

“Working, Praying, Sharing and Learning Together”
“Gweithio, Gweddiwn, Rhannu a Ddysgu gyda'n Gilydd”



St Mary's R.C. Primary School



School Council Policy

February 2016



School Council

Date	Review Date	Coordinator	Nominated Governor
29.02.2016	1/1/17	Martin Buckley	J. Baker

We believe it is our duty to have in place a School Council which has been democratically elected by the pupils and is accepted as an ideal process for pupils to get involved with school issues.

We share the view of the Welsh education minister (2006) that, “Many young people don’t feel that school is an environment where they can have their own views heard.” In this school we want to hear the views of our pupils in order to make this school a better place for everyone connected with it.

We encourage the council representatives to share their views on school life, about their education, to consider ways to improve this school and to raise any concerns with the Headteacher and the Governors. We want pupils to have a say in decisions and to play an active role in making this school a better place for everyone.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To establish a process for pupils to communicate their views to all school personnel.
- To provide opportunities for pupils to develop skills in communication, negotiation and confidence.
- To involve pupils in helping to create and implement school policies and procedures.
- To help make positive changes in our school community.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to act as the teacher representative;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;



- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- meet with the School Council regularly to discuss issues;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- share their views on school life and about their education;
- considering ways to improve this school;
- raising any concerns with the Headteacher and the Governors;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of the School Council Representatives

School Council Representatives will:

- listen to the views of their year group and to represent those views on the School Council;
- feedback decisions made by the School Council to their year group

Role of the Teacher Representative

The Teacher Representative will be responsible for ensuring the establishment, developing the School Council and providing guidance.

Role of School Personnel



School personnel will:

- comply with all aspects of this policy;
- implement the school’s equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school

Regulations

The School Council complies with DES / WAG regulations.

Structure

All pupils will be given the opportunity to stand as a representative of their year group.

Each year group will be represented by two pupils.

The School Council will comprise of a Chair Person, Vice Chair, Secretary and Treasurer.

Election Process

Elections will take place each year at the beginning of the autumn term.

Period of Office

All council members will serve for an academic year.



Meetings

Meetings will take place once a month. An annual questionnaire will decide on issues for discussion.

Communication

The School Council will communicate to the rest of the school by:

- Class representatives meeting regularly with the class.
- Annual questionnaires.
- Half termly newsletters.
- A designated School Council notice board.
- Posters.
- The School website

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Headteacher:	<i>Tim Baxter</i>	Date:	29/2/16
Chair of Governing Body:	<i>Tim Pritchard</i>	Date:	29/2/16

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion														
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS						
		✓			✓			✓			✓			✓			✓			✓			✓					✓		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS						
	✓			✓			✓			✓			✓			✓			✓			✓			✓					
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS						
	✓			✓			✓			✓			✓			✓			✓			✓			✓					

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				



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