

Pupil Views

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Objectives

- To outline the importance of gaining children's views by considering international treaties and government legislation
- To consider some psychological theory about why practitioners should actively encourage children to share their views about matters that affect them
- To consider frameworks for participation and what different modes of participation may look like
- To consider how we might gain the views of children and young people of different ages and communication needs
- To provide a brief outline of our EFS pilot with Salford special schools

Aims

- Be able to think critically about what active participation for children and young people looks like and how this might look when gaining their views
- Be able to appreciate how psychological theory supports the idea that active participation can lead to improved outcomes for children and young people
- Be able to consider the various methods for gaining the views of children and young people and choose what is most appropriate
- Be able to see how this might look in practice (e.g. responding to the views of children and young people regarding emotional health and wellbeing).

International Treaties

Introduced in 1989
and subsequently
came into force in
the UK in 1992



United Nations Convention
on the Rights of the Child

Includes 42
articles related to
children's rights

A human rights
treaty granting *all*
children and
young people a
comprehensive
set of rights

ARTICLE 3 (best interests of the child)
The best interests of the child must be a
top priority in all decisions and actions that
affect children.

ARTICLE 12 (respect for the views
of the child)
Every child has the right to express their
views, feelings and wishes in all matters
affecting them, and to have their views
considered and taken seriously. This right
applies at all times, for example during
immigration proceedings, housing decisions
or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their
thoughts and opinions and to access all
kinds of information, as long as it is within
the law.

Government Legislations

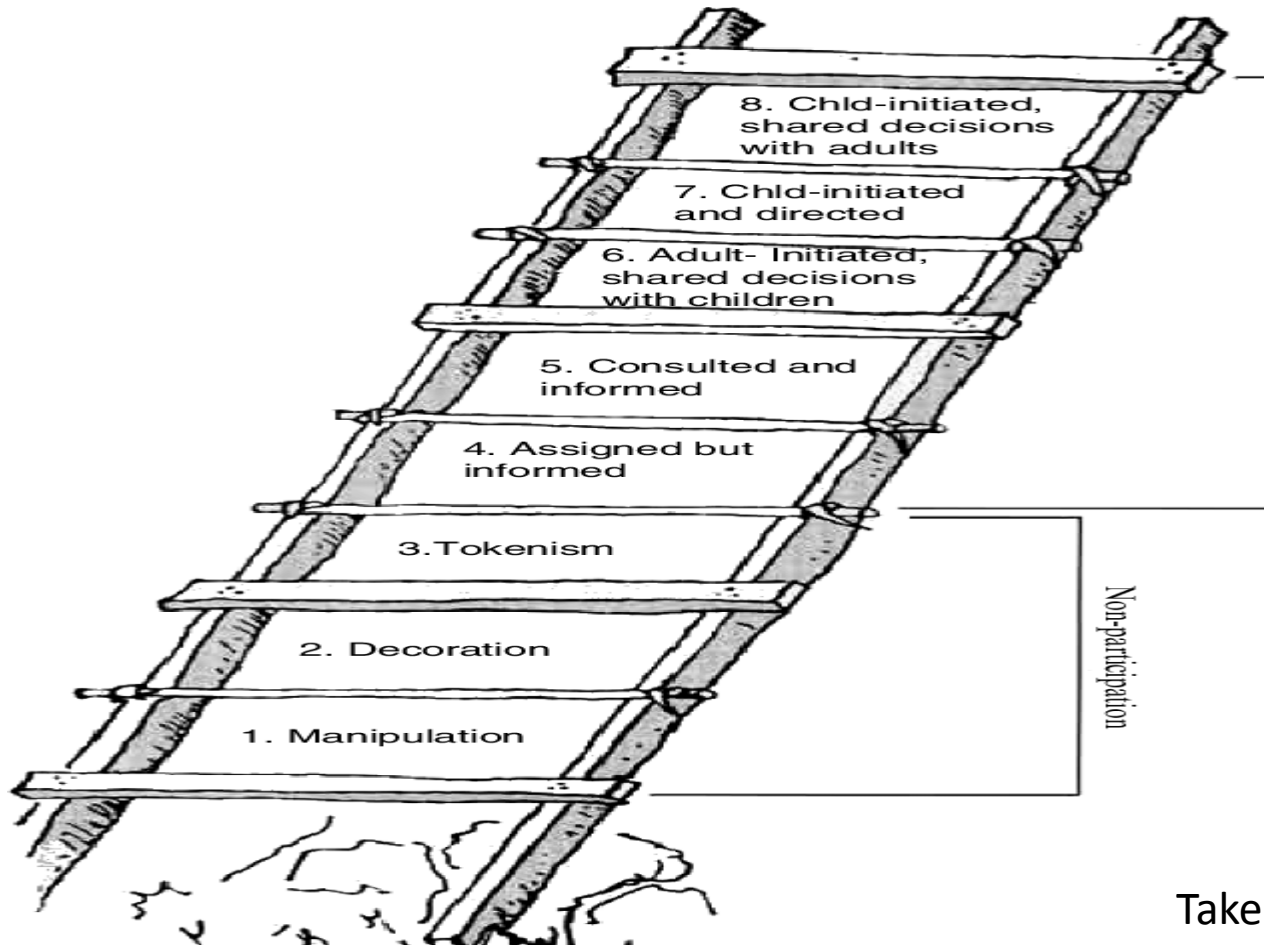
The Children and Families Act (2014)

The SEND Code of Practice (2015)

Principles underpinning this Code of Practice

- 1.1 Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:
- the views, wishes and feelings of the child or young person, and the child's parents
 - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
 - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

What would active/ full participation look like?




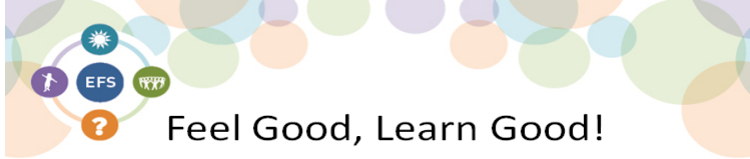
Taken from Hart (1992)

Activity

- In small groups or pairs, discuss each description of participation and match it with the correct rung of the ladder
- How can participation be improved in each case?
- What could hinder participation for individual young people?

Benefits to increasing participation for children and young people


- Mannion, Sowerby & l'Anson (2015)
 - Improved relationships
 - Improved wellbeing
 - Improved teaching and learning
 - A better school ethos
 - A sense of feeling valued, trusted, respected
 - Life skills such as teamwork, problem-solving, citizenship



Feel Good, Learn Good!

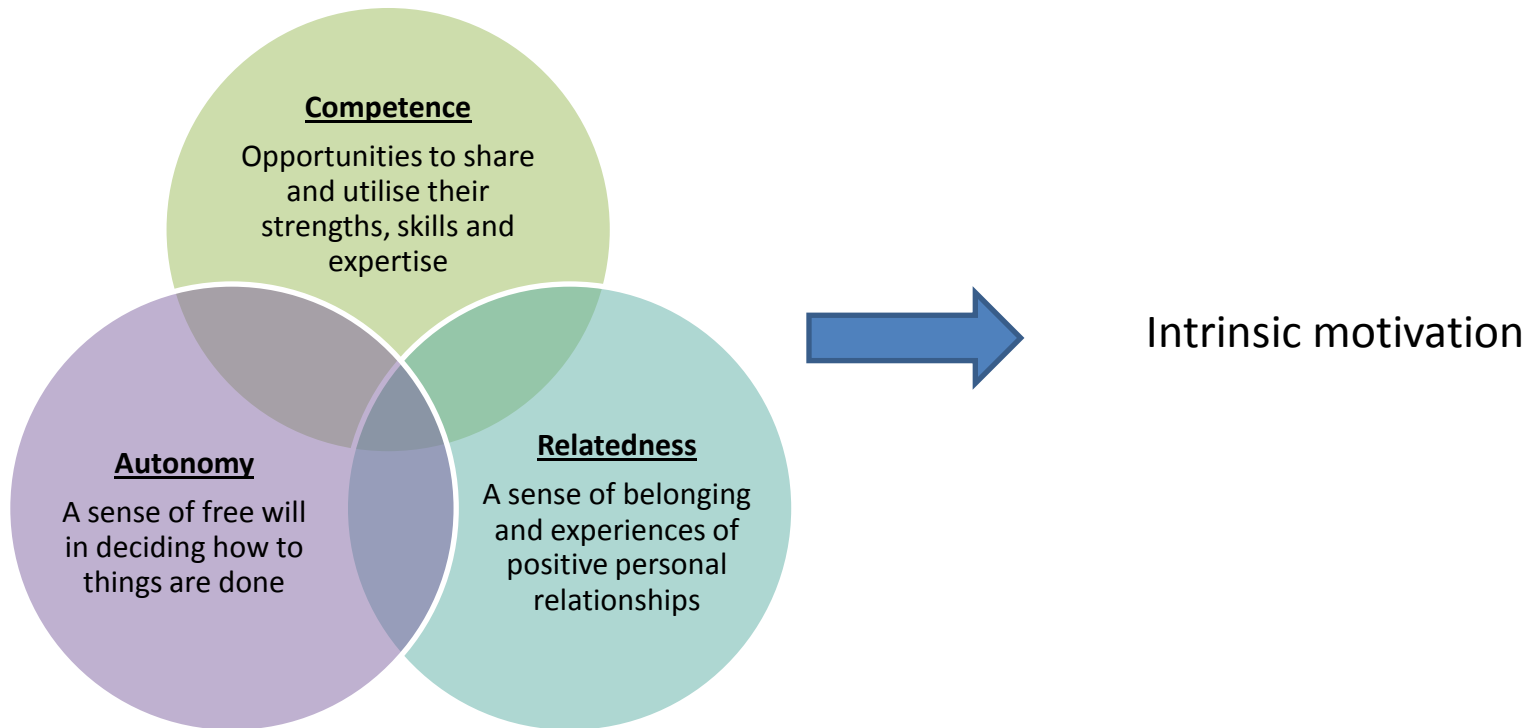
“Children with greater well-being, lower levels of mental health problems and greater emotional attachment to school achieve higher grade scores, better examination results, better attendance and drop out less often.”

(The Link Between Health and Well-being and Attainment. A briefing for head teachers, school governors and teachers. Public Health England, 2014)



Self-Determination Theory

Ryan & Deci (2000)

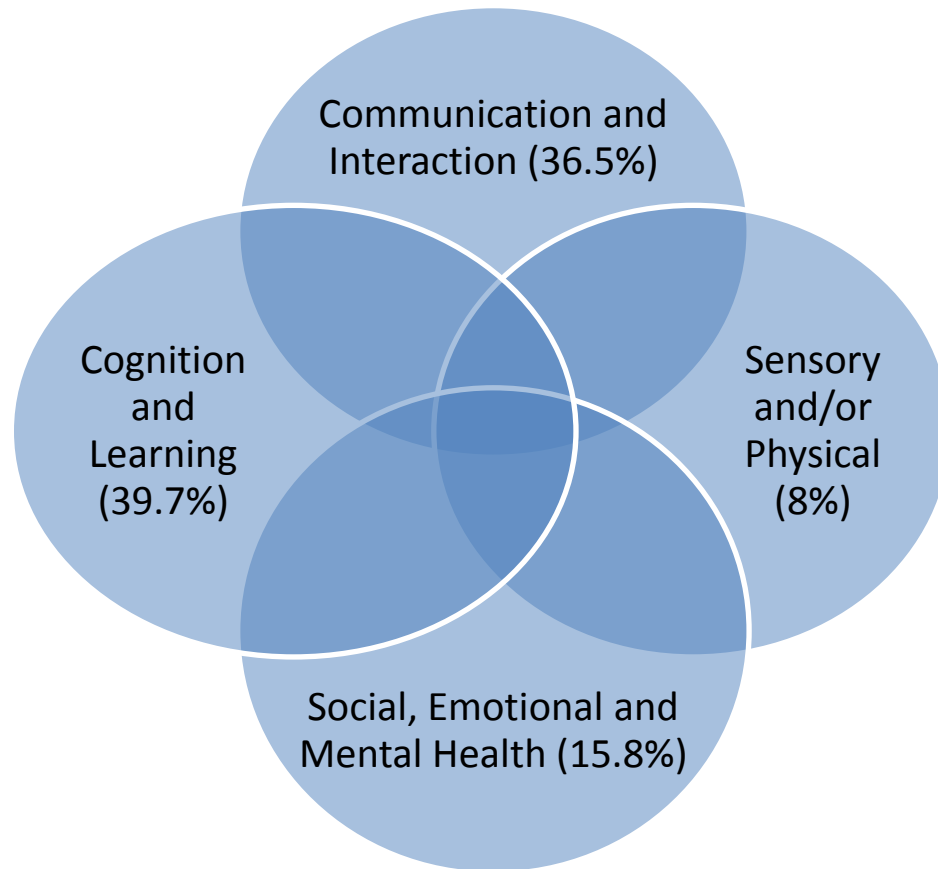


Considerations

- Privacy
- Anonymity/Confidentiality
- Assent/consent
- Ethics- power dynamics
- Multiple sources/gathering views over time
- Purpose of gaining views – has this been explained and are they aware of why?
- Considering additional needs

“Four broad areas of need”

Prevalence of SEN – *School Census, Jan 2017*



Ways to gain views

- Conversations
- Focus groups
- Questionnaires
- IT/online
- Observations
- Draw and write activities
- Pictures/card sorting activities
- Blob Tree
- Scaling activities
- Talking Mats

Pupil audits

Well Being Questionnaire









Student Name: _____

Session: _____

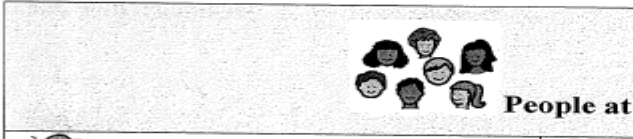
Environment: _____ Time: _____





Activity: (Choose one activity in the session)


Pupil name	_____
Carried out with (staff name)	_____

Body part	Change (did the body part change during the activity?)	De (Bri stuc
Example		
Arms	Yes	Arr
Head 		
Face 		
Eyes 		
Arms 		
Legs 		
Hands 		
Body 		
Voice 		





Insert photo h




 My favourite person at school is:	? Bec:
 The person I don't like is:	? Bec:
 I feel safe with:	? Bec:
 I don't feel safe with:	? Bec:

 **Other things I want to say about people:**



 My favourite lesson is:	? Because:
 The lesson I don't like is:	? Because:
 I feel safe in:	? Because:
 I don't feel safe in:	? Because:

 **Other things I want to say about lessons:**

Activity

3 case studies: Primary and Secondary aged children

In pairs or small groups, consider:

- How would you go about gaining their views?
 - Which resources might be suitable?
 - What might help/ hinder the individual children's responses to this?
- The EFS pupil view audit

EFS Special School Pilot

Special schools in Salford trialling the manual

- Gathering feedback about what needs adapting
- Adapting pupil audits to gain views of those with SEN e.g. use of pictures and symbols, completion with 1:1 support from someone who knows them well and can interpret their responses

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Thank you for participating!

Any questions?

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