

Each pupil focus group will have different class representatives to ensure that all pupils get an opportunity to share their ideas and feedback to their peers on developments that they have supported within the school.

The topic of the focus group will change each term to allow pupils to impact the school practices in a range of areas.

All meetings and their outcomes are shared with the wider school community through the newsletter and pupils will be encouraged to share outcomes with the pupils and staff in assemblies each term.

Where needed, amendments to school policies will be made in line with the pupils' recommendations.



# Abbey Court



# Pupil Voice

United Nations Convention on the Rights of the Child

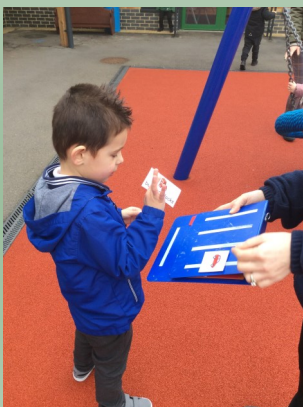
Article 12

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.



At Abbey Court School, we seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school.

Through supporting individual communication systems, we encourage pupils to become active participants in a democratic society, by holding a range of activities which develop skills that underpin their right to have an opinion and communicate these effectively and at a level appropriate to them.



Pupil voice is embedded into the curriculum, with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and well-being, and the environment and their future. Extra-curricular activities, such as residential journeys, stay to tea, camp days, Duke of Edinburgh Expeditions and educational visits, also gives pupils a scope to explore issues that go beyond academic subjects. The pupil voice ethos is embedded in our commitment to UNICEF's Rights Respecting School's Award.

### Final meeting:

The final meeting of the term was an opportunity for pupils to provide feedback on how they felt the use of the physical activity videos had helped them with their fitness, concentration and so on.

The representatives of the meeting shared each class' highlights which included some students feeling that exercise made them feel good and helped them to learn, whilst other classes shared the elements which they felt were not as successful such as some existing video's being very fast paced and so they found it a challenge to join in. The pupils asked for some videos made by classes or teachers/TA's for them to engage with to support their physical fitness.

## Outcomes

Primary = Pupils were encouraged to set themselves personal challenges to develop their physical fitness and encourage them to try new hobbies.

Secondary = A resource bank of fitness videos, membership to Imoves and yoga resources have been collated for pupils to access.

Both = Ongoing risk assessment is taking place to ensure that swimming, Tonto and Rebound Therapy are able to resume as soon as it is safe to do so.



# PE

During the Spring 2020/21 term, the pupils focus groups reviewed PE and physical activities.

## First meeting:

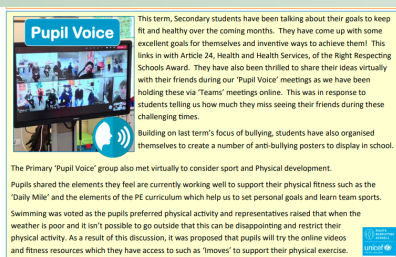
The pupil voice group considered PE and opportunities in school to keep themselves physically healthy.

In the first meeting, pupils discussed the elements of PE which they enjoy the most and those which they felt could be better. Pupils said they liked the daily mile and use of Imoves videos which encourage them to be active and they wanted more of these fun ways to engage with fitness.

This led to the production of a range of appropriate PE videos to compliment their lessons as well as to share during leisure time and movement breaks in class.

## Second meeting:

The second meeting of the term pupils considered other ways which physical activity could be promoted and a suggestion of a whole school event. Representatives led their class to consider the possibilities for this and as an outcome, classes would try out the suggested options for example dance, yoga, dodge monsters workout or sit and stretch, voting for their favourite activity. The pupils felt that they wanted to be challenged more in their physicality.



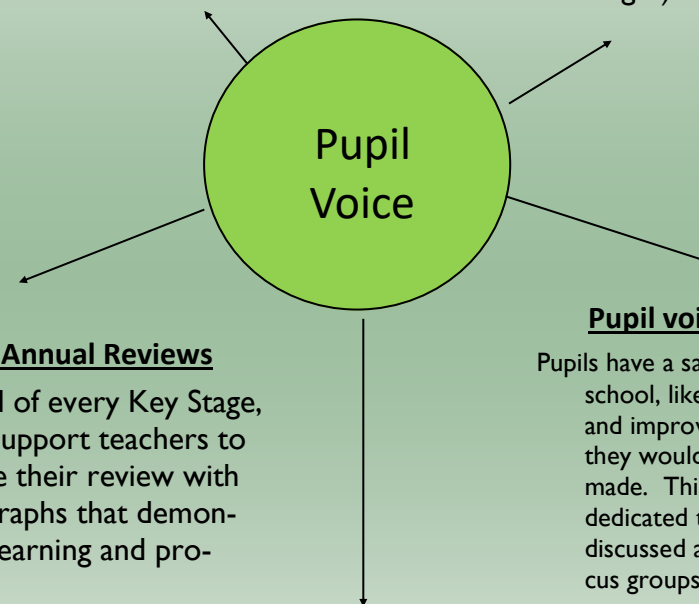
There is a wide range of approaches which aim to support and develop pupil participation and promote stu-

## Pupil Focus Group

These meetings are run three times per term, each with a different focus for the pupils to plan, action, review outcomes and evaluate with

## Target setting

Pupils are consulted with decisions that affect their learning and well-being through setting their own target on the Individual Education Plan (pupil initiated target) each term.



## Visual Annual Reviews

At the end of every Key Stage, pupils support teachers to prepare their review with photographs that demonstrate learning and pro-

## Pupil voice survey

Pupils have a say about their school, likes and dislikes and improvements that they would like to be made. This also has a page dedicated to the issues discussed at the pupil focus groups so that every

## Enterprise Education

Pupils are encouraged to consider and develop their understanding of working to a budget, making a profit and participating in market research activities to develop their confidence in order to express individual opinions and extend an awareness of a democratic society.

# Pupil Focus Groups

One of the principle means by which pupil voice and self advocacy is progressed in school is by the use of the Pupil focus groups. The schools student ambassador attends all pupil focus group meetings. Although this year due to Covid-19 restrictions, pupils have remained in their class bubbles, this has not hindered the meetings. Microsoft Teams has been used to enable pupils to discuss and present the view points of their peers.

Pupil focus groups aim to:

- Be a positive forum
- Provide an opportunity for all pupils to be heard
- Provide a forum for the leadership of the school to listen to pupil's knowledge and opinions
- Aid communication throughout the school
- Build the pupil's confidence and self-esteem
- Encourage the pupil's to be active citizens
- Provide the pupil's with a democratic model
- Demonstrate to the pupils the impact that their voice has

**Each term a topic is selected for the focus group, as an outcome from the pupil voice survey or a whole school foci. Different pupils are selected to become members of the group and three meetings are held:**

Meeting 1:  
Planning how to gather the ideas of their peers

Meeting 2:  
Sharing ideas with key staff

Meeting 3:  
Reviewing outcomes and planning feedback to whole school

## Whole School:

The meeting outcomes and actions, clearly referencing 'you said, we did' in relation to pupil voice was shared via the school newsletter and on the Pupil Voice displays.

The annual pupil survey took place with the additional area of focus relating to mental health and wellbeing.



# Outcomes

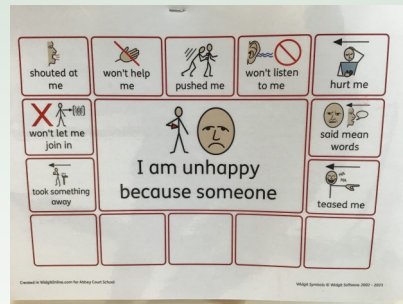
Following the meeting, many of the suggested improvements to support pupils in communicating their concerns over behaviour of others or incidents of Bullying have been implemented across the sites or whole school:

## Primary site:

- ⇒ Pupils said they missed seeing their peers in school - Therefore the introduction of TEAMS meetings to share learning and discuss together was implemented.
- ⇒ Pupils said they wanted to share their learning about Anti-bullying week and how rights protect you from bullying because this impacts you mental health and wellbeing.. Therefore an opportunity to share via teams class learning was created and this was then displayed on the pupil voice display board and in the newsletter also.
- ⇒ An assembly in support of Anti-bullying week which explained Tell, Listen and Change strategy took place.
- ⇒ Anti-bullying theme week was participated in across the school to educate and promote inclusive school community.

## Secondary site:

- ⇒ Pupil said there were some emotions they did not yet know how to respond to which affect mental health and wellbeing. In response, there have been posters created to display emotions and teachers are making time in classes to discuss these as part of circle time.



- ⇒ Pupils said they would tell someone at school ( a peer, an adult in class) if they were being bullied, but were not sure of the words they would use. Therefore students devised as an action to work together to make some special communication boards to support with this. A final design for the commenting board designed by pupils was devised which was shared with all classes to be modelled to students and accessible for them at all times.

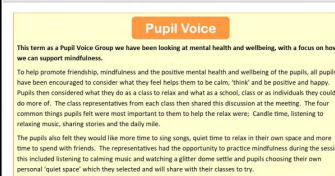
## Minutes and actions:

Each meeting has a set of recorded minutes which clearly share the discussion points and any resulting actions.

These are displayed on a Pupil Voice display and with classes to review and reflect upon.



The school termly newsletter shares with parents, visitors and all stakeholders of the school the discussions which take place and the actions which resulted. These are presented to demonstrate, 'The pupils said...and so we did...'.



A pupil voice display in each school site provides a reference point for pupils and staff relating to the discussions, actions, next steps and promoting how valued Pupil voice is within our school.



# Mental Health and Wellbeing

Autumn Term of 2020/2021

## Primary and Secondary Focus Group First Meeting:

Upon returning to school after a prolonged period of time out of the classroom due to Covid-19, it was important that pupils and their families had the opportunity to voice their concerns, views about moving forward and to fully understand the changes to school life which had been necessary such as bubble groupings. The Pupil Voice Group have been asked for the views of students in relation to mental health and wellbeing. At the first meeting pupils were asked in their classes to consider the current impacts and what they were finding hard about returning to school in relation to Covid-19. These included some of the elements of the school day which had changed and pupils were missing, the hardship they felt in not being able to socialise or work alongside peers outside of their bubble and when asked to consider what other experiences may have a negative impact on their mental health and wellbeing, bullying was suggested as one example of this. Amongst the negative elements, pupils also found some positivity and highlighted that they felt the things in their school day which were good for their mental health and wellbeing included reading, listening to music at leisure time and having adults and friends who they could share an activity with or talk to, one pupil also shared that they like to use the 'glitter jar' as mindfulness as part of their class routine.

## Primary Pupil Focus Group

### Second meeting:

As a result of the feedback gained at the first meeting, the focus group worked together to plan and consider how they could raise awareness of bullying which led to them arranging an anti-bullying week in support of the national campaign and to remind pupils how bullying can be tackled to protect their wellbeing. Representatives were tasked with working with their class to find a way to present their learning about Anti-bullying week.

The meeting was held via Microsoft 'Teams' meetings so that pupils could interact and see on screen their peers and pupils from other key stages.

# Celebrating

Anti-Bullying Week as a result of

## Pupil Focus Group

A questionnaire and a child-friendly video about bullying, by UNICEF, was sent to each class prior to the meeting, to help pupils understand the meaning behind bullying. Each class was asked to watch the video before completing the questionnaire which coincided with the events that took place in the video.

The results of the questionnaire were collated and discussed. Pupils found that the majority of classes felt that bullying is a bad thing and it would make them feel either sad or angry if it was happening to them and therefore impact on their mental health. All classes highlighted that they could speak to someone in school (choosing teacher or TA) if they felt they were being bullied in school.

This was linked to the outcomes of our previous pupil focus group topic of complaints, to reinforce who we can tell if something is wrong.

The aim was to support pupils in understanding what makes a bully and what makes a good friend. The pupils worked through different actions, discussing of they are associated with a bully or associated with friends.

The activities the Focus group planned for classes to share included making posters to display in each classroom surrounding what makes a good friend as a way of disseminating information about anti-bullying to all pupils at Abbey Court School, wearing odd socks to celebrate differences, 'the bad apple' experiment, writing poems about friendship and rules for their class charters.

When asked, all pupils felt comfortable that they understood the difference between a bully and a good friend.



# Anti-Bullying Week 16 - 20 November



To celebrate the start of 'Anti-Bullying Week' lots of us joined in with wearing odd socks to school for the day. This was to raise awareness for a very important issue. Bullying!

Over the week we talked about what bullying is and how it makes us feel. Reception Class spoke about what we can do if we are being bullied and who we can ask to help us. Primary 5 and 10 explored what makes a good friend and how we can be good friends to each other and Primary 8 did an experiment with an apple to see the effects that being unkind can have on the inside. We finished the week with a 'Teams' meeting for 'Pupil Voice'. It was so nice to see our friends from different classes (even if it was virtually) and share our learning together. Here are some of the photographs of the activities we did for Anti-Bullying Week.

**Primary 8** - We enjoyed an Attention Autism session about being a kind friend and how it makes us feel. We explored the 'apple experiment' where we said kind things to one apple but were unkind and hurtful to the second apple. When we cut the apples in half we found that the apple we were kind to looked 'good and happy' but the second apple was 'bad and sad'.



**Primary 5** - We talked about friendship and learned how to sign 'friend'. Then we made a recipe for a good friend and mixed lots of ingredients together. We chose feathers to show kindness and being gentle and sprinkled glitter to show having fun.



**Primary 10** - We looked at the qualities of a good friend and then chose the best five that would make a good friend.



Final meeting:  
At the final meeting they concluding by celebrating these rights which pupils have and which keep them safe from the negative effects of bullying, abuse and so on, thinking about the examples of this in school such as the photograph complaints card and help card.

## Secondary Pupil Focus Group

Second meeting:  
At the second meeting pupils fed back their learning about Anti-bullying week. Representatives discussed the impact of bullying on their mental health and wellbeing and discussed the ways in which this is reported in school. The representatives and their classes discussed how their rights as part of a rights respecting school are met and strive to protect from bullying and harm. It was decided that the focus group should disseminate this information to everyone throughout the school by making a poster to go in each classroom which states what makes a friend and a bully, with support on who to contact if they feel they are being bullied. We decided this will help our peers to understand the importance of anti-bullying.

Final meeting:  
At the final meeting, it was reflected upon the strategies which students can use to promote positive mindset. One class nominated themselves to produce a Power-Point presentation which would be displayed in the entrance foyer to remind pupils about how they can look after their own mental health such as through exercise, friendship and hobbies which help them to be mindful.