard to the rights of the child as set out in the council's Policy Framework
- Countywide mechanism to support representative pupils to directly engage with the Chief Education Officer and have a say in educational matters that affect them
- Part of The Big Conversation method but in this instance PVF recognises education as the priority for schools
- To gather effective pupil voice and ensure good liaison from a range of pupils aged 10-18
- To engage children and young people in decision making as part of our statutory duty (Children and Families Wales Measure 2010)
- To provide support for school staff and engage with school communities

Frequency of Meetings 2016/17

Date and Time	Venue	Number in Attendance
October 20 th 2016	Bishop Gore School	30 (m-10, f-20)
November 23 rd 2016	YGG Bryn Tawe	19 (m-8, f-11)
January 25 th 2017	Morrison Comprehensive	58 (m-24, f-34)
March 23 rd 2017	Pentrehafod School	20 (m-7, f-13)
April 26 th 2017	Olchfa School	28 (m-8, f-20)
June 28 th 2017	Birchgrove Comprehensive	24 (m-12, f-22)

Expectations of Schools

- All secondary schools to attend each Pupil Voice Forum
- Primary School attendance allocated on a cluster basis; one primary from every cluster present at each Pupil Voice Forum
- Schools send two pupils who are active in their school community who would be willing to contribute to the activities and discussions
- Primary schools to feed back the events and outcomes to the other primary schools in their cluster
- All pupils and staff are expected to report back to their school community after the event through school council meetings / staff briefings

Attendance - Contact and Reach

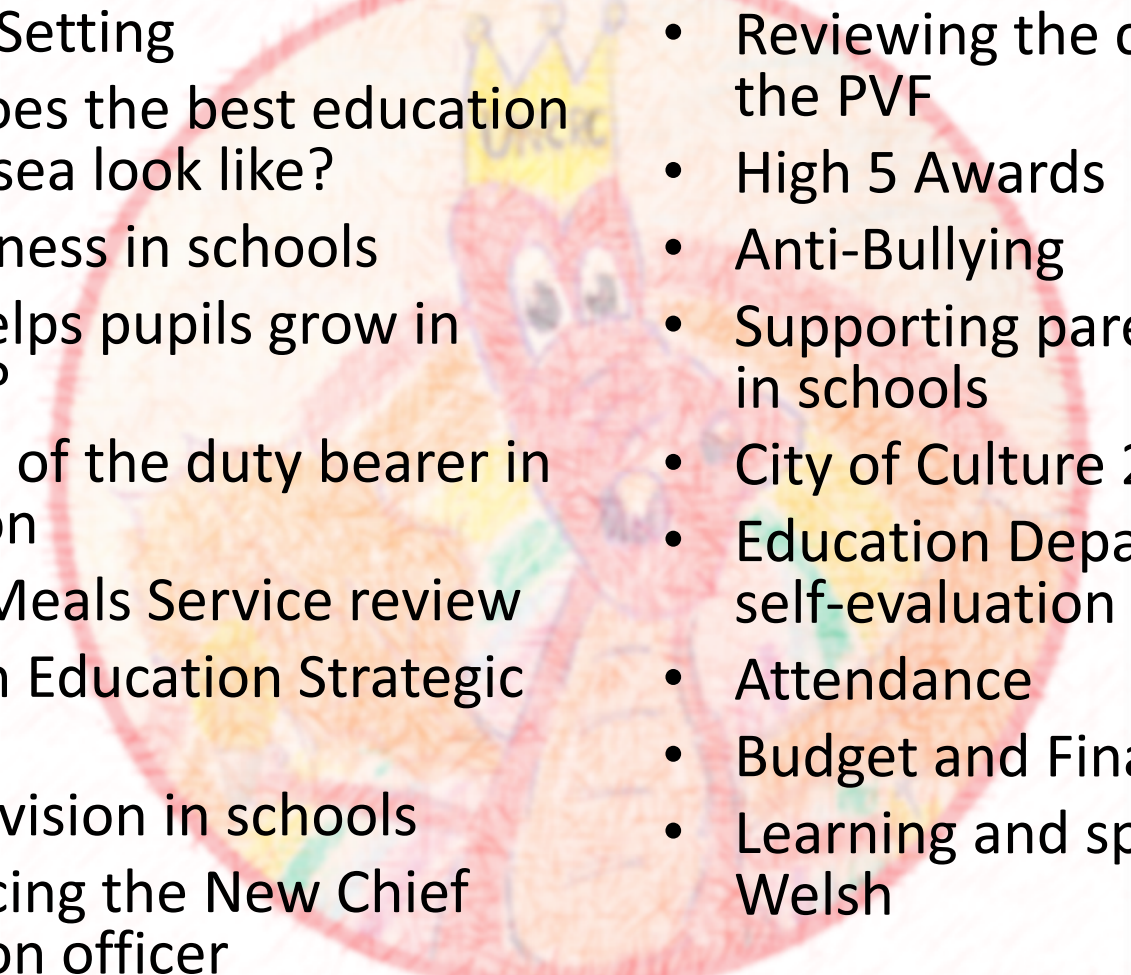
- **Email** – Hwb, edunet, head teacher's mailbox, head teacher's direct email, school reception, individual contacts, education newsletter
- **Telephone** – school receptionist, individual contacts, reminder calls
- **Hand deliver invitations** – school receptionists, staff on duty
- Overall attendance: **189** (m-69, f-120)
- Primary attendance: **35/80** schools (44%)
- Secondary attendance: **13/14** schools (93%)

Working with Partners

- Performance, Partnerships and Commissioning (PPC) Team
- Children's Rights and Participation Team
- Education Directorate
- Corporate Training Team
- Claire McRobbie – Mindfulness trainer
- School Meals Service
- Families First
- Communications Team
- Improvements and Monitoring Unit
- The Play Team
- Cultural Services – Cultural Strategy and Partnerships



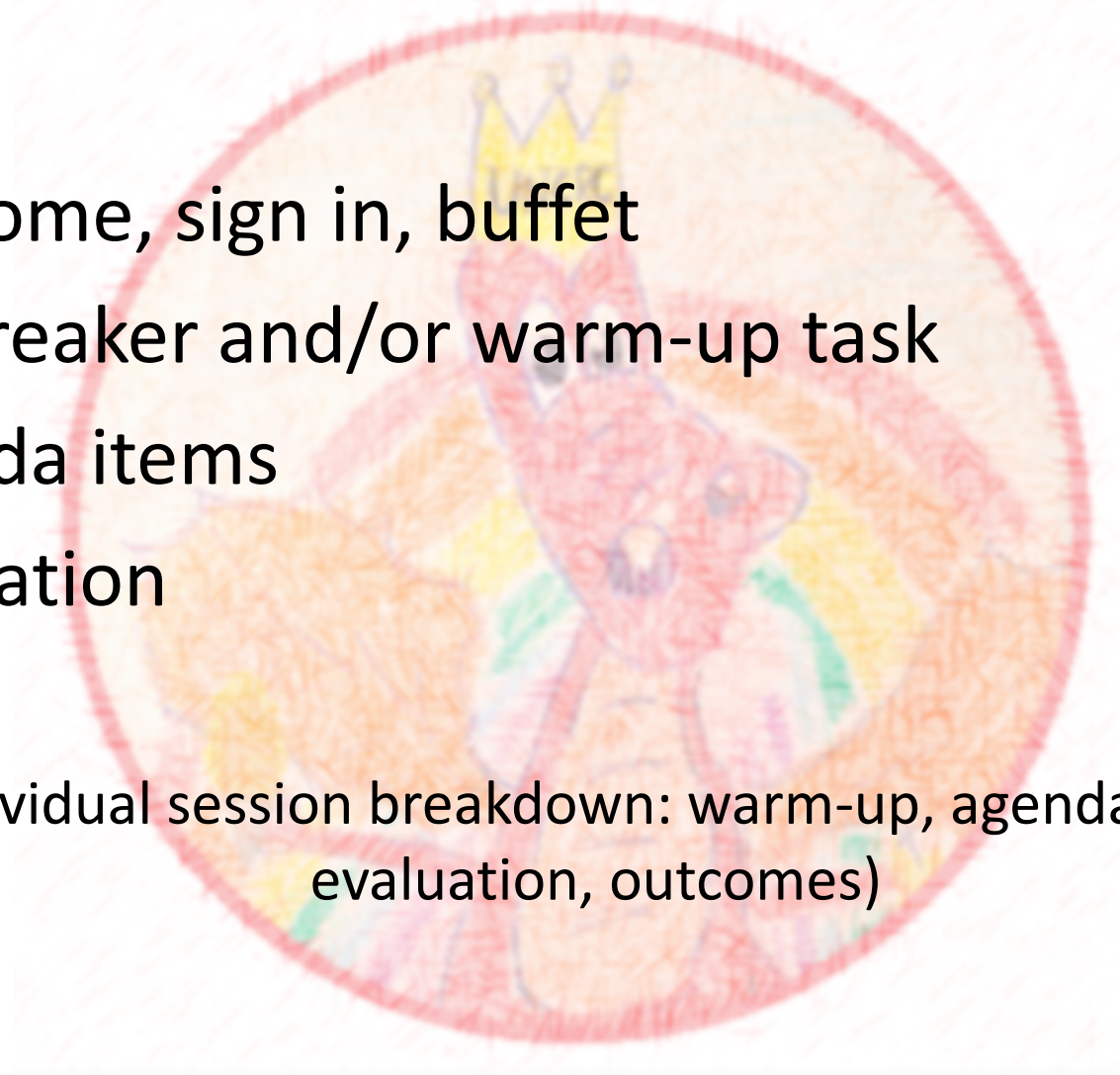
Topics Covered

- 
- Priority Setting
 - What does the best education in Swansea look like?
 - Mindfulness in schools
 - What helps pupils grow in schools?
 - The role of the duty bearer in transition
 - School Meals Service review
 - Welsh in Education Strategic Policy
 - Play provision in schools
 - Introducing the New Chief Education officer
 - Reviewing the context of the PVF
 - High 5 Awards
 - Anti-Bullying
 - Supporting parents/carers in schools
 - City of Culture 2021 bid
 - Education Department self-evaluation
 - Attendance
 - Budget and Finance
 - Learning and speaking Welsh

Format of the Sessions

- Welcome, sign in, buffet
- Ice-breaker and/or warm-up task
- Agenda items
- Evaluation

(Individual session breakdown: warm-up, agenda items, evaluation, outcomes)



Session 1

Bishop Gore, 20.10.17

Priority setting , “All Change” Recycled Materials challenge, Introduction to Mindfulness, Evaluation

- The classroom environment should be comfortable, safe and suit different learning styles. Children should be able to learn through play, indoors and outdoors.
- The way people treat each other is very important. Schools should be environments where there is acceptance, courage, support, and gratitude for the things we have; where people are kind to each other, where there is discipline, where people are supported to show love, respect, tolerance, and helpfulness to each other and where people feel welcome.
- Teachers should know about and understand rights. School should be a place where rights are respected.

Outcomes and Actions:

- Investment in new school builds
- Rights Respecting Schools Award – all schools Level 1 by September 2018
- Mindfulness in schools
- **Safe space to improve pupil wellbeing and to support good mental health**

Evaluation	Number
Really Good	19
Good	8
OK	4
Not Great	1

Session 2 YGG Bryn Tawe, 23.11.16

Spaghetti & Marshmallow Towers warm-up, 'How Does Your Garden Grow' activity, Duty Bearers in transition task, Evaluation

- Consistency and robust policies form the basis of a successful educational experience
- Rights respecting, restorative ethos
- Influences come from parents, families, robust care systems
- Good quality teaching and attitudes to behaviour and learning

Outcomes and Action

- Buddy systems
- Tailored transition support
- One week / fortnight transition from primary school prior to starting secondary school

Evaluation	Number
Excellent	14
Good	2
Did not contribute	2
Free text evaluation	"Very fun", "Fun"

Session 3

Morriston, 25.1.17

Bush Tucker Trial warm up, School Meals Service Review, Cwis Cymraeg, WESP consultation, Play Provision in Schools, Evaluation

- Proposed changes to the price of school meals, feedback required for meal options
- Consider if the WESP is fit for purpose and if the language is accessible for children and young people
- Contribution from YGG Bryn Tawe pupils

Outcomes and Action

- School meal price increase cut by 50%
- Accessible language version of WESP

Evaluation Comments
"I thought it was amazing and didn't want to leave"
"(This session made me feel) listened to"
"I'm going to take away the quiz about different languages",
"(The session made me feel) negative as we were unable to speak to the people who have direct control of our future".
"(I would like) more time" x4
"(I would like) more practical activities" x2
"(I would like) mature activities"

Session 4 Pentrehafod, 23.3.17

Set the Context and review the PVF, Pair and Share ice-breaker, Introducing the New Chief Education Officer, Q&A session, Evaluation

- Pupils’ opinions and ideas for education in Swansea are paramount and duty bearers are in their role to support the child’s right for adults to do what is best for them.

Outcomes and Actions

- Primary schools to feed back to their cluster
- NW provided answers to questions
- **Information sharing**

Option	Votes
1 – Change Nothing	9
2 – Split age range	8
3 – Reduce work load	10
4 – Pupil’s Opinions	Separate the PVF for age groups; Split the ages; Another PVF for primary age; All work together at the start and plenary but separate for age appropriate tasks; Separate primary and secondary; Stay together for most forums but split for different issues Residential trip for two days Overnight stay Having them in a fun location

Evaluation	Number			
	OK	Good	Very Good	Excellent
Ice breaker	2	4	4	2
The future of the PVF	1	8	3	0
Model making	0	0	1	11
Free text evaluation	“We really enjoyed making the models”, “I loved when we were making Nick”			

Session 5

Olchfa, 26.4.17

Ice-breaker and warm up mind maps, High 5 Awards, City of Culture Bid, Evaluation

- Sixty-one suggestions of support for anti bullying
- Sixty-four suggestions of support available in school for families
- Input into High 5 Award structure, promotion and prizes
- Contribution of young voices and opinions to the City of Culture Bid

Outcomes and Actions

- Informed the council's Wellbeing Self-Evaluation
- City of Culture bid artwork on display in the Guild Hall
- **Feed back ongoing - High 5 awards planning and promotion**

Evaluation	Number
Excellent	71
Good	50
OK	8
Free text evaluation	"more creativity"

Session 6

Birchgrove 28.6.17

Icebreaker, Feedback from Nick Williams and Mark Gosney, Education Department Self-Evaluation Carousel, Evaluation

- Continuum lines based on self-evaluation report. One staff comment - difficult for pupils to answer because age and inexperience with school policies/practice across Swansea
- Carousel – Budget & Finance, Attendance, Anti Bullying, Welsh
(Carousel actions on next slide.)

Outcomes and Actions

- Input into the Education Department Self-Evaluation
- Improve data collection methods by using technology
- Reward attendance on an individual basis
- Make lessons more fun
- Apply consistent policies and procedures
- Improve youth club and council links – promotion of clubs and services, youth workers in schools
- Consistent approach to mental health and school counsellors
- Create an online system for feeding back and reporting directly to councilors

Carousel Actions – Budget & Finance, Attendance, Anti Bullying, Welsh outside of school

- Increase mental health and transition support, embed robust reporting systems
- More funding for school repairs, install energy efficient alternatives and sell unwanted items online
- Year 10 exam entries by choice
- Review current attendance strategies and employ a consistent approach
- RRSA, RP, LGBT+ training in all schools
- Increase visits from outside agencies, promote support services, motivational speakers
- Countywide policy in all schools with central database of incidents and recovery reports

Evaluation	Number			
	Excellent	Good	OK	Bad
Ice breaker	5	7	2	0
Continuum lines	8	6	0	0
Receiving feedback	6	7	0	0
Carousel of activities	9	3	3	0

PRUs and Special Schools

- Ysgol Penybryn experienced a differentiated version of the session PVF to ensure that equal opportunity to have a say is provided.
- We are in regular communication and have plans to continue delivering bespoke Pupil Voice Forums in future with staff and pupils at Penybryn.
- We plan to capitalise on the existing links with Penybryn and extend the invitation and offer of differentiated forums to Ysgol Crug Glas.
- Ongoing plans to encourage attendance from PRU pupils and staff are in place. Direct contact will be made to the head of service to ensure efforts are made to remove barriers to attendance on both sides of the partnership.

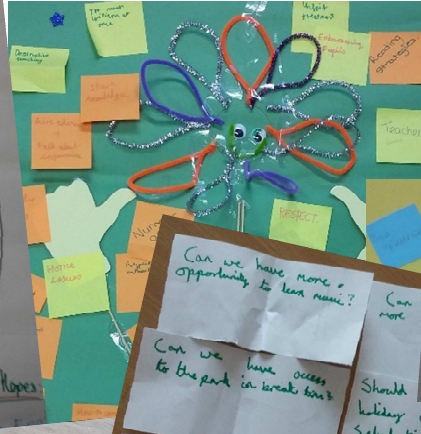
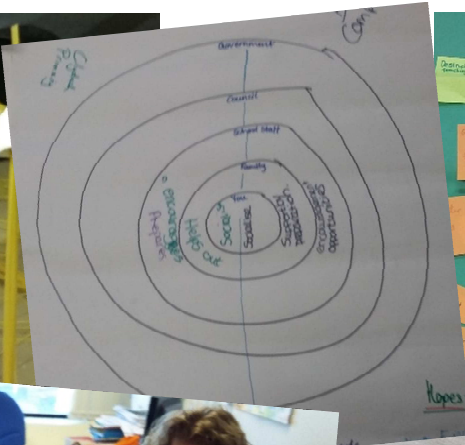
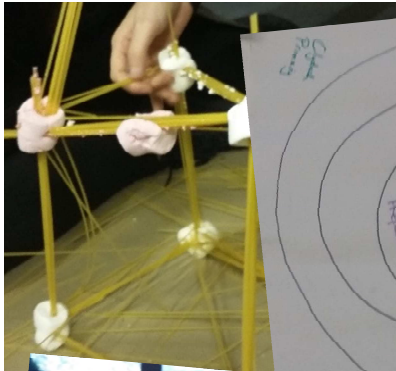
Potential Barrier

Increasing Primary school participation:

- Many primary schools asked about attending on a more regular basis.
- Some schools asked to attend again once they had participated
- Some primaries were willing to host the events
- Schools asking to bring more than two pupils
- No staff capacity to run separate Primary forums

Next Year

- **September 13th 2017** – Poverty & Prevention
- **November 8th 2017** – Identity & Equality
- **January 10th 2018**
- **March 14th 2018**
- **May 5th 2018**
- **June 25th 2018**
- Differentiated task for primary and secondary, come together at the end for plenary
- Secondary Schools to host – venues to be decided
- Cluster representation from primary schools to continue



1. What made you want to become Chief Education Officer?
2. The National Tests are coming up soon, we feel that for children who find learning difficult that these tests are unfair. Could there be tests set at the correct level so everyone can have a chance to achieve?
3. What do you think is the best way to teach children so that they enjoy the lessons?
4. Could we learn other languages including sign language in Primary School?
5. All children in KS2 have the same size school dinners however the Y5 and 6 children are bigger and it is not enough to fill us up. Could the size of school dinners be changed?



What are you going to do different to kind?

Can we have more opportunity to learn music?

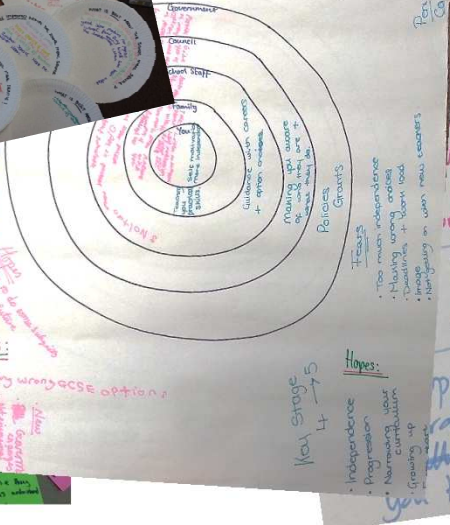
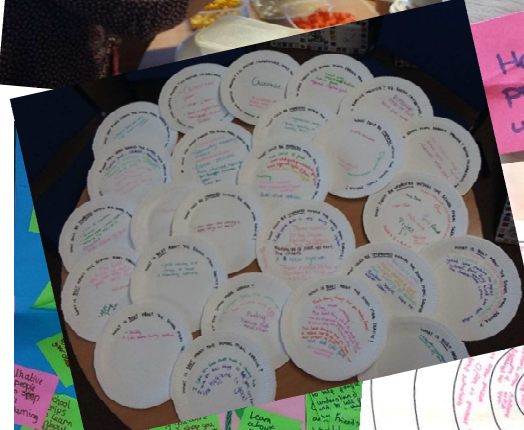
Can we have access to the park in break time?

Should holiday with parents in school time?

Are we allowed to have over night trips?

How can we continue to provide a quality education with shrinking budgets?

Key messages
Parch, Cwtresi, Gymreictod
WELSH CAKE!



ment - put together

It - encourage wake hard best they can better beh disrupt of

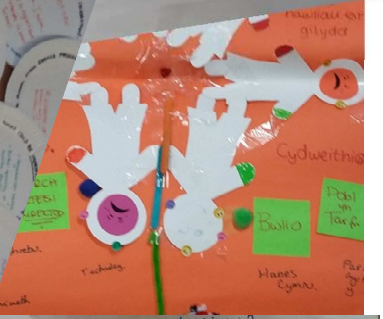
opportunity rage even they so it's you to do well

What is your best skill, they will help you do this job?

What are the 3 main areas you want to change?

What is the best achievement with...

1. What do you think is the most important right?
2. How do we get our messages across to you?
3. How do other Schools fundraise?
4. What is your roll?
5. What experience have you had with children, have you ever been a teacher?
6. Do you visit schools to talk about pupil voice?
7. Do all schools now have rights ambassadors?
8. Have you inspired any schools in their journey to right respect?
9. What is your opinion on schools without rights respecting?
10. What is your agenda with regards of pupil voice?





**Diolch yn fawr
Thank you**

beth.thomas@swansea.gov.uk

07814 104816