



## St John Rigby College Student Voice Strategy

### Mission Statement

We are a Catholic College dedicated to the education and development of the whole person and supporting all students to realise their full potential. As an outstanding learning organisation SJR will have a strong sense of purpose and a commitment to shared values within a Christian community. We will establish a unique, safe 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
- Deliver the highest standards of teaching and learning
- All show a commitment to our work, to the Christian values of the College and to the safety of all in our community
- 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

The need to engage students is already well established with the 2007 White Paper “Raising Skills, Improving Life Chances” (DCSF, 2007) and the Education Inspection Framework (Ofsted, 2019) promoting the use of users views as important aspects of self-assessment and improvement. In addition, we recognise that a sense of control over their lives is an important factor in building resilience in young people, and therefore we strive to give our students the opportunity to develop the skills needed to exercise such control in the safe environment of College. Strong communication skills are a key element to expressing one’s thoughts and opinions, and this links with our intention to develop the ‘whole person’ with students developing employability and communication skills.

### The Benefits of Student Voice

To students:

- improved attendance, engagement, retention, achievement and progression
- better feedback on the students’ experience informs quality improvements
- students become empowered, more self-confident and motivated
- students learn the British value of democracy
- students have the opportunity to become directly involved in social action for the benefit of others
- services and facilities are improved to better meet the needs of students
- identification and sharing of good practice
- promotion of an environment of mutual respect
- enhanced CV for entry into higher education or employment with training

To College:

- improved engagement, attendance, retention, achievement and progression
- students who are more expert and independent
- better quality information about the students' perspective so improvements can be made
- better decisions about staff training, resource allocation and investment
- students who feel more involved, see College as a place where they belong and are motivated to put something back into the College
- Identification of potential barriers to learning and well-being
- enhanced College reputation within the community.

## **Student Engagement**

The involvement of students 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.

- Surveys
- Social Media
- 1:1s
- Student Observation Focus Groups
- Tutor Group Representatives
- Student Council
- Tutor Group representatives
- Student Governors
- Student groups – e.g. Peer Supports, LGBTQ+, Million Minutes Group, Environmental Group
- Equality and Diversity Group
- Wellbeing Group

## **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 as utilising the "You said, we did" we approach which communicates what the College has done about student feedback, through student groups, department posters, assemblies and via SJR Weekly.

The effectiveness of the Student Voice activities will be regularly reviewed by students and staff, as appropriate.

## **Creating a culture of student engagement**

Vital to the success of a meaningful student voice policy, are the skills of staff and the readiness of staff to engage in the process. The College's vision for student engagement includes the developing of a culture where staff listen actively to the views of students and students listen actively to the views of staff. In this way meaningful dialogue can take place.

The College contacts students who have left to endeavour to improve its service wherever possible. In addition, the SLT regularly invite students to talk with them directly in groups or as individuals, giving a strong lead in creating an open culture.

### Appendix 1: Student Voice Development Action Plan

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for Students
To improve the student experience	Improved engagement, attendance, retention, achievement, and progression	<p>To ensure that we are promoting the use of user views.</p> <ul style="list-style-type: none"> <li>• We will employ a variety of methods to gather student views on student life at the College</li> <li>• To ensure that those views are shared and responded to in a timely manner</li> <li>• To use student feedback to inform the College Development plan at not only a whole College level but department level</li> <li>• To share with students and request feedback on College policies that are student centred</li> </ul>	<p>High quality experience for all students</p> <ul style="list-style-type: none"> <li>• Improved student engagement, attendance, retention, achievement, and destination data</li> <li>• Teaching and learning and pastoral support will be enhanced through listening to student views</li> <li>• Student policies and procedures to be more effective and impactful</li> </ul>
To develop the ‘whole person’	Increased student engagement with enrichment, electives, work experience, community partnership opportunities.	<p>We will provide a range of additional opportunities that will complement the College’s academic provision. E.g.</p> <ul style="list-style-type: none"> <li>• College sports teams</li> <li>• Elective programmes – Medic and Vets, Future Engineers, Teachers of Tomorrow etc.</li> <li>• Duke of Edinburgh award</li> <li>• Meaningful encounters with employers</li> </ul>	<ul style="list-style-type: none"> <li>• Confident, empowered and articulate individuals that can contribute positively to society.</li> <li>• A highly skilled and competent workforce</li> <li>• Improve employability skills</li> <li>• Better employment opportunities</li> </ul>
For students to develop key employability skills e.g. communication skills	Student destinations outcomes either into full time employment, Higher Level Apprenticeships or HE.	<p>To create opportunities for students to share their views through a professional dialogue be it via;</p> <ul style="list-style-type: none"> <li>• 1:1s with their Progress Tutor or Class Teacher</li> <li>• SPOTS/SPOCS</li> <li>• Leaver Surveys</li> <li>• Student Observation Focus Groups</li> <li>• Student Council</li> <li>• Tutor Group Representatives</li> <li>• Student Governors</li> <li>• Student Groups</li> <li>• Student Voice Conference</li> </ul> <p>The outcomes of the above will be shared with SLT and feed into the College Development Plan.</p>	
Positive Student Wellbeing and Mental Health	Student have the tools needed to take responsibility for their own mental health and wellbeing.	<ul style="list-style-type: none"> <li>• To create opportunities/spaces in which students are happy to openly discuss their wellbeing and mental health and external risk factors that may impact on this.</li> </ul>	<ul style="list-style-type: none"> <li>• College to be a safe space for all students</li> <li>• Resilient individuals who know the difference between</li> </ul>

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for Students
	To be able to identify sexual harassment, sexual violence and peer on peer, phobic abuse and the negative impact this may have on theirs and others wellbeing.	<ul style="list-style-type: none"> <li>• To gain feedback on wellbeing and mental health initiatives that have either been delivered by the College solely and/or in partnership with external agencies.</li> <li>• Create a culture in which sexual harassment, sexual violence and peer on peer, phobic abuse is challenged.</li> </ul>	<p>good mental health and wellbeing, opposed to poor mental health and wellbeing</p> <ul style="list-style-type: none"> <li>• To be able to external factor that may impact negatively on an individual's mental health and wellbeing.</li> <li>• To know what strategies, they can adopt to improve their mental health and wellbeing and identify when additional support may be required.</li> <li>• Students who are confident in reporting sexual harassment, sexual violence, and peer on peer abuse if it was to take place in the either the College or the wider community.</li> </ul>
Young people who can contribute positively to British society.	Students who understand what is meant by the term British Values.	<ul style="list-style-type: none"> <li>• We will ensure we are developing a culture where staff listen actively to the views of students and students listen actively to the views of staff. In this way meaningful dialogue can take place.</li> <li>• To do this the SLT will regularly invite students to talk with them directly in groups, or as individuals, giving a strong lead in creating an open culture</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be a member of the College's inclusive community</li> <li>• Students will learn the British Value of democracy.</li> <li>• Students will develop the ability to listen to others and engage in productive discussions.</li> <li>• Student involvement will ensure that an open culture will be maintained.</li> </ul>