

Mapping the Pupil Participation Principle of a Whole School & College Approach

Recommendation of action	Guidance from Student voice group	Mapping to Pupil Participation Principle
Group role instead of one 'Wellbeing Champion'- Student wellbeing representation to be shared across multiple representatives.	- Multiple wellbeing roles enables a well-rounded representation of a whole student body. - Shared responsibility reduces pressure, increases enjoyment, and brings more value to the role by being able to build positive social relationships. - A group gives students more autonomy.	- CYP are encouraged to develop strong social networks. - The school has developed mechanisms that encourage peer support around topics such as resilience, wellbeing and friendships. - CYP are represented on the Wellbeing Action Group and help lead key areas of development.
Expected values- All wellbeing staff and student representatives must demonstrate empathy, understanding and respect for the role and each other.	- Good knowledge around mental health should be expected from all staff and some knowledge for students who support wellbeing. - Staff to keep up to date with issues facing all young people and how it may affect their students. This makes peer representation and staff support meaningful. - The values of empathy and compassion are essential for mental health support. Empathy is important for students to have trust in their peers and staff representatives. - Two surveys were run by students in Somerset asking pupils what they would improve about the mental health and pupil participation representation in their schools. One of the largest responses was to be listened to and shown empathy when they are asking for help.	CYP are encouraged to develop strong social networks

Representation awareness- Wellbeing representation for all students.	• Representation for all students demonstrates inclusivity and equality. • Students and staff should know about marginalised student voices who are at a larger risk of mental health issues from the discrimination or bullying they may experience. • These voices include those who are LGBTQ+, BME or SEND. • Creating specific roles or standing agenda items around marginalised voices works to demonstrate value and respect.	• The school has developed mechanisms that encourage peer support around topics such as resilience, wellbeing and friendships.
Clear signposting of Wellbeing representatives- Students know who their wellbeing staff and student representatives are.	• Students and staff should know who each wellbeing representative is within the school or college to set mental health as a clear priority of the school. • Student feedback shows that those who don't know who their wellbeing staff are, feel less encouraged to seek support. • Clear signposting of wellbeing representatives means students can easily access support without barriers that may add stress.	• CYP are represented on the Wellbeing Action Group and help lead key areas of development • CYP are encouraged to be Wellbeing Champion
Dedicated staff- allocated staff for wellbeing groups.	• Consistent staff members who maintain commitment for effective wellbeing actions within timescales. • Students feel better supported by staff who demonstrate passion and understanding for pupil participation. • Consistent staff makes it easier to build positive staff/student relationships and gives students better opportunities to build communication skills.	• CYP feedback is regularly gathered and analysed to monitor the effectiveness of emotional wellbeing support, and to identify improvements. • CYP are encouraged to develop strong social networks.

Dedicated space- A specific space for wellbeing meetings.	• A specific and consistent space for meeting helps to set mental health as a priority. • Students who feel settled in their meeting space are more likely to engage better with wellbeing representation.	• CYP are encouraged to express their views and ideas.
Confidential space	• Confidentiality means a space where students feel they have the safety and privacy to discuss sensitive matters. • Confidentiality is also about trusting that what is discussed will not be shared outside the meeting space. However, this needs to be set within the boundaries of safeguarding • Strict confidentiality builds trust and respect.	• CYP are encouraged to express their views and ideas
Regular meetings- as a time commitment to be honoured both by students and staff.	• Weekly or bi-weekly meetings set mental health as a priority. • Regular meetings convey a commitment to pupil participation and support from the school. • Student feedback has also suggested that anything less than bi-weekly means there is not enough time to properly address each issue that may arise.	• CYP feedback is regularly gathered and analysed to monitor the effectiveness of emotional wellbeing support, and to identify improvements. • CYP are encouraged to develop and share ideas about how to look after their wellbeing
Autonomy over meetings- Students allowed whole or part facilitation of meetings to allow ownership over student voice.	• Meeting autonomy or giving students some level of control in meeting facilitation embeds pupil participation by giving students responsibility and ownership. • Autonomy also conveys value and confidence in students, empowering their voices. • This can be doing by encouraging students to take the responsibility of session/agenda planning, note taking or meeting facilitation. The opportunity for skill development	• CYP have the opportunity to be involved in planning and decision making (e.g, in development of PSHE curriculum). • CYP are encouraged to be Wellbeing Champions.

	places more value in pupil participation.	
Emotional wellbeing training (for students and staff) - so all voices can be heard in a meaningful way and students feel valued and benefit from skill development.	• Training for student representatives means voices can be heard in a meaningful way as their ideas and recommendations are backed by knowledge. • Students who receive training, benefit from skill development and reduces tokenism. • Student feedback suggests pupils would feel better supported in school if they knew more staff members had training for wellbeing issues and similarly, training for students builds confidence for those they are representing. Suggested training: • Active listening • Emotion Coaching – or other emotional intelligence programme • Public speaking/ presentation • Representation – consultation	• CYP are encouraged to be Wellbeing Champions