

Policy/Procedure Name:	Student Involvement Policy
Policy/Procedure Number:	SMT026
Date of Approval:	15 <sup>th</sup> June 2012
Effective Date:	August 2011
Revised Date:	November 2024
Review by Date:	November 2026
Policy/Procedure Author:	Head of Quality
Policy/Procedure Owner:	CEO/Principal
Management Committee Approved By:	Senior Management Team/
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All Staff and Students
For Information to:	All Parents and Commissioners
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)
Date of Policy Equality Impact Assessment:	November 2022
Impact Assessment was carried out by:	Jo Cox

## **Aim – Student Involvement Policy**

### **Vision statement**

Treloar's is committed to consulting with staff and students on all aspects of the organisation, including the curriculum, teaching, learning and assessment, Residential Houses, Clinical support, facilities, support services and the overall strategic direction. The importance of the student focus in creating high quality learning experiences is embedded within the Treloar's values.

### **1. Benefits for Students:**

- A more responsive, more engaging, higher quality offer will empower students to reshape their own experience and will deliver improved outcomes for more students.
- Students will be more independent and confident because of their involvement
- Student involvement offers the opportunities to enhance the outcomes of students.

### **2. Benefits for Treloar School & College:**

- Increased participation, achievement and progression
- Better quality of information about the student perspective
- Better decisions about resources and investment
- Students who are more motivated and involved

### **3. What a Student Involvement Policy involves:**

- A wide variety of practices which seek to enable, equip and motivate our students to voice their views and shape their learning both collectively and individually.
- A successful system of student representation – one which develops a culture where students are motivated to give constructive feedback and see their views taken seriously: staff and management respond positively to feedback.
- A culture that is inclusive – no individuals or groups are left out and where principles of equality and diversity inform all student involvement.

#### **4. Surveys**

There will be a wide range surveys per annum for all students and other stakeholders. A range of adapted versions of each survey will be created to ensure they are in accessible format.

#### **5. Treloar's Student Councils**

There is a Primary School student council, a Secondary and Sixth Form School student and a College student council.

Membership of the School Primary Student Council consists of all students within our primary classes, as the Primary student voice activities run differently to other council meetings

Membership of the School Secondary and Sixth Form Council consists of representative(s) from each Form Group elected at the start of each academic year. In the event that the elected representative cannot attend, form groups may send a replacement rep.

In addition to the above Student Leaders also attend the Student Council:

- Key Stage 3 Head Student
- Key Stage 3 Deputy Head Student
- Key Stage 4 Head Student
- Key Stage 4 Deputy Head Student
- Post 16 Student President
- Post 16 Deputy Student President

Membership of the College Student Council consists of at least one representative from each tutor group elected at the start of each academic year (up to two representatives from each tutor group). In the event that the elected representative cannot attend, tutor groups may send a replacement rep:

Student officers serve as ex-officio members of the College student council:

- President
- Deputy President (s)
- Student Governors (these can be the same individuals as the above)

The School Secondary and Sixth Form and College Student Council meetings have a board room style to the meeting, supported by relevant staff, SMT and admin support to minute the meetings. These happen every half term for the School – Secondary and Sixth Form and College

The agenda consists of a pre-determined theme based on suggestions from the student council, followed by usual council matters, and AOB. Agendas and Minutes are provided in easy read and symbolised format.

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The Primary Student Council meetings operate more like a workshop/conference style, where students work in small groups to give their views on certain topics, often using objectives of reference. These happen every term.

See appendix 1 for easy read information on the role of a Student Council

## **6. Student Governors**

- There is two selected student Governor each year from the College. Students who take on the responsibility of being a student Governor must be fully aware of the role, its responsibilities i.e. attending and contributing to Governor Meetings on a termly basis and producing a termly student governor report. Students who put themselves forward for these roles are informally interviewed by the Chief Executive and Chair of Governors. They must attend the College and School Council on a regular basis to ensure they are aware of the views of students.

## **7. Student Leaders in the School – Role of the Head Students**

- They are an ambassador of the school.
- They represent the students.
- They have regular meetings with Head of School to give students' views and develop the provision for everyone.
- They will support the Head and Assistant Head of School in developing student focused policies
- They will be expected to help with tours of the school for visitors.
- They will be expected to attend school council and eco council meetings regularly.
- They will get invited to other committee meetings where student voice is required.
- They will meet on occasions with the college student council.

## **8. Other Student Focus groups**

- The school and college have a wide range of other student focus groups. These include:
  - HSDC: Alton College student focus group - termly
  - Food Forum - termly

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- School and College Eco Councils

## **9. Multi-Disciplinary Meetings**

- College Students and School students in Key Stage 4 and Post 16 attend their MDT meetings on a half termly basis (where appropriate to the student's needs). Their views are actively sought in these meetings to ensure their personalised provision and targets meet their individual needs and interest.
- Where students' don't attend their MDT meetings, their views are captured outside of the meeting, and communicated at the meeting. See SMT067 for more information on how this takes place.
- Students' views are also key to the review of EHCP process. All students are supported to give their opinions, views and own recommendations as an integral part of the EHCP review agenda.

## **10. Tutorials and Form Time**

- Each student at Treloar School and College has regular weekly tutorials with their personal tutor or form tutor. These group sessions are routinely used to gain the views of students about the provision at Treloar's.

## **11. Residential House Meetings**

- Team Managers hold half termly meetings with the group of students they are responsible for, to gain their views on the provision on the Residential House

## **12. Other Student Involvement activities**

Students will be represented and /or take active roles in the following activities:

- Organising and participating in Assemblies and Student events
- Involvement in the staff interview process
- Organising and hosting a number of events, including charitable fundraising activities
- Self Assessment Report
- Strategic Planning process
- Tours of the Treloar's campus

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- Welcome to Treloar's Day
- A wide range of specialist internal and external visits – e.g. Mayor's day, Mansion House, Ministers Visits
- Meeting and giving views on our service to regulators and other external agencies
- Involvement in staff training, as appropriate (usually in the form of pre-recorded video input)

### **13. Student comment cards**

Students are provided with comment cards on the residential houses which they are encouraged to complete (with support if required) if they have any comments, complaints or suggestions.

### **14. Independent Person Visits, Governor Visits (and Independent Visitor visits**

Students views are routinely captured during Independent Person visits (RSS NMS Standard 17) Governor Visits and Independent Visitor (RSS NMS Standard 3 Visits) visits – see relevant policies for more information.

### **15. Measuring, Reporting and Evaluation on the impact of our Student Involvement Strategy**

Measurable Outcomes:

- High levels of student involvement across from all learner groups across Treloar's
- Evidence that students' views have been taken seriously and have triggered improvements
- High learner satisfaction in surveys
- Student Reps being satisfied with the impact that their roles are having

Feedback will be given to staff where students have commented on good practice and students will be informed about improvements made as a result of their feedback.

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## 16. Implications of Policy/Procedure

### a. Training Requirements

None required

### b. Communication Requirements

How will the Policy/procedure be communicated:	SharePoint	
Who will ensure the above communication is carried out:	Head of Quality	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

### c. Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact [quality@treloar.org.uk](mailto:quality@treloar.org.uk)

## 17. Monitoring and Review

- This policy will be updated on a bi-annual basis
- We will review student feedback by the relevant protected characteristics

## 18. Links to other related policies, procedures or documents (internal)

- Strategic Plan
- Treloar's Values
- Student Charters
- SMT028 MDT Student Care and Welfare
- SMT067 ILP/IEP Policy

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## 19.Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Date	Page/para No.	Brief description of the change(s)	Change made by
Nov 22	Section 7	Inclusion of information on Head Student Roles	Jo Cox
Nov 22	Section 7	Minor other updates throughout the document	Jo Cox
Nov 24		New appendices added <ul style="list-style-type: none"><li>• Easy Read – role of the student council</li><li>• Student Governor role</li></ul> Removal of the annual student voices conference	Jo Cox

### IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

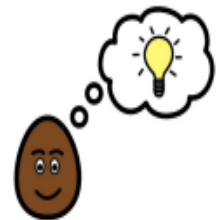
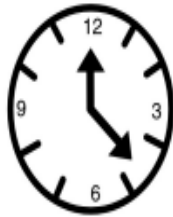
Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.



## What is student council?



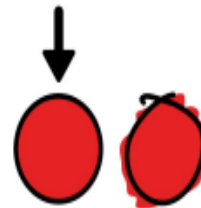
A time for students to share thoughts and ideas



This helps Treloar's to become better.



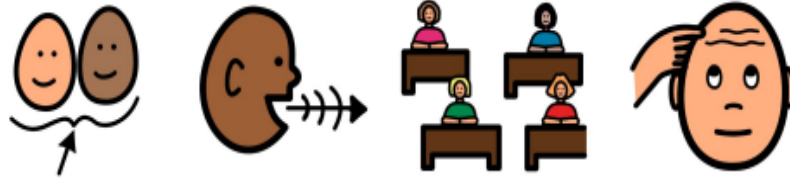
 **Treloar's**



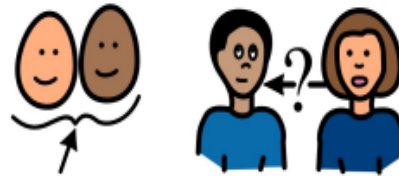
We listen to each other.



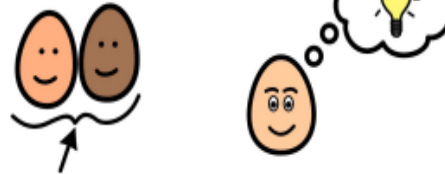
We share our class feedback.



We ask questions.



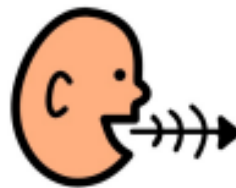
We give ideas.



Each class has reps who go to the meetings.



The reps share the opinions and ideas of the rest of their class at the meetings.



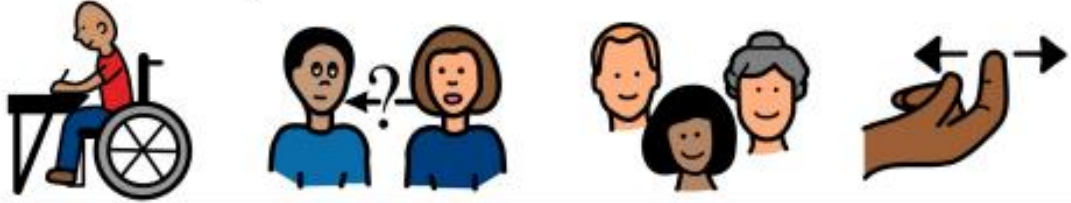
Before the meeting, a list of topics is sent so that classes can talk about them.



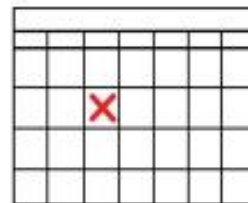
The topics come from students ideas.



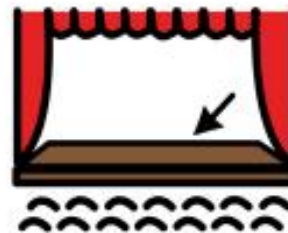
Students can ask staff to come to the meetings to talk about topics.



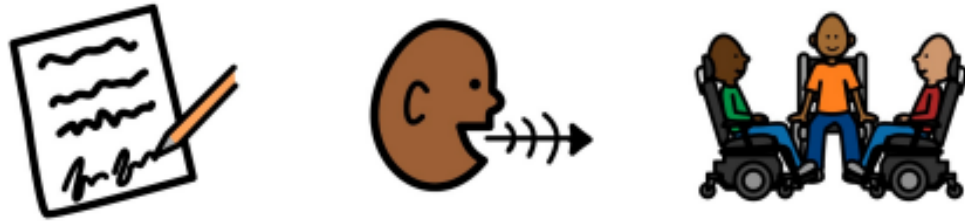
Meetings happen once per half term.



Meetings happen in the FT hall.



Notes are taken about what is said in the meeting.



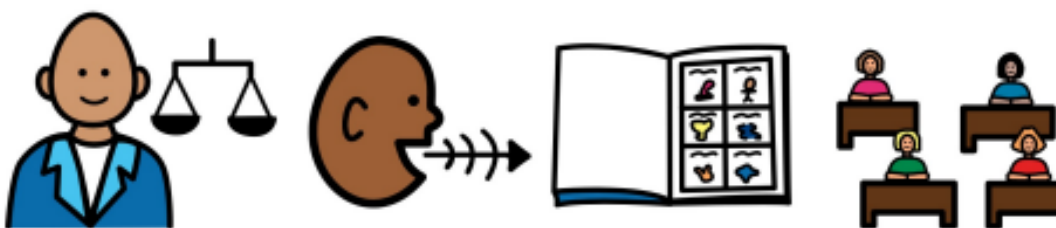
These notes are sent to managers for them to take action.



We also write easy read copies of the meeting notes.



Reps can share these with their class.



## Appendix 2 - **Student Governor Role**

- attending students Student Council meetings
- being approachable / responsible
- being organised
- being punctual
- being a good listener
- able to communicate
- give feedback from the students to the Governors
- be confidential
- be positive
- represent school and college
- willing to help

### **What meetings do you need to attend?**

- Attend a Governing Body meeting once a term
- Attend the Student Council meeting once a term

### **Writing your Student Governor report**

- On a termly basis, you need to write a short report giving a summary of positive and negative things happening at Treloar's from a student view point based on student feedback
- Meet with Jo Cox a month before the meeting to discuss the topics you would like to cover in your paper.
- Jo Cox will assist you in drafting your report

### **What happens at Governors meetings?**

- You will be sent a pile of confidential documents before each Governors meeting which you need to read.
- If you need support in going through the papers, please contact Jo Cox
- Think about the type of things the Governors may or may not ask about your paper and prepare your responses.
- Don't worry - sometime the meetings can seem heated when Governors ask each other and the managers difficult/challenging questions – this is normal and nothing to worry about
- Helen Goodenough will be available to support you in the meetings

## Equality Impact Assessment (EIA) - Stage 1

<b>Name of Policy / Function/Decision</b>		Student Involvement Policy			
<b>Name of Assessor / Author /Lead</b>		Jo Cox			
<b>Start Date</b>		Nov 22			
<b>This EIA is being undertaken because it is:</b>		<ul style="list-style-type: none"> <li>A result of a policy revision</li> </ul>			
<b>Screening</b>					
<b>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</b>					Y
<b>Is it a major policy with a significant effect on how our core business is delivered?</b>					Y
<b>Does it involve a significant commitment of resources?</b>					N
<b>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</b>					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.					
<b>Has the screening identified the policy as having relevance to the any of the following groups?</b>					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
<b>Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?</b>				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Are all opportunities to promote equality taken within the policy/procedure/decision?</b>				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Have we stated how we will monitor the implementation and impact of this policy/decision?</b>				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Date of Screening</b>				10 <sup>th</sup> Nov 2022	
<b>Approval by EDI</b>				Head of Quality	
<b>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</b>				Yes <input type="checkbox"/>	No <input type="checkbox"/>

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