



St John Rigby College Learner Involvement Strategy

Mission Statement

St John Rigby College is a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. In becoming an outstanding learning organisation, SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will provide a unique and challenging environment where every individual is valued, talents are recognised and nurtured, achievements are celebrated and dedication is rewarded. To achieve this as a community we will:

- Welcome all students who are happy to be educated within a Christian environment
- Value the uniqueness and dignity of each individual
- Provide the highest standards of teaching and learning
- All show a commitment to our work and the Christian values of the College
- Provide equality of opportunity, with mutual respect and positive encouragement
- Build and further develop local, national and international partnerships

Core values in daily life at St John Rigby College are expressed as:

- Genuine concern for others
- Support for and challenge of one another
- High standards and expectations
- Consistency and perseverance
- Recognition of talents, progress and achievements

Overview

Under section 176 of the Education Act 2002 local authorities and schools are currently required to have regard to any guidance given by the Secretary of State about consultation with pupils in connection with the taking of decisions which affect them.

This legislation is underpinned by the general principles of the United Nations Conventions on the Rights of the Child (UNCRC), - articles 2, 3, 6 and, in particular, article 12 which states the following:

“1. 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.

2. For this purpose, the child shall, in particular, be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.”

The UNCRC has not been incorporated into national law, so there is no statutory duty to comply with it. However, the Government has reiterated its commitment to pay 'due regard' to the Convention when new policy is made and legislation proposed. Schools and colleges are strongly encouraged to pay due regard to the Convention.

Why involve children and young people?

The Government is committed to the promotion and protection of children's rights, in line with the United Nations Convention on the Rights of the Child. It believes that children and young people should have opportunities to express their opinion in matters that affect their lives. Some of the benefits of involving children and young people in decision making are:

- **It encourages pupils to become active participants in a democratic society** - by holding youth parliaments and school councils, which develop skills such as co-operation and communication and encourage them to take responsibility.
- **It contributes to achievement and attainment** - young people involved in participative work benefit in a range of different ways. Increased confidence, self-respect, competence and an improved sense of responsibility have all been reported by young people who contribute in school. Schools also report increased motivation and engagement with learning

St John Rigby College is proud of its on going inclusive partnership with its students. There are a broad range of established practices across the College which enable the student voices to be heard at every level and across the range of provision and services. The learner voice aims to help identify strengths and weaknesses and to contribute to the leadership of the College in raising the quality of its provision.

Governors, Senior Managers, Curriculum and Pastoral Leaders are fully committed to this Learner Involvement Strategy in support of the College's strategic objectives and improved overall outcomes for learners.

Aims

The involvement of learners will be via a number of methods so as to include all in ways which best match the requirements of different groups. Voices will be heard from individuals, groups, classes, tutor groups, elected representatives and 'expert' learners, for example, those with specific needs who access additional support. We will also gather information from in-year leavers via the leavers' survey. We aim to incorporate learner voice into the requirements of the '*Common Inspection Framework*' such as by effectively identifying areas for improvement and effectively bringing about improvement for all learners. The learner involvement strategy will reflect the 'nature' and 'distinctiveness' of the College. For example, voices will be heard from all types of courses at all levels.

Procedures

Data gathered from learners will be evaluated and fed into the College quality assurance processes. For example, subject survey responses will feed into the departmental meeting agenda and the department self-assessment report / action plan.

Actions will be taken and fed into quality assurance processes.

Responses to learner voice will be acted upon as soon as is practicably possible.

Feedback will be publicised to learner groups using a variety of methods such as departmental posters, assemblies, and via publication of newsletters.

The effectiveness of the Learner Voice activities which are summarised in the Appendix will be reviewed annually by students and staff, as appropriate.

Benefits to learners

For learners, the benefits of such involvement are several fold. Learners will benefit from a more responsive and higher quality offer. They will be empowered to shape their own experience at College. Vulnerable and minority learners will be reached and the delivery will be improved for all. Learners will experience making a positive contribution to the College and wider community.

Benefits for the College

The potential benefits include:

- Increased participation
- Improved achievement
- Improved retention
- Improved progression
- Improved pastoral support
- More independent learners
- Improved value for money
- More informed CPD
- Identification of potential barriers to learning and well-being
- Improved positive destinations

Student Representation

Student representatives will be elected to the following bodies / committees.

- Full Governing body.
Two students will be elected.
- Student Council.
Elections will be held in the summer term for students currently in Year 12. A minimum of 6 students will be elected. Elections will be held in September for newly enrolled students to join the Student Council. A minimum of 6 students will be elected.
- Tutor Group Representatives. Each Tutor Group elects a 'rep' who, with the help of the Senior Tutors, will canvas the views of students in their tutor group three times a year. The Tutor Group reps feed in current ideas, concerns and issues and this feedback informs the Student Council agenda.

Feeding back to Learners

Feedback to learners will occur in the March annually.

Appendix: Learner Involvement Activity 2020 - 2021

-	Activity	Scope	Training / Briefing	Frequency / Timing	Co-ordination	Reporting to:
1	Student Governors	College-wide	Governor nominee to mentor	Six Full Governors meetings a year	Clerk to the Governors	Governors
2a	Student Council	College-wide	Senior Tutor briefing	Student Council meeting x 5 /year	Vice Principal - Students Senior Tutors	Governors, SLT Termly
2b	Tutor Group Representatives	College-wide	Senior Tutor briefing	Student rep activity in Tutor Groups x 3 / year	Vice Principal - Students Senior Tutor	Governors, SLT Termly
3a	Student Surveys: Enrolment	Year 12s	n/a	End of Enrolment September	Vice Principal - Students	SLT September
3b	Student Surveys: Induction Day	Year 12s	Personal Tutor briefing	End of Induction Day October each year	Vice Principal - Students	SLT September
3c	Student Surveys: Curriculum x 2	College wide	Staff briefing	1 – December annual 2 – March annual	Vice Principal - Curriculum and Quality	Governors SLT CMT HODs
3d	Student Surveys: Progress Tutoring x 2	College wide	Senior Tutor Assembly	1 – December annual 2 – March annual	Vice Principal - Students	Governors SLT CMT HODs
3e	Student Bullying Survey	College wide	Staff briefing and tutorial session	March annual	Vice Principal - Students	Governors, SLT, CMT, HODs
3f	Leavers' Survey	College wide	Assistant Principal Progression and Senior Tutor briefing	On going	Vice Principal - Students	Governors SLT CMT HODs
3g	Student Surveys: ALS	LLDD	ALS / Mentor briefing	End of support programme	Learner Support Manager	Vice Principal - Students June/ Students Autumn Term following

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3h	Student Surveys: Parents' Evening survey	College wide	n/a	End of Parents' Evening	Vice Principal - Students	SLT Post parents' evenings
3i	Student Surveys: Exit Surveys	College wide	Personal Tutor briefing	Year 13 + OYCs – April annual Year 12 – June annual	Vice Principal - Students	SLT July Students Autumn Term following
4	Student Surveys: LRC	Random sample	Librarian briefing	Spring term yearly	Vice Principal - C & Q Assistant Principals	Vice Principal - Students SLT July Students Autumn Term following
5	Learner input on staff appointments	Views from students involved in micro- lessons	Teacher briefing	As needed: usually in the second and third terms but for every teacher app't.	Vice Principal - C & Q Assistant Principals	Views represented to the appointment panel
6a	Learner input on marketing materials	Views from students on marketing materials: informal	Teacher briefing	As needed in the year	High School Liaison Manager As required	Principal Assistant Principal (Student Recruitment)
6b	Partner High School liaison: Learner input on marketing materials	Views from students on marketing materials: informal	Teacher briefing	At: Road shows Open Days Taster Day New Students Day Year 10 Days	High School Liaison Manager	Principal Assistant Principal (Student Recruitment)
7	Learner Voice Conference which includes feedback to students on learner voice activity findings	Views from student representatives/ volunteers	Senior Tutor briefing Staff participant briefing	Annual: January Feedback: March	Vice Principal - Students Senior Tutor	CMT Senior Tutors/ Student Council Students Autumn Term following
8	Feedback to Learners	Feedback given to all students via assemblies and the Autumn Term Newsletter	None	Start of the academic year post Conference	Vice Principal - Students / Senior Tutor	SLT and all Learners.