

Does using student voice to change how a Schools' positive behaviour policy is delivered give students ownership?

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A Research & Development Project

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An Introductory Study: “Does the Implementation of a Student Voice Policy Develop an Improved Sense of Belonging and Feeling Valued?”

Abstract:

This practitioner action research took place in School A, following Lewin’s (1946) action research cycle. During the Investigator’s 2021 research, the use of Student Voice had proved an invaluable insight into the thoughts and feelings of the student. Through observations of the School Council, it became apparent that the student voice process was lacking. Lundy’s research and model (2007) gave helpful insight into what areas need to be prioritised to make the student voice process effective. A qualitative study was undertaken in the form of six student focus groups and eight staff interviews. Results showed that in all areas of Lundy’s model School A were displaying weaknesses. A policy was designed to reduce the impact of said weaknesses, increase the level of consistency and breadth of student voice use. The overarching aim of this practitioner action research is to design and implement a student voice policy which creates a deeper sense of belonging for the students and help them in feeling valued in the learning environment (Maslow, 1954). Research indicates that if these attributes are experienced then there is a likelihood of greater engagement in learning and improved academic performance (Allen & Kern, 2017).

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Section 1: Introduction

This research follows on from the Investigator's 2021 study, which focused on the pupils' perception of the Positive Behaviour Policy and if it allowed them to feel valued (see appendix 6). One of the key findings from the research was the link between having influence and feeling valued. The notion that if the student feels that they have influence and responsibility over their experience, then their love and belonging needs increase (Maslow, 1954), causing them to feel valued within the school community. Where this is experienced by the students their motivation to learn has been proven to increase (Allen & Kern, 2017, Payne, 2015 and Hattie, 2009).

This study is based in an above average sized secondary school that is part of an Oxfordshire based academy trust. The school has over 1250 pupils that have a majority White British background, an average proportion of disadvantage and pupils with SEND (Ofsted, 2018). Following the Investigator's (2021) study the school will keep the pseudonym of School A for anonymity purposes.

The overarching aim of the investigator, throughout both research projects, was to try and find a way in which to enable the students at School A to have a greater sense of school belonging. School belonging is a process which takes time to develop. As such it is not possible to see the final impact of this study within a closed time frame. Through use of Lewin's (1946) spiral action research processes (see section 3.1) it should prove possible to track the influence the addition of a policy has on school belonging and feeling valued.

The findings of Investigator's 2021 research were delivered to the leadership team in School A, who subsequently asked for a summary to be presented to the whole staff body, together with a written

piece in the school newsletter. This directly led to the agreement to use student voice in reviewing and re-establishing the behaviour policy.

The Covid-19 pandemic caused a lot of disruption to the school set up. This academic year (2021/22) was the first one without any lockdowns or government limitations. Data in School A showed that there was an increase in the behavioural issues experienced this year in comparison to pre-Covid levels. During a Special Interest Group meeting (SIG) it was decided that there was a need to change the whole behaviour policy.

Due to School A going through a period of change in leadership and direction over the academic year, it was not possible for this study to focus on the initial planned changes of the behaviour policy. It also pushed back the timeframe of this research process. Appendix 1 is a timeline of the changes that occurred and is designed to help the critical reader understand the foundations of this research.

Although there were limitations it was not without reward. It was identified that improving the experience of student voice would attain similar benefits in regard to a sense of feeling valued and belonging needs (Allen & Kern, 2017 and Mitra, 2006). Despite the change in emphasis of the study the core focus was unaltered, and the design of the research was also unchanged.

Student voice is the process of seeking the student body's thoughts and feelings (Mitra, 2006). The process can take place in many ways for example, via groups or individuals; online or in person and can address themes with a general cohort or focus on specific individuals. It is a valuable tool that can be used to both enhance the learning environment and enable the students to learn interpersonal skills.

The involvement of student voice has always been respected in School A, having had a School Council in place for over a decade. The Council is made up of over 80 students who meet termly to discuss points raised by the teacher in charge. Through the course of the Covid-19 lockdowns it had to evolve and change alongside other school processes. The return after covid was also hard to structure as there was a need to maintain different bubbles in year groups. The 2021/22 academic year saw the return of the School Council in its original format, with all members meeting in the school hall.

In using student voice in the previous study, the investigator had developed a passion for its use. Through attending the School Council meetings, it became apparent that the system was not as effective as it could be, with many valuable points being raised but a lack of apparent change happening. There was also a lack of clarity in whether and how student voice is used in the wider school community.

The planned focus of the study was to produce a document in School A which guides staff to use student voice via a consistent framework. This was developed into writing a Student Voice Policy (see appendix 5). The Investigator worked alongside members of the senior leadership team (SLT) in School A to produce a working document that can be readily followed by staff in the 2022/23 academic year. This aims to be the foundation of all student voice involvement in School A, with opportunities to annually review the document making sure that it produces the desired effect.

Section 2: Literature Review

A classroom teacher is believed to only be aware of 20% of what goes on, with 80% of conversations taking place outside of their awareness (Nuthall, 2007). More often than not a lot of the conversation focuses on how best to complete the task to any ability, rather than to that of a high quality (Hattie & Larsen, 2020). There is a need to focus the conversations in a productive way, creating self-aware learners that are able to identify and respond to direct feedback (Hattie & Larsen, 2020). Needing a cultural shift and for teachers to take note of what is being said by these learners, as they want to take ownership of their learning process. One means of doing this would be through the systematic use of student voice (Cook-Sather, 2006).

2.1 Overview

In conducting this review of literature there has been a need to include research from several different backgrounds. Student voice is a device that has been included in education globally for many years. If the literature that was included in this process was limited to that conducted in British secondary schools (a direct comparison to School A) it would significantly limit the findings.

In Australia the choice to include student voice in day-to-day practice was introduced and made part of policy in 1983-85 (Vukovic, 2020). The length of time that it has been a part of general school practice results in there being a wider range of research conducted.

Another example of this is in 1997 the Singaporean Prime Minister Goh Chok Tong introduced a concept of 'Thinking Schools, Learning Nation' (TSLN) which was brought in to develop critical

thinking skills and to encourage students to use reflective practices (Norrudin, 2018). It therefore increases the validity and need to have a broader pool of international literature included (Denscombe, 2014).

Comparably, in England all state funded schools must follow the National Curriculum (NC) (DfE, 2014). The main way that you are able to make links between the NC itself and the use of student voice is by considering the use of student voice as an agent for teaching pupils' democracy.

Democracy is one of the key areas of focus in the citizenship section of the curriculum and is required to be taught to those in Key stages 3 and 4 (DfE, 2014). Democracy is defined as ruling by or for the people (Britannica, 2022), so in the case of schools, this is the school having students being involved in the decisions that affect them, ergo through the use of student voice. The issue with this link is that it is not that clean cut, as schools are able to decide the way in which they teach democracy and have no requirement to give the students hands-on experience.

Alongside the NC the government released statutory guidelines named "Listening to and involving the children and young people" (DfE-1, 2014). This was released in line with the 2002 Education Act, which requires the government to provide guidance about consultation with pupils over decisions affecting them. In this document it is stated that "A feature of effective leadership is engaging pupils as active participants" (DfE-1, 2014, p.2). This two-page document gives an overview of why it should happen drawing on related legislations and guidance. It also shares links to other useful sites, although arguably it does not provide an extensive in-depth explanation of how this might be achieved (Hall, 2022).

Whilst schools are required to take into consideration what is requested by the government in their guidance, this document has only been cited in 18 research articles (GoogleScholar, 2022). Overall, this means that there is only guidance, and not legislation, saying that schools need to use student voice, meaning that there is lower uptake than some other countries.

The education framework is an ever-changing system that follows governmental trends (Gillard, 2018). Consequently, research can quickly become obsolete or reflective of prior circumstances. There is value in reflection of the past which can underpin and be the foundations for future research (Torraco, 2016). Due to the quantity and range of research in education, researchers and educators can overlook some of the more dated literature that, in some cases, is still relevant to current procedures. It is plausible that this is the case in student voice research (Wagg, 1996 & Rudduck, 2007).

To support the exploratory nature of this study this section has been broken down into emerging foci and this all then draws together in the final section, 2.10, where the research questions are introduced. This seeks to support the critical reader in their understanding of the motivation behind the questions formed and the subsequent conclusions.

2.2 What is Student Voice?

Student voice is the concept of using feedback from students to influence practice within schools (Mitra, 2006, Cook-Sather, 2014 and Lodge, 2005). One of the main distinctions is how student voice functions. Many places still use it as an advisory concept to analyse and identify any issues that occur (Fielding & Bragg, 2003 and Cook-Sather, 2020). Whereas Mitra (2006) breaks it down into different pyramid levels of effect. Appendix 8 contains Mansfield, Welton and Halx's (2018) version

of this pyramid, in which they have left a proverbial open top of the pyramid in which the opportunities are unknown and plausibly endless. Similarly in Cook-Sather's 2006 research, they express that student voice should have an active role in education. Students are viewed as "expert witnesses" (Rudduck & Flutter, 2004, p.4) due to their first-hand experiences.

One of the reasons for student voice being introduced in educational reform in the United Kingdom, was the 1989 United Nations (UN) Convention on the Right of the Child (Flutter, 2007 and Groundwater-Smith & Mockler, 2019). This addresses the fundamental rights of children, and in Articles 12 and 13 references that there is a need to allow children the chance to express themselves in any way they desire and to have the ability to put across their views in situations that impact their lives (Unicef, 1990). Education is considered to be a key contributor in children's futures, with governments constantly discussing levelling up and the need to reduce the inequality seen in deprived areas (Children's Commissioner, 2021).

Lundy (2007) designed a model for the use of the Northern Ireland Commission (see appendix 7, figure 1). For this she considered the UN's guidelines in order to produce a meaningful and effective way in which to enable schools to provide the aforementioned fundamental rights. The article puts across the need and value of using voice in decision making and that there is no reason why this should be a novel idea, it should be in the building blocks of all education (Lundy, 2007). Appendix 8 gives a visual representation of how the UN Convention on the Rights of the Child was conceptualised for her framework. In section 2.8 Lundy's framework has been explained and analysed to justify its use in this study.

In 2005 the government decided to introduce a Children's Commissioner in the United Kingdom whose role is to collate, share and address student voice. The current English representative is Dame

Rachel de Souza DBE. Who recently coordinated a questionnaire: 'The Big Ask' in which 557,077 children aged 4 to 17 participated. It is clear from the sheer number of participants that children are keen to have their voices heard. The findings showed that a vast majority truly value their education and see it as a key influence on their future mental health and happiness (DfE, 2021).

In using student voice there is a need to remove the onus from the teacher's role. It should be a merged process in which the staff and the students work together, in order to explore how things might work in the learning environment (Akshir Ab Kadir, 2019). Moving away from the teacher as the leader more into a facilitatory role through empowering the students.

The impact and value of student voice has been discussed and considered across an extended time frame, globally (Atweh & Burton, 1995, SooHoo, 1993, Black & Mayes, 2020 Thiessen & Cook-Sather, 2007, Levin, 2000, Oldfather, 1995, Czerniawski & Kidd, 2011, Bourke & Loveridge, 2018 and Jones & Budd, 2020). SooHoo in 1993 identified that the students are "authentic sources" (p.386) with personal, first-hand experiences within the teachers' classroom, viewing this as an incomparable influence on the learning experience. In the past couple of decades there has been a renewal of energy in the use of student voice in schools. One reason for this has been laid out by Quaglia and Fox (2018) who believe student voice causes educational identity to be more engaging and productive. Berryman, Eley and Copeland (2017) emphasise that it can cause those involved to experience hope and other strong emotional attachments.

In line with Investigator's 2021 research in School A, there is a need to foster a sense of school belonging, and if done so effectively this can enable students to feel "accepted, respected, included and supported by others in the school social environment" (Goodenow & Grady, 1993, p.80, quoted

in Allen & Kern, 2017, p.14). These are key qualities that can determine how successful their academic career will be.

Black and Mayes (2020) conducted a study in three Australian primary schools, although the context does not directly relate to School A in location and school set-up, the basis of the study proves relevant and comparable. In this study they interviewed two teachers and the head teachers in the respective schools. The teachers reflected on both their own and their colleagues' viewpoints. One of the key findings was that it can be hard to interpret feelings, through writing them down they can be misinterpreted. This can cause the reliability of qualitative data to falter due to a lack of awareness of true intent. Black and Mayes (2020) concluded that student voice should not be used as a one off but rather as a continual circular process in a school, in a similar cycle to that of reports. Doing this and investigation the responses will help the school understand the true meaning behind comments.

2.3 Benefits of Using Student Voice

Although implicit in the name, one of the main things that student voice is used for these days is to try and increase students' sense of voice (Mitra, 2018). As discussed previously, the focus has evolved and changed over the past few decades. If a student feels unheard during their time at school, then it can increase the levels of drop out experienced and reduce attendance (Lukes, 2015, Fullan, 2016 & Mitra, 2018). Since the global Covid-19 pandemic there have been lower attendance levels in schools (The Education Hub, 2022). Not all of this is directly caused by the virus. This is an issue that both the government and the schools are trying to tackle, so if any factors make the smallest difference to these statistics it is seen as a significant benefit.

Another benefit is that students can buy into the process and their learning can thrive from it. Bartlett was quoted by Towne as using “student input from the initial planning process all the way through” (Towne & Prescott, 2009, cited in Couch & Towne, 2018, p.129). The initial phases of her process were to use student input to decide on the rules and etiquettes of the classroom that they would follow over the course of the year. They were involved in the foundations of the whole teaching process. This resulted in displays of higher confidence levels, motivation to learn and academic achievement (Couch & Towne, 2018). Although this is a one-off experience with limited replication since, it does not negate the influence that it had on these learners. This provides some evidence that students thrive when involved in the educational planning process.

Mayes (2020) looked into the impact of a four-year period of reform that took place in an Australian secondary school; this initiative followed on from a study group's findings in 2010, in which 20 Year 9 students supported research over the course of the year. One of the key findings was that the pupils desired mutual respect with staff (Mayes, 2016 & 2018). One way this was achieved was through a framework that was coordinated and designed by the whole school community. They hosted focus groups in which; parents and students selected six ‘core values’ from a list of 16 and ranked them in order of perceived importance. (Mayes, 2020). This then was collated, and a teacher group designed the acronym of RESP (Respect Equity Safety and Positivity).

Mayes (2020) highlighted the value in providing opportunities for students to be involved in the larger school decisions, putting onus on the learning community and the need to foster mutual respect. If successfully achieved this can enable the students to feel valued and increase their motivation to learn.

The use of student voice can help teachers to develop strategies that allow them to build their understanding of the learning and teaching process within their school (Flutter, 2007, Cook-Sather,

2006 and Cook-Slather, 2020). Through doing this one can share the continual learning process with the individuals, supporting the concept of mutual respect rather than unstable power dynamics (Bahou, 2012).

Ranson's (2000) theory of 'pedagogy of voice' suggests that the effective and correct use of student voice can help to develop key socio-emotional skill sets such as self-awareness, self-respect and a sense of identity. These skills all link to those that Maslow views as key to support a sense of belonging, and thereby helping them on their path to self-actualisation and thus a motivation to learn (Maslow, 1954).

When considering student voice there have often been links to various psychological theories based on democracy, self-determination, learner behaviours and power relations (Fielding, 2001, Freire, 1997, Deci & Ryan, 2000 and Griffin, 2021). Zimmerman (1990) refers both to learned helplessness and their own theory of learned hopefulness. Learned helplessness is a long-standing sentiment that if a situation is deemed uncontrollable then it causes the individual to act or behave helplessly (Seligman, 1975, cited in Nezu, Martell & Nezu, 2013).

In relation to the educational setting and School A specifically, 'Learned Helplessness' can be compared to students feeling as though their views are not valued by the school. The research conducted by the Investigator (2021) found that students in School A deem there to be a lack of consistency in processes, which in studies has been proven to have a range of negative impacts on the learning environment (Harris, 2011, Postlethwaite & Haggerty, 2002, Little, 2005 and Anderman, 2002). A lack of consistency increases the chance of pupils experiencing learned helplessness due to their uncertainty as to how they should act and behave (Griffin, 2021).

‘Learned Helplessness’ in schools has been widely studied (Guiang-Myers, 2021, Moylan, 2019, Ghasemi & Karimi, 2021 and Tantillo, 2016). Whereas ‘Learned Hopefulness’ is more often linked to reducing depression or developing future aspirations, rather than how it is able to be used in schools (Kaufman, 2020, Tomasulo, 2020 and Ploski, 2019). Learned hopefulness suggests that if students are provided with opportunities to solve perceived problems through learned skills, then they will feel an increasing sense of success, and this will be carried forward into the next stage of their life (see appendix 9). This theory transfers a great need to include students in both the data collection phase as well as in the design of policy and planning phases. If students feel that they have helped to solve an issue in the school, then they will have an increased sense of worth and feel empowered.

Allen, Kern, Vella-Brodrick, Hattie and Waters (2018) carried out a systematic review of themes to identify what influences school belonging and then used meta-analysis to examine these across 51 studies. They found that parent support has the highest effect rate, with teacher support being only one point off of this. This highlights the value of having a strong pupil-parent-teacher relationship within schools. Their study focuses on how to foster school belonging, as they deem this to be a precursor to pupil success both academically and socially-emotionally. They identify that strong relationships are paramount to success. Effective use of student voice presents an opportunity to help foster and/or improve the student-teacher relationship.

2.4 Drawbacks of Using Student Voice

Cook-Sather (2020) strongly voices the need to align student voice with agency, making sure that the views are listened to and evident in the decision-making process. This increases their sense of being valued and gives them buy-in to being a part of the student voice process, as purely gaining their voice/opinions is not enough (Lundy, 2007).

In the Black and Mayes, 2020 study, one viewpoint that is expressed is that teachers are aware of how data may be used against them. They suggest that the teachers that are accepting of student voice are putting the needs of the pupils first. In contrast teachers that are reluctant about the use of student voice could be so due to “ego” (Black & Mayes, 2020, p.1073). They are suggesting that those staff members may not want their teaching to be reviewed, as they do not want to be scrutinised for various reasons. They conclude this needs to be investigated further to understand the true impact. There is a need to make sure that it is approached in School A in a way that helps the staff to also feel valued in the process, as facilitators rather than passive participants.

This correlates with the traditional notion of schooling in which the pupils are passive learners (Akshi Ab Kadir, 2019). Moving from a firm teacher power role to more of a passive student-teacher partnership in the learning process (Fielding, 2007). Campbell (2019) believes that the use of student voice helps to prepare them for an active involvement in later life democracy. This agrees with Rudduck’s (2007) viewpoint that through the use of student voice the students transition from that of a passive engager to an active learner and voice in the classroom, which in turn transfers into lifelong learning habits.

In contrast to this viewpoint, a drawback of using student voice is that it is hard to clarify if it was democratically collated or if the teachers had more of a sway on the final selection. Mayes (2020) referenced this issue in; “New school values, decided on through this (apparently) ‘democratic’ process” (Mayes, 2020, p.458). The use of the term “apparently” shows a lack of assuredness in the process used. It supports the notion of student voice only being used as propaganda to create a placebo effect whereby the pupils feel as though their opinions have made a change whereas in actuality the teachers did not draw from them (Mullis, 2011).

To produce an engaged community the students have got to feel as though their voice is being used for change, they need to have ownership and not just feel as though they are communicating (West, 2004). There is a need for the students to become active participants in their own learning in order to reap the socio-emotional benefits that are able to be produced through students feeling validated to use their voice (Fletcher, 2005). This can be the difference between feeling isolated and misunderstood to feeling like a vital part of the school community (Mitra, 2006). To be effective, there is a need for policies to transfer through and be actively visible on the ground (by the students) as well as in formal discussions (in the staff body).

Akshie Ab Kadir (2019) focused on students in Singapore's perception of the TSLN policy. Through group interviews they looked at the impact of TSLN in different year groups. Although the students had a good understanding of what it is and why it is in place, the foundational impacts were not evident across the board. It was viewed as being more actively used in the older year groups which would not have as effective an impact (MOE, 2013 and Lipman, 1988). Through repetition in use, it is possible that the value of the process would be increased.

There is significant indication that many Singaporean schools focus on using student ownership in co-curricular activities (Ng, 2005) although this does not meet the full aims and objectives of the TSLN initiative (Poon, *et. al.*, 2017). It is clear from Akshie Ab Kadir's research that teachers have the intent to give students more ownership, but it is hard to move away from the traditional teaching techniques that have been used historically by schools (2019). Through systematic pedagogies being unchanged, TSLN has not been having as major impact as it could possibly have, however research is still very pro the initiative and use of its core concepts could have a successful influence on global schooling (Akshie Ab Kadir, 2019, Poon *et. al.*, 2017 and Gopinathan, 2015).

Xu, a Year 11 student in Melbourne wrote an article reflecting on their student voice process (2021). Although not an academic, this article shares an interesting insight into another school's process. In this article Xu highlights a lot of very interesting ideas and concepts. They view that there is often not enough avenues in which students are able to have their voices heard and that through the election processes many feel as though they miss out on having the chance to share their voice. Even within schools that are perceived to carry out student voice well, there is a need for channels to hear the voices of all students. In School A they have previously held interviews between students and the leadership team. During the various lockdowns this was put on pause, hopefully reintroduction and extension of student voice will enable students in School A to feel a part of the decision process making which Xu (2021) values.

2.5 The Impact of Teachers Authority

Some feel that the use of student voice can put in question teachers' authority and create an unstable power dynamic, which has the possibility of undermining their role within the classroom (Flutter, 2007). This can change the dynamic from the traditional teacher-student dynamic to that of a consumerist market, in which the student as the consumer reviews and critiques the product/ service that the teacher provides (Charteris & Smardon, 2018).

Levin (1999, cited by Flutter, 2007) sought to contradict this viewpoint, highlighting that many do not want to overthrow authority, rather they seek to be heard and valued. Stating that students are often very respectful of the dynamics within a school, which when considered is very different from day-to-day interactions outside of the classroom. This indicates the need to give students a chance to process and express their viewpoints.

There is a need for both the staff and the students to buy into the process. If this does not happen then the results are likely to not be as effective. Fielding (2001) states that teachers are increasingly listening to learn, rather than to just understand. This points out the need for a continual learning process as a teacher. School A has an extensive support system that focuses on teachers as learners, including a partnership with the University of Oxford which seeks to build on this continual education process. One element of this is the research champion in School A, who has collaborated in this process to develop student voice (Burn, Conway, Edwards & Harries, 2020).

Finefter-Rosebluh, Ryan and Barnes (2021) conducted a study in two schools in Victoria, Australia. They involved 39 members of staff in this process and collected 2990 student perception surveys. They found that although teachers were using student voice processes, they were doing so ineffectively, with many students showing no changes in their responses over time, indicating a lack of action. This caused the students to deem the actions “superficial and insincere” (p. 9). It is clear to see the link between responses in this study to the learned helplessness theory, as explained previously can lead to them disengaging (Maier & Seligman, 1967). Thus, the need to consider in School A how a system can be designed which displays clear links between the data collection and the responses.

2.6 Process of Using Student Voice

Student voice is most effective when it is all encompassing. There is a need to involve as many learners as possible and pupils of all learning dispositions need to buy into the process (Arnot, McIntyre, Pedder & Reay, 2004, Sutherland, 2006). If the same active voices in the classroom are heard, those that are less confident can feel that their views have not been listened to and only

particular individuals have had an impact on the response (MacBeath, Demetriou, Rudduck & Myers, 2003). This can lead them to be disenfranchised and to disconnect.

When designing how student voice is included there is a need to introduce it gradually, as a quickly implemented top-down approach can cause teachers to feel targeted and undervalued (Sutherland, 2006). The process involves a combination of staff and student engagement which needs to be carefully considered to be as effective as possible. If this is not the case, then there is a risk of the process not taking place in the right way and thus not having the desired impact. Staff members have a huge influence over the students and if done in the correct way it can cause relationships to flourish (Treacy, 2021). The staff in School A will be introduced to the process gradually with an initial summary of the policy plans being included in the school newsletter in June prior to the September launch.

The collaborative approach has often been one that is hard to build and maintain due to the requirement to keep a professional but trusting relationship where the students do not feel intimidated into responding in a certain way (Flutter, 2007). It is suggested by Flutter (2007) that the use of student voice is something that needs to be taught and included in the initial teacher training process, as well as being consistently built into the framework of a school, so it becomes a continual process rather than a one off. This will allow all individuals to feel more comfortable in the process and therefore be more willing to share their true thoughts and feelings.

The student-teacher relationship is one that can be influenced either by either party. Teachers can put up a front due to either nerves, in avoidance of perceived confrontation, resistance or anarchy (Holdsworth, 2014, Pearce & Wood, 2019, Flutter, 2007 and Kane & Chimwayange, 2013). The

students can experience similar emotions when voicing their opinions (Groundwater-Smith, Mayes & Arya-Pinatyh 2014 and Biddle & Hufnagel, 2019).

There is the risk that students will identify specific staff members as expressing either positive or negative sentiments. Biddle and Hufnagel (2019) dealt with this in their study by policing responses in order to not hurt feelings and to provide institutional support. This needs to be considered in the policy design.

Teachers and students need to feel as though the process is creating agency (Cook-Sather, 2020). If teachers show desire and willingness to hear student voice it suggests that they are willing to gain insight into their understanding of the teaching practice (Keddie, 2015). Previous studies have looked at whether teachers understand how their actions impact on engagement (Skinner & Belmont, 1993, Cothran & Ennis, 2000 & Yang, Sharkey, Reed, Chen & Dowdy, 2018).

2.7 Other considerations when looking to build an Effective Policy?

When contemplating the design of a policy there is a need to make sure that it is done so with the right intent. It is important to consider if you want to go for an authoritarian standpoint in which students must follow the rules to the line, with no exceptions, or if you would like to work with the students to build a relational approach (Rogers, 2006, Lewis, 2008, Armstrong, 2018 and Marsh, 2012).

Schools in the United Kingdom are subject to government policies that exist in order to make sure that schools run in a legal and effective manner (DfE, 2014). The Department for Education set out a range of guidelines to help this happen. One of these is the ‘Behaviour in schools, advice for

headteachers and school staff' (DfE, 2022). This sets out what school's behavioural policies look like and provides guidance on the application. They view that achieving a positive approach is vital, as it allows staff and pupils to succeed and flourish (DfE,2022).

One of the main focuses of this document is the need for consistency in approach within a school, to allow for clear expectations (DfE 2022). Twice the paper quotes; "Inconsistency (can teach/ teaches) pupils that boundaries are flexible which can encourage further misbehaviour" (DfE, 2022, p.6 & 17). The repetition of this sentiment identifies the perceived importance of it. The impact of inconsistency is something that was highlighted in the Investigator's previous study in School A (Investigator, 2021). This notion transfers into other areas of inconsistency, a lack of consistency in how the student voice process is used can be detrimental to engagement.

School structures and policies are the foundations of the learning process. It is important that these are not rushed in design or set-up. A quick fix will bring around short term benefits, however a well thought out and organised system and structure has the potential to provide long term impactful change (Rudduck, 2007).

Although the English government set out what they would like schools to cover in lessons they do not address how they would like the students to come out of the process (DfE, 2014). The purpose of education as outlined by the then Schools Minister, Nick Gibbs, is to develop citizens that are able to be successful in their working futures and further education (Gibbs, 2015). In comparison, the Singapore Ministry of Education (MOE) clearly outlines the core characteristics that they view as important to develop, these are all holistic traits which are characteristics of effective learners and citizens, for example: "have moral integrity" and "Be creative and have an inquiring mind" (MOE, 2021).

It is arguable that this ridged focus of the English government influences teachers and causes them to feel as though the addition of extra elements to that which is in the curriculum is too time consuming. It can also make the teachers not perceive the value of additional content and methods, feeling that time is better spent on education itself. This is an expressed limitation of student voice usage in schools (McVeety & Farren, 2019 & Lundy, 2007).

Allen and Kern's 2017 book "School Belonging in Adolescents", examines the psychological factors and school process which impact school belonging. The Australian academics suggest that if students are involved in the creation of policies, then it can enable them to feel like a stakeholder in the process. Although for this to happen, they stress that these policies need to be understood by all and most importantly they need to be followed. They view continuity between policy and approach to benefit the school's culture.

2.8 Lundy's Model of Student Voice

Lundy's (2007) model has been used and reviewed internationally, and referenced in many key publications (Europa, 2022 & Kennan, Brady & Forkan, 2018). Lundy argues that through developing the pupils' rights to voice you are also able to meet their other rights, such as to education, to play and be safe (Charles Sturt University, 2020: 2:00). If this model is applied effectively, it produces the opportunity for children to have real and effective involvement in decision making (Parkes, 2013 and Chaumba & Locklear, 2021).

It is arguable that listening to voice alone is not enough to form a valid conclusion (Harmon, 2020). It is very easy for a practitioner to feel that they are moving in the right direction whilst missing one of the key steps (Lundy, 2007). It is possible that the teacher may have a different understanding of

what each of the element's entail (Kennan, Brady & Forkan, 2018). To be able to do this effectively it is viewed as important that "champions" (Kennan, Brady, Forkan & Tierney, 2021, p.1944) carry out the role of facilitators to monitor current effectiveness and make sure that the policy is doing what it sets out to do. These can be either adults and/or children who take interest in the process (Tierney, Kennan, Forkan, Brady & Jackson, 2018, Kirby, Lanyon, Cronin & Sinclair, 2003, Scheirer, 2005 & Kennan, Brady, Forkan & Tierney, 2021). In the case of School A the aforementioned Research Champion has been selected to take on this role.

Lundy's model as mentioned previously is based on Article 12, looking to facilitate schools in allowing the students to attain the basic human rights (Lundy, 2007). It is made up of four interconnected elements (see appendix 7) these are: 'Space', 'Voice', 'Audience' and 'Influence' (2007). This model was chosen over Hart's (1992) model and Shier's (2001) model, for the linking of categories and depth of reasoning, as the investigator felt that it more accurately aligned with their view of the value of the student voice process.

'Space' is based on the provision of a safe place to share views without adult influence on topics covered, being considerate of all views even though some will not be used for decision making (McVeety & Farren, 2019). 'Voice' links to 'Space' but the main notion is that views are able to be expressed free of adult influence and due consideration is given to the way in which they are able to express themselves, not limiting them. 'Audience' and 'Influence' link in focus, highlighting the need to not just be heard but for action to be taken as well (McVeety & Farren, 2019).

2.9 Sense of Belonging and Feeling Valued in the Learning Environment

Maslow hierarchy of needs (1954) has a huge history of use in many fields of study including education (Lester, Hvezda, Sullivan & Plourde, 1983, Brown & Cullen, 2006, Hanif, Khalid & Khan, 2013, Jerome, 2013 and Lussier, 2019). In the model Maslow displayed a pyramid of needs, which is broken down into five stages (see appendix 6). Maslow's first design worked as building blocks, in which each section of the pyramid has to be established successfully in order to move onto the next stage and once all needs have been successfully met, then self-actualisation is achieved (1954). Self-actualisation is displayed in an educational setting as having an active, enthusiastic learner who seeks to gain their potential. Maslow (1962) subsequently conceded that his design was flawed and that not all needs had to be complete for self-actualisation to be experienced. Although it has been under great scrutiny over the years it is still a widely used and accepted model (Allen & Kern, 2017).

'Belongingness and Love' is the third stage of Maslow's pyramid. This is tied in with the fourth stage which is 'Esteem' and makes up the psychological needs (Maslow, 1954). These elements form together to produce a sense of 'feeling valued'. If either aspect is lacking, then it is very unlikely that this will occur. Allen and Kern (2017) support Maslow's theory and focus on the belongingness needs in the school environment. They feel that the pupil-teacher relationship has a huge impact on this. If a student feels that it is done in a way that they are an equal part of the process, then it is likely to increase their sense of belonging and enable them to feel valued.

If it is not carried out in the right way, it can be very detrimental to the learning experience. For example, if the pupils feel that no action has been taken, or that responses have not been listened too then it can cause them to disengage from the process, reducing engagement and influencing their sense of belonging (Allen & Kern, 2017, Maslow, 1954 and Lundy, 2007).

2.10 Conclusion of Literature Review & Introduction of Research Questions

This research draws together a wide range of perspectives on the use of student voice and it is clear that there are potentially very significant benefits for students and School A. This can be drawn from a well-executed process. The research also identifies that if student voice is not conducted well there is the risk of the reverse occurring, with students disengaging from the process and potentially reducing their sense of school belonging. The majority of research identifies that the positives considerably outweigh the risks, which can be mitigated by monitoring how the student voice process is being used in School A.

Through reviewing literature, the data and in discussions with the leadership team in School A it was clear that a policy outlining how to use student voice was needed. The investigator decided to therefore design one as an intervention. The following research questions emerged from this; the first three are addressed in this paper, while the timing of the intervention requires question four to be addressed during the 2022/23 academic year.

- 1: What do the Students in this Study Perceive as the Strengths and Weaknesses of School A's Approach to Student Voice?**
- 2: Which Areas of Lundy's Model of Voice are in Most Need of Focus in School A?**
- 3: Is it Possible to Design a Policy that Addresses the Points Raised in Questions One and Two, so it Allows Both Staff and Students to Gain a Sense of Ownership?**
- 4: Has the introduction of a student voice policy improved the overall sense of belonging and feeling valued in School A?**

Section 3: Method Section

3.1 Research Conducted

This research has followed a practitioner action research framework (Anderson & Herr, 2009). Action research is a fluid process that aims to knit together the action with the research, making them interdependent with each other (Punch & Oancea, 2014). The concept is for the research to provide answers to working questions with practical responses, which helps the flow of everyday life (Reasons & Bradbury, 2008).

Action research involves the researcher having a personal connection to the project, due to the extended time frame and nature of design and is often carried out by those in the field (Thomas, 2017). It is also a research style that requires collaboration for success, as often it the researcher is outside of the direct remit of being involved (Denscombe, 2014). To be defined as practitioner action research it requires the researcher to be an active participant in the changes and directly involved in all processes (Denscombe, 2014). In this study, the investigator is a teacher in School A, enabling it to be possible to carry out practitioner action research.

Practitioner action research is a very effective data collection method, as through being immersed in the environment you are able to form a broader understanding of what takes place (Anderson & Herr, 2009). However, it is not without limitations that need to be recognised and counteracted where possible. One of the main concerns is bias, as it is possible to hold bias in opinion of a process or towards specific aspects due to prior experience. This can also be experienced in the data collection processes, as it is likely that a working relationship is already held between the researcher and the participants. This can influence the respondent's willingness to share and could reduce the validity of

the results (Thomas, 2017). In the design of the research process this was taken into consideration and measures were put in place to reduce the influence of bias.

Action research takes place via a spiral design and in this case, it has followed the initial action research process designed by Lewin (1946), see figure 1. Some theorists argue that a limitation of this diagram is that it has limited reconnaissance, with only one stage of information collection in the initial phase and a rigid structure (Savin-Baden & Wimpenny, 2007). Alternative models include Kemmis and McTaggart's (1988) research spiral which has an adaptive nature, allowing for more research stages, and Sagor's (2005) model which similarly includes more elements. Although some argue that Lewin's design is limited, it has been chosen in this case for its simplicity and effectiveness. McTaggart (1996) expressed that many have misused the model and misunderstood the purpose behind Lewin's design, which seeks to explain the research process rather than direct it.

The figure originally presented here cannot be made freely available via ORA because of copyright. The figure was sourced at Lewin, K. (1946) Action research and minority problems. *Journal of social issues*. 2(4). Pp. 34-4

Figure 1, Lewin's model (Smith, 2017)

The limited number of stages has made it an ideal system to use in an ever adapting and changing school. School A is going through a lot of structural leadership changes (see appendix 1). This has resulted in a need to be flexible and to adapt with the changes as they happen. By being simple to carry out, Lewin’s model enables a greater level of accessibility to anyone interested in being involved. It does not seek to predict all the changes that may take place, but rather gives support to allow the framework to; adapt to and reflect the school’s plans, as they happen.

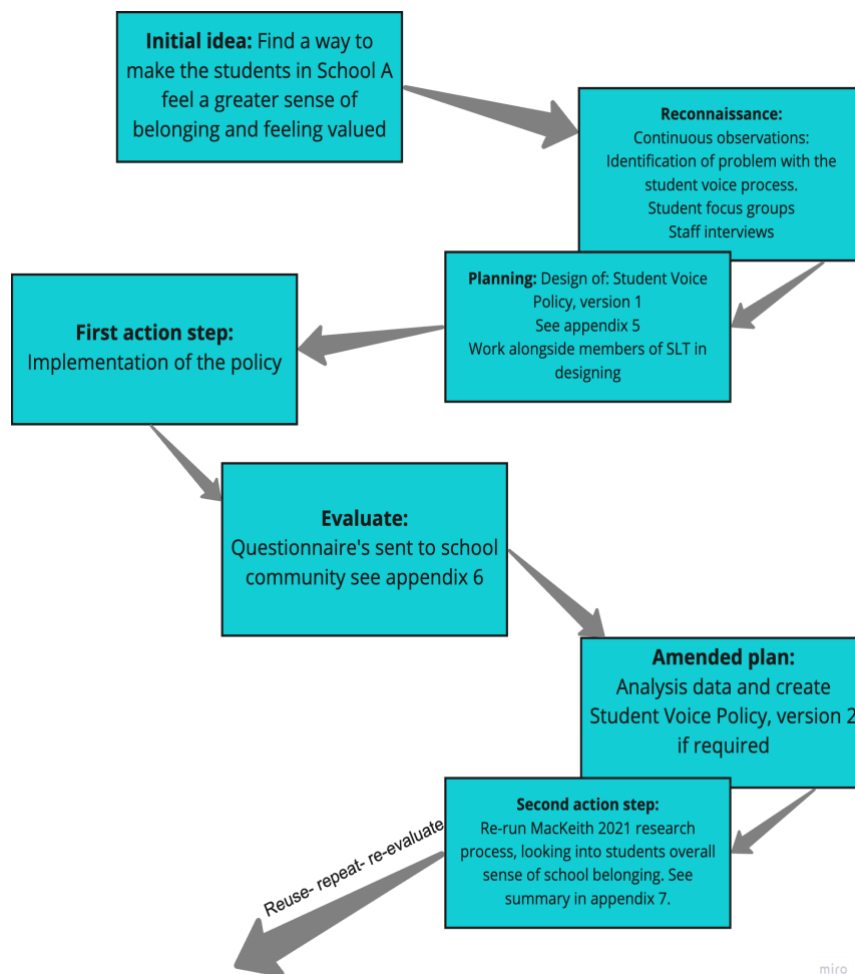


Figure 2, Summary of research design, framed in Lewin’s model (Investigator, 2022)

Figure 2 displays how Lewin’s model has been used in this research process. The table below expands on specific areas outlined in Figure 2. It shows the data collection methods that have been used and those that will take place in the future. These are also expanded on in Sections 3.2 to 3.5.

Stage of practitioner action research	Number of participants	Type of research	Process used	Analysis and/or actions	Research Questions link
Reconnaissance	Staff n=8 Students n=34	Qualitative	Staff- Semi-structured interview (see appendix 3) Students- focus groups (see appendix 2)	Thematic coding through SWOT analysis and Lunday’s Model- looking for what needs to be worked on. See appendices 11 & 12	1 & 2
Planning	Staff n= 4	Qualitative	Informal discussion and written feedback	Creation of a Student Voice Policy for School A, based on research, current process and results. See appendix 5.	3
First Action step & Evaluate	Staff n>50	Mixed methods	Online questionnaire	Thematic Analysis See appendix 4. Make any changes needed.	4
Second action step	Staff n= 8 Students n= 34	Qualitative	Staff- Semi-structured interview Students- focus groups	Thematic coding Linking to SWOT analysis and Lunday’s Model. Make any changes needed.	3 & 4
Evaluate 2	Staff n>10 Students n>100	Mixed methods	Online questionnaire	Thematic analysis. Make any changes needed.	3 & 4
Future	Staff n>10 Students n>100	Mixed methods	Online questionnaire	Thematic analysis. Make any changes needed.	All

The methods section has been broken down into the different research stages for clarity in procedure. For the initial stages of the research addressed in this article, a qualitative data collection approach has been used. The aim was to enable an in-depth understanding of the thoughts and feelings of the participants. Subsequent steps will move into a mixed methods approach to enable a clear understanding of the issues that arise, as well as to be able to numerically measure the effectiveness (Thomas, 2017).

Qualitative data collection is the process of selection or producing language-based data for analysing to gain a greater understanding of an objective (Flick, 2018). One benefit of using a qualitative methodology in the initial stage of data collection is that it is a very rich data source and if effectively carried out it can create a vast bank of data to build from (Denscombe, 2014). However, it is not without limitations; it is a time-consuming process which requires consideration into the sample size and number to make sure enough data is collected to make it valid (Gill, 2020). It is also a subjective method of data collection meaning that it is often more influenced by the researcher's opinion than quantitative studies (Gill, 2020).

A mixed methodology draws together both elements, it is a method that has historically been hard to define and not very well regarded in the world of academia (Almalki, 2016). This was partially due to the lack of clarity in the process, with many theorists having conflicting methods (Almalki, 2016). Jones (2015) views it to be due to the ineffective method of using them alongside each other, rather than the now more widely practised method of combining them together. Over the past couple of decades, it has become much more popular in data collection, as if used correctly it can enable the Investigator to gain both the extended reasoning found in qualitative research, as well as the numerical facts accessed in quantitative data (Almalki, 2016).

Through using both qualitative and mixed methods in the practitioner action research process, it will allow the research to be built on and backed up by the participants thoughts and feelings, whilst assessing if progress and impact is gained through analysing numerical data.

3.2 Reconnaissance

This stage started at the very start of the academic year through the use of observation. Initially the plan for this research was to focus on the students' views of the behaviour policy, with a view to using this to adapt the policy (see appendix 1). To do this the Investigator attended the School Council meetings making informal notes and considering the points raised by the students.

During the third School Council meeting it became apparent that there was a lot of repetition happening, with many of the points raised in the previous two meetings coming back up and discussions continuing to take place in an almost circular manner. This was causing some of the students to visibly disengage during the process. Initiating the idea and research into what makes the student voice processes in schools more effective.

3.2.1 Procedure

To gain an understanding of the students' thoughts and feelings, focus groups were used.

In this process the Investigator takes on a facilitator role, rather than that of a traditional interviewer, posing questions and guiding people to share views (Punch & Oancea, 2014). The term focus group has become interchangeable with group interviews, although due to the Investigator only posing questions and then taking a backstage in discussions, it is more appropriate to refer to it as a focus group (Thomas, 2017).

There are many benefits and drawbacks of using a focus group. It is a very good method for obtaining a group of individuals' thoughts and feelings about a specific area of focus (Denscombe, 2014). You are also able to have a more relaxed environment than that of an individual interview, this can help

produce more in-depth discussions (Punch & Oancea, 2014). Working with a group can cause individuals to be more or less comfortable, people behave differently whilst in a group. Some will be more open to taking risks in what they say and overall be more open, whereas others may close off and not share their full thoughts and feelings (Thomas, 2017). To reduce the risk of individuals not conforming, the Investigator directed the group into taking it in turns to answer some of the questions, such as “How have each of you found the student voice process?” and “Please can you each conclude your thoughts and feelings about the questions asked today?” (See appendix 2 and 3). This allowed every group member to speak, even if they did not feel comfortable doing so in the wider group discussions.

If time would permit, the perfect scenario would have been to interview all students individually to reduce the influences on responses, which may skew results. However, this would have taken a lot of time to carry out, transcribe and code, which was not possible alongside a teaching workload. Instead, it was decided that a focus group would be sufficient, even if the results are slightly different to that of interviews (Denscombe, 2014).

3.2.2 Participants

Six to eight pupils per house were invited to be a part of one of six focus groups. This number of participants was selected as it is enough to have a range of views present without being too many to control (Denscombe, 2014). School A has vertical tutor groups and a house structure. The School Council is made up of pupils from all year groups and houses. They are always asked to sit in house groups, so this was identified as a good way to split them down into smaller groups for focused discussions. This was done through stratified random sampling, where eight names were randomly

selected from each house to be contacted about participating in the focus groups. In total 34 students took part (n=34) ranging from five to eight students per focus group.

In addition to the focus groups, interviews of teachers also took place. In total eight teachers (n=8) participated. Both the interviews and focus groups followed a semi-structured interview approach, in which initial questions were designed, with further questions added to build on the answers given (Jones, 2015). To reduce the influence of bias the investigator selected a random sample of staff, based on availability at the same point of the school day, rather than any predetermined links to the student voice process. The Investigator also made sure not to interview any of the collaborators in this research due to their prior favourable disposition towards the use of student voice.

3.2.3 Data Gathering

The focus groups were audio-recorded and transcribed. All interviews took place in a quiet communal area, chosen to support an informal, out of classroom setting. The focus was on the students feeling that they were able to put their views across. Permissions were sought prior to participation with the option to opt out being expressed. The data was recorded on a secure mobile device and saved on the school's intranet (see further details in section 3.6).

3.2.4 Data Analysis

Once all the interviews were complete, an initial exploration of data took place with key theme's being identified. To analyse qualitative data sets there is a need to approach the information with an open mind. The initial process is to read and process the information, whilst identifying any possible themes that may be present (Thomas, 2017). Qualitative data has many ways in which to analyse it,

with many of the techniques similar in style (Punch & Oancea, 2014). To support the aim of answering research questions one and two the Investigator chose to use thematic analysis. This involved a six-step process to analysing the data (see appendix 10) (Kiger & Varpio, 2020).

Numerous thematic coding processes took place, one of the main ones was through a SWOT analysis; where strengths, weaknesses, opportunities and threats were identified. This analysis technique is a strategic planning tool and is often used by businesses to assess their productivity and improve their overall performance (Kenton, 2022). This was chosen because it was a method of drawing the findings together in a manageable method without narrowing the focus down too early. Though it is a technique that is widely used in business it is used albeit to a lesser extent in educational research.

The main method was by linking the analysis to Lundy's model. Having found many points of merit from her process it was decided as a good distinguisher of an effective use of student voice. The transcriptions were scrutinised to identify any comments that relate to the following: 'Space', 'Voice', 'Audience', 'Influence'. In addition, 'Impact' and 'Feedback' were included, due to identification in the coding process. They chime with Investigator's 2021 study, which also found these aspects were lacking in School A. These might be seen as subsets of Lundy's Influence; however, the research indicates the need to merit them in their own right due to the connection to a sense of feeling valued within the learning environment (Maslow, 1954, Payne, 2015, Allen & Kern, 2017). The responses were sub-categorised into a SWOT analysis to distinguish the elements that required most focus (see section 4.1).

3.2.5 Planning

Once the data had been coded and analysed it was used to inform the planning of the intervention. Via discussion with members of the leadership team in School A it was decided that the school was missing a cohesive and coherent Student Voice Policy.

To design a suitable policy the Investigator initially used the findings alongside the literature discussed in section 2 to form a draft policy. This was then shared with the collaborating staff. They provided feedback and small tweaks in how to explain the aims and objectives to fall in line with School A's process of using student voice. Although this process had never been shared across the school it was an area of discussion in the Leadership Team and as such these staff had knowledge of this.

The new student voice policy includes a "how to guide" in which some of the data collection methods have been broken down and explained. Research is something that School A prides itself on, with active approaches that get staff involved in practitioner research. However, it does not always actively advise on how to do so and who is best to contact in relation to this.

To combat this the investigator collaborated with one of the psychology teachers who has an interest in research. It was decided that through providing a guide it would develop a wider understanding of how to undertake research processes. The teacher suggested the use of Cardwell and Flanagan's (2018) A level psychology book, which summarises these processes effectively (see appendix 5).

3.3 First Action Steps

The first action step will take place between the 6th September 2022 (start of term) and Friday 21st October 2022 (half term). The teachers in School A will be presented with the policy and have the student voice framework verbally explained to them during inset, in order to make it as clear as possible to support staff in having a consistent approach. They will then have the first half of term to try implementing the policy before being asked for feedback through an online mixed methodology questionnaire (see appendix 4).

In School A there are over 80 teachers. During this stage of data collection, a sample will be asked to fill in the questionnaire, to try and gain a broad cross-section of their thoughts and feelings, however it is unlikely that all will take the time to complete it, therefore the aim is to have over 50 responses ($n > 50$). A limiting factor is that online questionnaires are particularly hard to get responses too due to the impersonal nature meaning that respondents don't feel as compelled to complete them (Jones, 2015).

The process will take place after an introduction to the policy in which they will be told about the questionnaire. It is hoped that through verbal reinforcement the participants are more likely to fill it in. The questionnaire itself will be released on the 7th October with a cut-off date being the 21st of October; this allows them 10 working days to fill in the questionnaire. It is important when using questionnaires to not allow too much time for completion, as this can reduce the response rate (Thomas, 2017).

3.4 Evaluate/ Amend Plan

During the October half term, the data will be analysed, and thematic coding will be used. The responses' key themes will be identified, see appendix 10 for the six-step process that will be used (Kiger & Varpio, 2020). The quantitative data set will be analysed for correlations with the previous responses with a correlation coefficient being possible if required.

The results will be summarised and discussed with members of the leadership team who will help to decide if the policy is fit for purpose and if any changes need to be made before it is released to Parents and Students.

The data collected will provide an invaluable insight of what the teachers currently understand about the policy, which in turn will help to inform any further professional development that takes place.

3.5 Second Action Step Onwards

During June 2023 the students and staff that were previously interviewed (in June 2022) will be re-invited to participate. The aim is to have the same eight teachers and 34 students take part in interviews and focus groups. Through doing this it will be possible to have a direct comparison of how they feel the policy has impacted their experience of student voice. This will then be analysed in its own right, as well as be cross compared to the previous results, to identify if there is anything that has not had the desired effect, and if any further changes are needed.

In the 2023/24 academic year the students and staff will be invited to participate in an online questionnaire, this will reflect on the changes made in the school over the last couple of years.

Elements of both this study and the Investigator's 2021 study will be used to gain a sense of the staff and students experiences. Using Lester's 'Need Satisfaction Inventory' (1990) to assess the students' feelings in line with Maslow's theory (see appendix 11).

3.6 Ethics

Due consideration was taken to safeguard the school and participants involved in this research. This initially took place through gaining ethical approval from the University in accordance with the Central University Research Ethics Committee (CUREC), in compliance with the Ethical Guidelines for Educational Research (BERA, 2018). After gaining ethical approval the headmaster of School A was then given a letter outlining the study and asking for consent following the University's *modus operandi* (see appendix 12). The title of the research changed from the initial idea, due to the reasons outlined in the introduction and appendix 1. This did not impact the design of the study and further consent was sought from the headmaster.

All participants were made aware of the data being used for research purposes, with data collected being stored on the school's password protected system, in line with the schools' data protection policy. All participants were given the option to withdraw their statements, being given two weeks to contact to be withdrawn from the process (BERA, 2018). The interviews were recorded, and transcriptions took place within 24 hours of completion, these were then deleted post transcription.

The Investigator did not identify any elements of the research process that would pose potential risks to the participants. Although all participants were able to refrain from answering if they did not feel comfortable answering them and asked to identify any unexpected harm if it did arise (BERA, 2018).

The area that could be considered to cause an ethical quandary is the researcher being a teacher within School A. A particular emphasis was placed on making sure that the participants were aware that the data collected was for an external research project. Further advice from Punch & Oancea (2014), which addressed topics such as bias and consent, was followed. They identified the potential risks under the title of “teacher-researcher-own-classroom” (Punch & Oancea, 2014, p.48). This was followed alongside BERA (2018) and University of Oxford guidance.

Section 4: Research Findings and Discussion

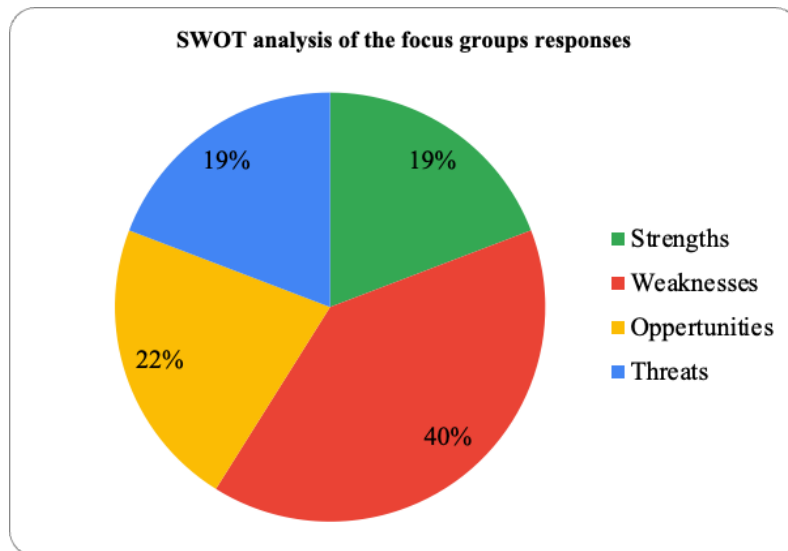
The students and teachers involved in the process were given a briefing of the planned research and one student concluded by saying “I just hope that it is not the same as Student Council and what we do say (today) is feedback and some changes are made”. This statement reflects current weaknesses in processes that need to be addressed in School A.

This section links the findings with the literature to explain the design of the Student Voice Policy, outlining how it should enable the students to feel ownership of the process and foster a sense of belonging and feeling valued.

4.1: What do the Students in this Study Perceive as the Strengths and Weaknesses of School A’s Approach to Student Voice?

4.1.1 Findings

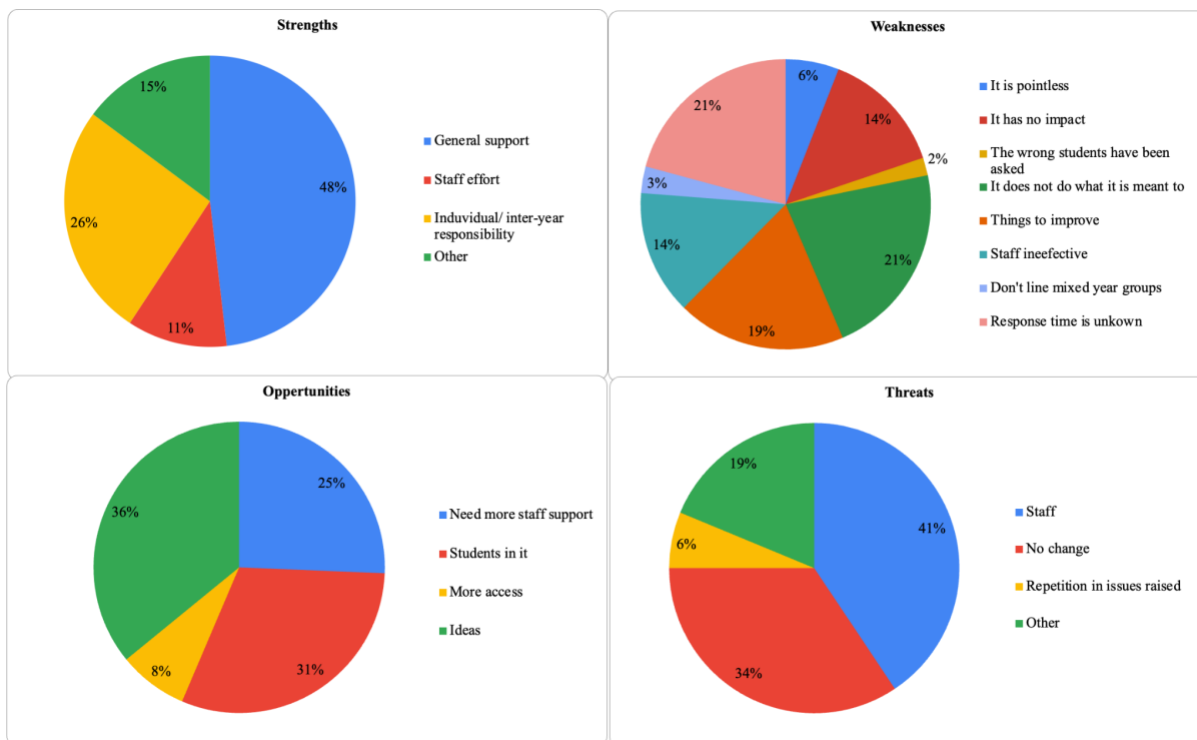
The qualitative data was coded into a SWOT analysis, identifying the strengths, weaknesses, opportunities and threats of the current approach. It was important to ensure that the categories were predetermined; the strengths and weaknesses were processes that happen at this point in time, whereas opportunities and threats were either ideas to work with or considerations that have the potential to have a detrimental impact on the process.



Pie Chart 1: SWOT analysis of the focus groups responses

Pie chart 1 displays the proportion of the 146 comments that fall under each sub-category. 41% of these falls under strength & opportunities and 59% under weaknesses and threats. Weaknesses is the highest individual score with 40% of all responses (58 comments), and strengths and threats are joint lowest with 19% each (28 comments). Whilst focus groups can cause more negativity to be expressed, thereby reducing reliability of responses, there are strong themes raised in School A that need to be reflected upon (Punch & Oancea, 2014).

Pie charts 2, 3 4, and 5, represent the key themes identified through the focus groups. There were four main themes identified in each of strengths, opportunities and threats, and double this number noted as weaknesses. This was partly due to the higher number of responses classified as weaknesses and the themes emerging. 48.1% of the comments in strengths were classed as general support, due to not being able to group them further, as they were too different.



Pie Chart 2: Strengths identified in the focus group responses

Pie Chart 3: Weaknesses identified in focus groups responses

Pie Chart 4: Opportunities identified in focus groups responses

Pie Chart 5: Threats identified in focus groups responses

In appendix 13 you are able to see an example of the coded quotes, split both into the different SWOT subcategories and further analysed. One strength that was mentioned by Student 3 was “school is meant to prepare us for real life so having internal democracy in school is always good”.

A strength of School A’s approach is the use of the head prefects to lead the meetings, with other prefects in support. Student 1 is a prefect and expressed that “I think that it is done well, that the students feel like they have a voice, like I was talking to a year 7 ... she wanted to talk to us about what she wanted to do, it's a lot better like when I was a Year 7. I would never feel comfortable doing that so, I think it has improved.” Other support for the process includes Student 28 “I like those meetings in the hall as well, I think it was the sixth formers that did it, that was good!”.

Student 3 directly contradicted Student 1's view of improvement by saying that they think "that it used to be a lot better". Other views along these lines include "not much comes out of it anyway" (Student 4); "it does not feel like the students have like power... like I understand we should not be directing the school or anything but a little more" (Student 9).

A number of students feel that subjects come up which they are not able to influence so they do not see the value in discussing these. Student 17 wants student voice to be used "on the things that impact students". They also feel that not enough value is given to topics they do raise; "a lot of it just gets ignored" (Student 28), "I think that right now it is just not being used at all if I am being honest" (Student 26) and "nothing does happen, they don't make changes" (Student 29).

It was evident through observation that the staff play a significant role in augmenting student voice meetings. Some students view the support as positive, for example, "They have organised it quite well" (Student 1) and "A lot of work goes into the process", "they tried to change it" (Student 4) in relation to improving the process. Not all feedback about staff involvement is positive; "the teachers don't really do much" (Student 7), "we are being heard and supposedly understood but then I don't think any teachers have made any massive changes" (Student 17), "a lot of stuff that the students say that they find important ...they may not see it as severe and may not look at it as important... from a teacher's point of view" (Student 26) and "it feels more like...they are doing something about that but actually nothing important happens" (Student 30).

The Opportunities section mainly focuses on ideas and initiatives to improve voice suggested by the students. One recurring notion is the use of an online questionnaire platform. This has previously been used in School A for smaller projects by individual teachers, as well as for parental surveys. Its use was increased during online learning in Covid lockdowns. The pupils have looked favourably on

this process due to it being “quick” and “easy” (Student 16). They also appreciate the anonymity of the process, which allows them to feel more confident and comfortable in how they respond (Students; 4, 15 & 20).

There is a clear lack of understanding as to the purpose of the School Council. Many students believe that the staff are meant to be taking on the information and making changes, whereas others want to take on the ownership and implement the suggestions. Student 5 feels that they “need to be given more access” but also feels that “student voice can only go so far, I think the teachers need to also help the students then put what they are saying into practice”. Student 9 thinks that there should be more clarity in whether things are possible or not, perhaps through distinguishing if the school is gathering opinion on matters or building an action plan for change.

The key threats that have been raised include, changes are not happening and repetition of issues that are raised not being responded to. Student 14 bluntly stated “Even the little things do not even happen”, Student 3 expressed that “they want you to talk about it but like, in terms of actual action ... it's not there”. Student 21 explained about the impact that it has “I think it kind of does, it is just very very slow um so there is kind of no point of it being there if it is that slow”. In relation to repetition Student 7 said “The same points get brought up each time and there is nothing to even let us know” what has been worked on, Student 1 a sixth former echoes this feeling “we kind of spoke about it for years and then nothing happened”. The threat being potential disengagement from the process.

Student 5 draws together a number of the key elements relating to student voice including students being the “most important people”, although School A does listen to students' views, it does not act on them, so the process is “not doing anything”. Lastly, there are no clear individuals taking

responsibility for the process, instead there is an element of passing the blame. Student 5 identifies the need to put “in place people that will actually (produce) change”.

4.1.2 Discussion

In analysing the data gathered it is very clear that the students and staff all have a very positive opinion of student voice being used. There is clearly buy-in for the process. Teacher 7 (T7) described students that were involved in the process as having a “spring in their step” and that the students are “so passionate about it”, expressing that in their working career across seven schools they had never seen it on this “scale” or “seriousness”. These notions of increased drive and enthusiasm correspond with Couch and Towne 2018 findings, in which the process of student voice improved the overall school experience, both through pupils’ motivation to learn and overall academic performance.

One of the key benefits of using student voice is that it can help students to feel more involved in the school community, developing their sense of belonging and to be more comfortable in the learning environment (Mitra, 2018, Lukes, 2015 and Fullan, 2016). Having the student voice process accessible in School A provides the opportunity for these elements to be developed. Out of the 34 students in the focus groups, not one thought that student voice should not take place, clearly these students in School A value having the process available to them.

As mentioned in the literature review, it is a requirement for schools to teach citizenship through the national curriculum, one method in which to do this is through the student voice process (DfE, 2014 & Gibbs, 2016). It is plausible that Student 3 is actively aware of this concept and viewed the process as a positive form of “internal democracy”. This is backed up through the involvement of prefects in leadership roles. They are accessible points of contact for the younger students, as Student 1 expressed

“she came to me about what she wanted to do”. This comment shows a level of trust and respect by the younger students for their peers. This is a positive aspect of School A’s process, demonstrating that they have been successfully running the process in line with the curriculum outcomes.

This view is not felt throughout the whole student population for example Student 28 felt that “a lot of it just gets ignored”. It may be that this is not representative of what happens in School A, however, if this is what some students perceive to be happening, then it is arguably as important as if it does happen or not. This is because the potential impact on sense of belonging is the same (Payne, 2014). Through considering the psychological aspect of perception and action you are able to make major improvements through small additions and changes in process (Cherry, 2021). One aspect that needs to be considered is communication.

The School Council members are voted in democratically by their classmates. There are a range of reasons as to why some of the students join, from wanting to be on the forefront of change, hearing what's happening in the school first, through to Student 9’s reason “I did it just to skip lessons at first” (Student Council meets during lesson times), although they went on to say “It is important in some ways, a good thing I did it”. Many of the comments made by the students contain strengths alongside identifying weaknesses of the process. Despite there being fewer purely supportive points, it is very clear that the students appreciate having the process. Having internal democracy is a hugely beneficial aspect in a school (Campbell, 2019), something that seems to be greatly appreciated within School A.

The students' discussions focused purely on the School Council process, as this was the initial focus of this research. However, through the resulting interviews and focus groups meetings, it became clear that there was a need to address the use of student voice as a whole. The initial idea for this

came from students' comments on not having the opportunity to speak about what they want to, feeling as though many of the meetings are prescribed to them. Student 20 expressed "In the meetings they only talk about the problems they put in and not other problems" so although a platform is being provided, it is not giving the students the 'Space' to raise issues pertinent to them (Lundy, 2007).

Mayes (2020) study highlighted the need to have mutual respect between staff and students for successful application. Results indicate that in School A this is not currently evident in the process. Students are feeling as though they have no power, that the staff are unable or unwilling to act on their advice (Students; 4, 7, 17 & 26). There is a plausible risk that the students in School A could disengage with the process and potentially school life due to not feeling supported and valued within the learning environment (Mayes, 2020, Allen & Kern, 2017 and Maslow, 1954). There is a need for this to change, otherwise there is a risk that learned helplessness is experienced (Postlethwaite & Haggerty, 2002 and Griffin, 2021).

Student 1 and Teacher 8 view the process to have improved over the years, however this is not supported by all involved in the study. More change is required to seek benefits from the system. If this is done effectively and if students perceive that their responses are valued, and they have influenced change then learned hopefulness is able to develop in School A (Zimmerman, 1990).

In School A there is seemingly a lack of clarity as to the purpose of student voice. Some are content with just having their opinions heard (Student 9, 16 and 26). Whereas others feel that there should be decisive action taking place (Student 2, 7, 17, 14 and 23). Just obtaining the student voice has proven to not be enough, both in Lundy's (2007) research as well as many others such as Cook-Sather (2020) and West (2004). There is a need to make sure that the students see some form of change to truly

experience the benefits. Student 28 feels that a lot is “ignored” and Student 29 puts across that “nothing” happens.

Through observation the Investigator witnessed some changes that took place due to the School Council meetings, these were introduced to the students at the start of each meeting by staff members. Although this does take place, there is a significant number of comments during the reconnaissance phase which indicate that students do not feel that they are aware of the changes made and feel as though nothing has changed. It is plausible that School A is experiencing a similar process to that which Finefter-Rosebluh, Ryan and Barnes (2021) observed where an ineffective use of the process proceeded into disengagement and laterally increased the potential for learned helplessness. This indicates that the method of delivery needs to be changed and/ or added to, it also may be that the students do not feel that enough of the points have been addressed.

If School A wants to tap into the benefits gained through learned hopefulness, which can lead to psychological empowerment, there is a need to increase the perception of control for the students (Griffin, 2021). It is not adequate that only one of the 34 students felt that they had caused change to happen (Student 11). Student 5’s views of having set people in charge would be one method of supporting this. Other measures might include the students being provided with the set up and understanding that they are able to personally enact changes, being supported as required by staff, yet having ownership of the process themselves. This was something that is not evident in the responses about the current process. The students by being more involved in the process would have the possibility of being able to develop learned hopefulness.

To conclude, the students in the focus groups found that the main strengths of the student voice process were:

- Students buy-in and actively want to be involved in the process
- No students spoke out about the process taking place
- School A runs the School Council democratically which falls in line with the need to teach citizenship within the National Curriculum (DfE, 2014)
- There is some visible effort being put in by staff to better the process
- The relationship between year groups is building with some feeling more comfortable to share their views in front of others
- Students are learning how to lead larger groups

The main weaknesses discussed were:

- Students do not feel that their views are valued by the staff
- Proposals are made multiple times but seemingly no change occurs
- There are not enough opportunities to share their thoughts and feelings
- There is no way to say what they want to discreetly or anonymously
- Lots of what is said is seemingly ignored/ not understood and valued by teachers
- Feedback does not take place enough and if it does it is not always taken in
- There is a lack in clarity of what the purpose of the School Council is

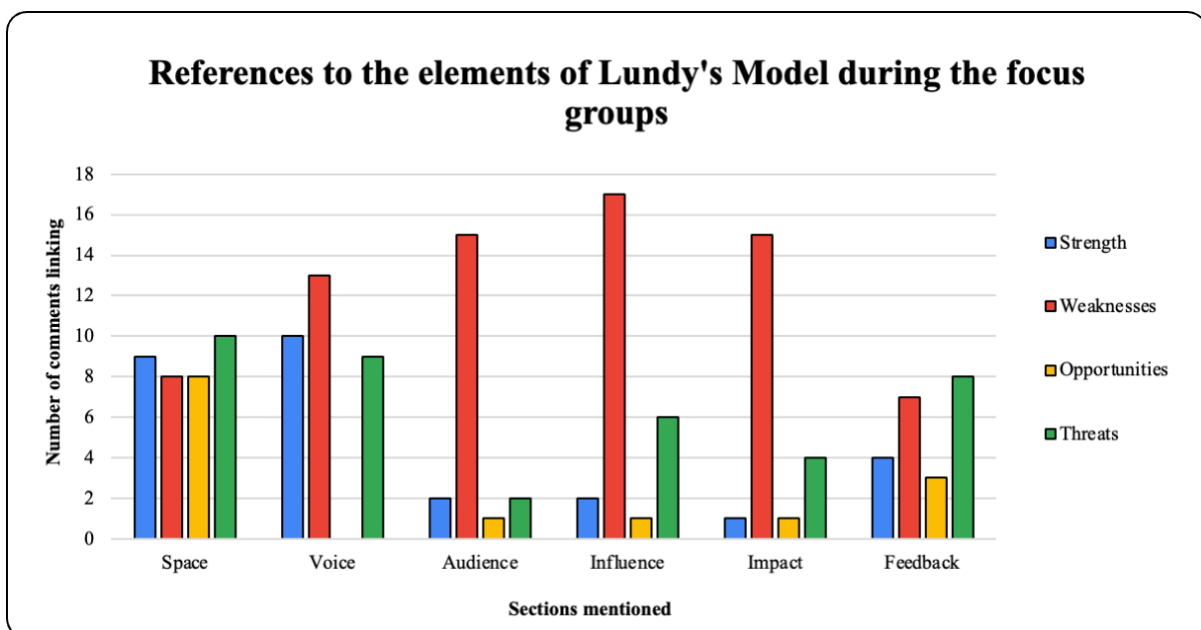
4.2: Which Areas of Lundy’s Model of Voice Are in Most Need of Focus in School A?

A?

4.2.1 Findings

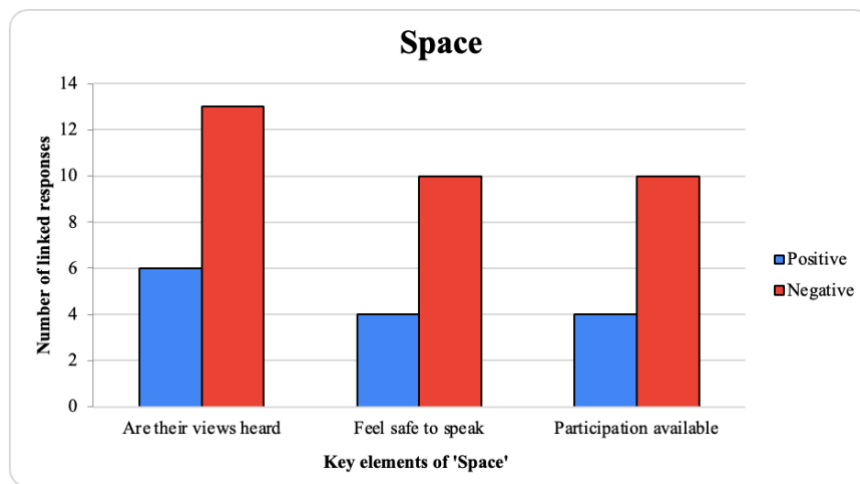
The chart below breaks down the number of comments that reference each of the four elements of Lundy’s Model (2007); ‘Space’, ‘Voice’, ‘Audience’ and ‘Influence’. Alongside this is also; ‘Impact’ and ‘Feedback’, as these were identified by students as being important factors, both in this study as well as Investigator’s 2021 study, as key areas of weakness in School A’s processes. Investigator (2021) found these to be vital elements for allowing the pupils to feel valued by School A.

From Column Chart 1 you are able to identify that ‘Voice’, ‘Audience’, ‘Influence’ and ‘Impact’ have the highest number of weaknesses responses. ‘Space’ and ‘Voice’ have the highest number of strengths. All the sections had over 20 comments that linked to each focus area. All aspects have a significant number of weaknesses and threats, with only ‘Space’ having a higher number of strengths than weaknesses.



Column Chart 1: References to the elements of Lundy’s model during the focus groups

In coding the data, the responses were split into the different sections and if any of the comments could be linked to more than one section, they were placed into the one that correlated the most. The key points relating to Lundy’s model were used to code the data, these link to the model in appendix 7, figure 2. This was done to see how the study linked with the core features of her model. These are displayed in the following charts, alongside which example quotes have been given to display how they link to the sections. It is clear from the charts that the students in School A raised many more negative aspects than positive.



Column Chart 2: 'Space' identified in focus groups responses

‘Space’ has been broken down into three sub-categories; Are their views heard? Do they feel safe to speak? And is there availability to participate? These all have some positive comments although they all have more than double the number of the negative comments. Some examples of the positive comments are: “A lot of work goes into setting them up” (Student 4), “I like the way that kids can have an opinion on stuff to do with them.” (Student 7) and “yeah I think we are heard” (Student 17).

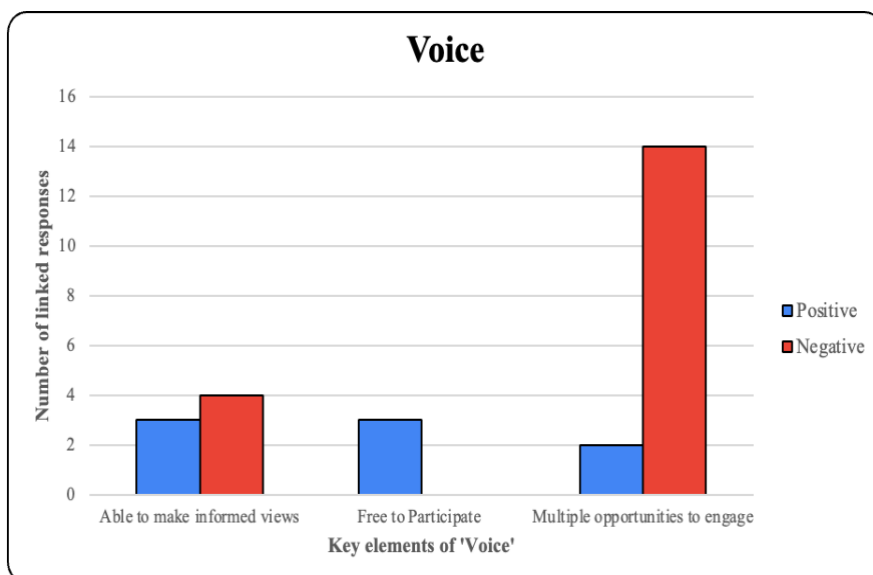
The current school council format involves students from all year groups and houses collaborating in one location. In relation to this, Student 17 expressed that “year 7s or 8s... they won't be heard because of the older children... and they might feel intimidated to speak over them”. Student 13, a current

Year 7 student said that they “found it awkward to talk to a large group of people” and “it just feels like um I am going to get judged”.

The comments indicate that not all students feel that it is a suitable space to participate in, which could influence or even prejudice the responses. Whilst Lundy’s ‘Space’ does directly reference location within its name, it also includes the environmental factors within the location. A comment that presents an opportunity to look at ‘Space’ more widely is “get kind of like a survey and ask like a bunch of questions ..., like recommend stuff to fix ... the best recommendations and get people to vote on them which they think is the most valuable to the school.” (Student 20). This corresponds with comments from Student 15 who suggested that using an online form to respect privacy and Students 4, 2 and 15, as well as Teacher 3, also mentioned the idea of anonymity in responses as a positive aspect. This would also link to the ‘Voice’ element as it is a method of providing multiple opportunities to engage.

Many students mentioned a lack in number of meetings, expressing that there is limited time available to cover all topics and make enough of a change (Students; 7, 21, 24 & 27). Some students suggest the need to reduce the size of the meetings to provide a greater chance to speak. One such example is “I do think that the meetings should be smaller groups because there is a lot to say from a lot of people, there is not enough time and it also make it easier to say it to people you know” (Student 10).

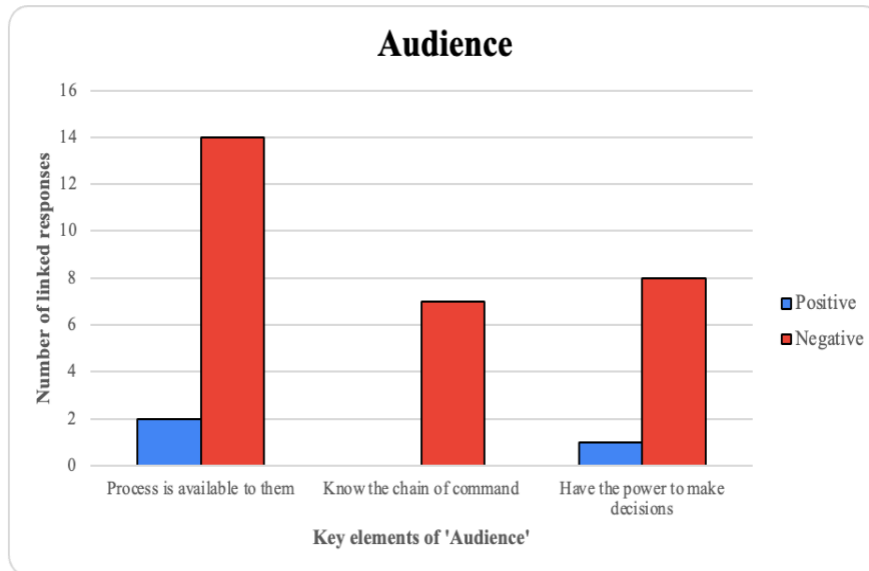
In Column Chart 3, you are able to see the distribution of ‘Voice’s comments in School A, the highest quantity of students’ comments are concerned about the lack of opportunities to engage. In comparison, the pupils involved in the process are relatively more confident about their ability to make informed views and also their freedom to participate.



Column Chart 3: 'Voice' identified in focus groups responses

Student 16 spoke of the opportunity provided through School Council; “it also gives a way for students to talk to teachers, to the head teacher in that sense, you can’t say oh well I have no way of saying this”, going onto to explain that you can talk to your School Council representative, even if you are not a part of it. A couple of other students speak of the freedom in participation through having the opportunity to be involved.

‘Audience’ addresses; whether there are processes available to them, if they know the chain of command and have the power to make decisions. In Column Chart 4, it shows that 14 comments reference that the process is available to them. Student 3 provides the viewpoint “well at some stage of this school someone will be able to do something about the... so it’s like just being able to get to that point”. The Leadership team in School A was mentioned by the sixth form group, who felt that often the students acted as “identifiers” and teachers said that they would pass them on, but they felt that comments went into the “ether” (Student 4).

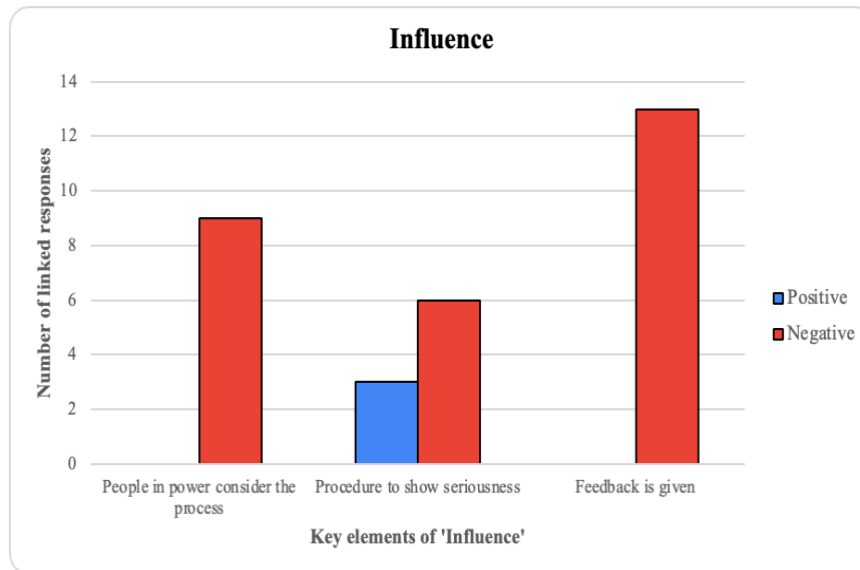


Column Chart 4: 'Audience' identified in focus groups responses

Only one student references having made a change in School A. This was Student 11 “Some of the things I mentioned in School Council happened”. Other than this no others mention having any power to make any changes themselves and the majority also express that they do not feel that the teachers are able to either, “there are small changes but nothing major like we are being heard and supposedly understood, but then I don't think any teachers have made any massive changes” (Student 17), “Nothing has been done about it” (student 14) and “I think it is beneficial to have student voice, but I think that right now it is just not being used at all if I am being honest” (Student 26).

The only section to receive positive reference under ‘Influence’ is; the ‘procedure to show seriousness’, in comparison ‘people in power to consider the process’ and ‘feedback being given’ both only received negative references (see Column Chart 5). One of these positive comments is “we have been chosen to do the part we have done, and other people are relying on us” (Student 15). Student 31 talked of knowing “what is actually going to happen and like what might happen” this references the review that the students receive during the School Council meeting. Many students do not feel that their views are being valued; “it’s just there to be like advice but not like important”

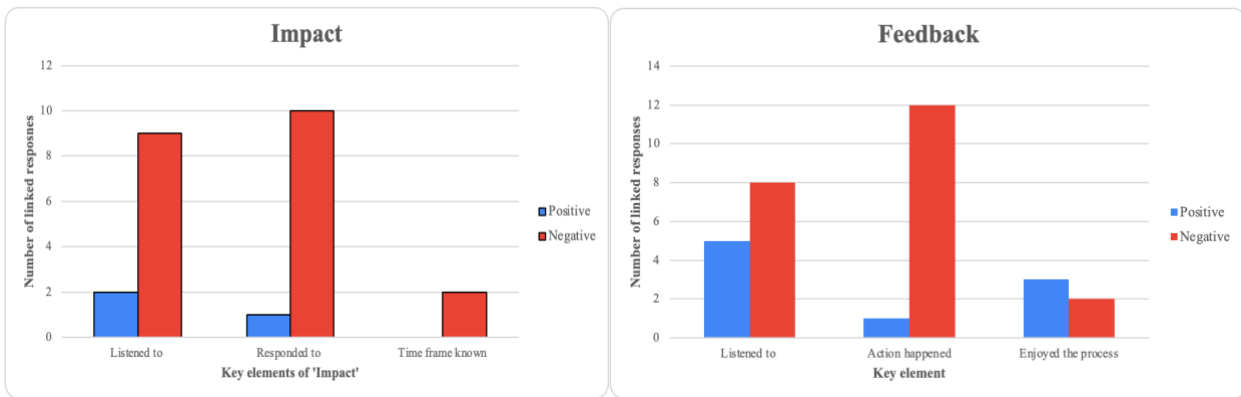
(Student 9), “whatever student bring up is just brushed off” (Student 17) and “Right now student voice is practically pointless compared to like a teacher’s point of view” (Student 26).



Column Chart 5: 'Influence' identified in focus groups responses

Linking to 'Influence', 'Impact' has looked directly at if the student feels listened to, responded to and if the timeframe is known. 'Feedback' continues the theme of listening to, action happening and enjoyment of the process. In 'Influence' there are no positive comments that relate the teachers enacting changes. Although 3 students identified that there is a process in place, double this number were negative about the process.

'Impact' and 'Feedback' both indicate that some pupils feel listened to, to some extent, however, they do not feel that action is taken. Seven responded positively to being listened to, whilst 17 expressed negative comments toward this. Two felt that their contribution was recognised, or action was taken, whilst there were 22 negative comments.



Column Chart 6: 'Impact' identified in focus groups responses

Column Chart 7: 'Feedback' identified in focus groups responses

In relation to the impact of Year Council Student 2 said “Since lower school we have been having those little house meetings, yeah and nothing really happens you don’t feel valued”. Student 5 said “you can listen to everything but if you don’t act on it, it's not doing anything”. Feedback has a few more positive comments with students liking the fact that they “know things” that happen before other students do (Students; 9, 16 & 17).

In contrast to many students' views, Student 16 does not see there to be a need to receive feedback on what has happened in the school, they see it as having the chance to put across their views to be heard. Student 2 has a contrasting opinion “you kind of expect to see some sort of change”. They follow this with “ I think when it’s the same points that have been brought up for years then it isn’t really worth it.” Student 9 stated “it’s just in my opinion not powerful enough”.

4.2.2 Discussion

From Column Chart 1 you are able to see that there is a significant weakness to all elements addressed. In particular, there is a need to try and increase the positivity towards ‘Audience’, ‘Influence’, ‘Impact’ and ‘Feedback’. Each of these areas were further broken down in line with the key questions

displayed in appendix 7, figure 2. This was done to be able to identify exactly what has had the greatest impact in School A.

In relation to 'Space' the main threat to the experience is whether they feel safe to speak; many students spoke of how they feel uncomfortable to share their thoughts and feelings within the environment. There are multiple dynamics affecting this, including the number of students involved limiting the capacity for all to be heard (Students; 13, 23 & 31), as well as pupils experiencing a lack of confidence due to inter-year mixing (Students; 7, 10, 16 & 17). School A actively promoted mixing year groups, including the use of vertical tutoring, in which 4-6 students from each of Years 7 to 11 combine as a tutor group. It is unlikely that School A would change the School Council to be based on year groups as this would not correlate with the schools' views on vertical integration.

It is clear that there is a need for School A to find a way in which to solicit the younger pupils' views, enabling them to feel valued in the process and community. Another perceived flaw in the process is the way in which School A listens to feedback given and explains what action is taken about this. Student 5 accurately backed up Mitra's (2006) view that action needs to be taken post feedback for it to have a positive effect on the learner's experience. Highlighting what Lundy (2007) and Allen & Kern (2017) expressed about the value of feedback to the students about the changes that are made.

The students in School A feel free to participate in the process and are seemingly very aware of how to be involved in the School Council. Doing this in lesson time means that as many as possible are involved with the voting process, thereby enabling them to know who is elected in from their class, providing a clear point of contact in the School Council. This is a great strength of the current process. However, as the meetings are held during the same lesson slot each time, some pupils did comment informally about feeling as though they missed some key lessons, especially those in exam years.

Another section of Lundy's model, 'Voice' is regarding having multiple opportunities to engage through the process available to them, which is also partly connected to 'Audience'. Together these elements are needed to enable students to successfully be a part of a student voice process (Kennan, Brady & Forkan, 2018). Some students feel that there is too little time allocated to the process (Students; 10, 18, 23 & 32) or too much time between each meeting to make continuity possible (Students; 7, 16 & 34). For example, Students 16 and 24 suggested that the house groups meet separately to enable time for more people to express themselves, without taking any extra time to host meetings. These are both aspects that need to be addressed by School A and there is a need to improve the connection between the School and Year Council meetings, whilst giving the pupils more opportunities to have their voices heard.

In relation to 'Audience', it is clear that none of the students are aware of the chains of command, even some of the teachers are unaware of who's role it is, "I don't know who is running it" (Teacher 8). Students indicate that the teachers consistently refer responsibility to others or deem things impossible without addressing who is actually going to take ownership of the issue and whether change is going to happen (Students; 3, 4, 5, 23 & 26). Seemingly, neither the staff nor the students feel that they hold the power to make many of the changes (Students; 4, 5, 7 & 9).

'Influence' in comparison looks at the final stages of the process and if any changes are made. It is clear that the School Council process is taken seriously by the pupils; however the findings indicate that this is not the same for the teachers. Many of the teachers that were interviewed were unsure of how the process worked and indicated a lack of practise in using student voice in general (Teachers 1,2, 5 and 6). It is clear that there is a lack of knowledge of how to go about using student voice effectively. One possible explanation for this is due to a lack of focus on the use during teacher

training courses and by schools due to the limited data provided by the government (DfE, 2014 and DfE-1, 2014).

In conclusion, there are significant weaknesses in School A in respect of all elements of Lundy's model, especially when looking at 'Feedback' and 'Impact'. There is a need in School A to initially focus on improving 'Audience' and 'Influence'. In particular, they need to make sure that there are processes in place for students to participate, that there is a clear chain of command, with those involved considering both the process and ensuring that feedback is consistently given. This is to enable the students to have the power to participate in the forming of decisions and thereby be an active part of the changes that impact on them.

Student 2's statement of "it isn't really worth it" indicates that they are not feeling valued, and the approach is not having the desired effect, drawing the opposite emotions that are desired for a sense of belonging and motivation to learn (Berryman, Eley & Copeland, 2017 and Allen & Kern, 2017). This needs to change in School A and through application of a sound policy it should bolster the value of student voice.

4.3: Is it Possible to Design a Policy that Addresses the Points Raised in Questions One and Two, so it Allows Both Staff and Students to Gain a Sense of Ownership?

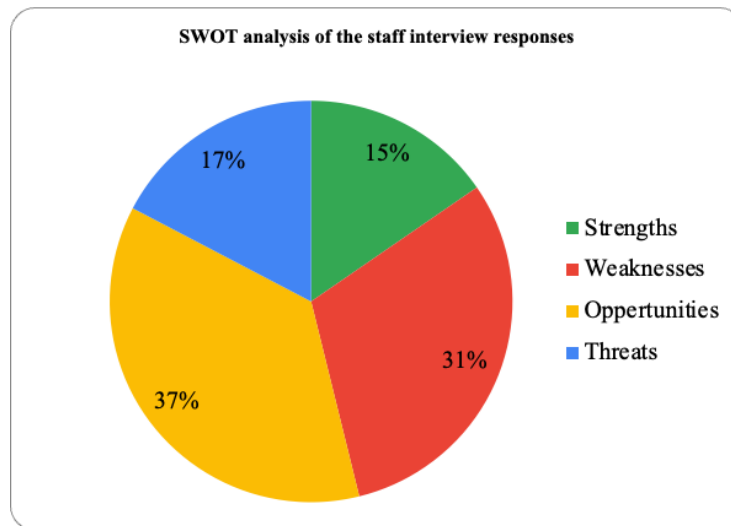
In reviewing the results from questions one and two the Investigator has developed a Student Voice Policy which seeks to address the concerns raised and build on the guidance in Lundy's model. The aim is that once implemented in September 2022, it will enable the staff and students to understand and use the process consistently within School A. If effective, then research shows that there should be an improvement in the sense of ownership/belonging in School A and this will potentially help improve relationships and academic outcomes (Maslow, 1954, Allen & Kern, 2017 and Investigator, 2021). In producing this new policy, not only is it important to look at the design of gathering student voice, consideration also needs to be given to how it is acted upon and feedback to the school body.

At this stage of the process, it is not possible to determine whether the development of the new policy has succeeded in producing an improved sense of ownership; however, the investigator aims to determine this in the second action step and evaluation of the practitioner research process (see section 3.4 & 3.5).

4.3.1 Staff Findings Influence on Design

The findings in relations to questions one and two have been addressed above. Eight members of staff were interviewed to see what their perspective of student voice were. The aim of this was to see what awareness they currently have of the process in place and to find out what they think needs to be addressed to improve the use of student voice.

Pie Chart 6 is the breakdown of the staff views through SWOT analysis. Comparably the staff have identified a similar percentage of aspects that are strengths and threats, 15% and 17% respectively compared to 19% each for students. They identified a lower percentage of weaknesses and instead the number of opportunities is greater.



Pie Chart 6: SWOT analysis of the staff interview responses

One of the questions put to the staff was “Do you think it would work to have a set framework for student voice and if so, what would need to be included in it?”. All members of staff felt that this would be a good idea. Teacher 2 felt that “guidance on how to gather data” and focusing on making sure that it is not just students of “certain demographics” who are “more likely to for whatever reason”. Teacher 3 highlighted a need for triangulation, backing up views with multiple methods of data collection, such as using a questionnaire after an interview. Teacher 7 felt that it would be “important” as “the students take it very seriously” causing the need for staff to do so as well. They also felt the need to let students know the timeframe by when matters raised would be responded to. Teacher 8 pointed out that the policy should help you to determine what you want to get out of it and to work out the next step in the process. Teacher 8 concluded with the notion “but we haven’t got a framework”.

Teacher 8 concludes their views with “there may be loads of people doing loads of stuff over the school, like different departments but it is not unified is it, it should be a standard thing that we have as a link, so when we do department improvement plans it should be a linked thing”. Implying student voice should be part of the improvement planning process.

The teacher’s views have a lesser focus at this stage of the investigation, however it proved invaluable as it provided a strong baseline as to the sentiment of staff. It also highlighted the lack of staff awareness in how student voice took place in School A. The ideas raised in the interviews heavily influenced the design of the Student Voice Policy, for example the inclusion of a ‘How to’ section was first raised by Teacher 2.

4.3.2 The Policy

The new policy summarises the current School and Year Council processes as they stand, how the leadership interviews work and references the various staff and students in leadership roles in these processes. In addition, with support from collaborators and using the findings from student comments, the investigator has introduced a Student Voice Forum and Framework. The purpose of the forum is to provide an anonymous way for students to put across their views, with an active method of feedback tied in. By using examples in the policy document, the aim is to indicate the type of issues students may choose to raise and allow them to see a visual representation of how these might be addressed.

The Student Voice Framework has been designed as a process for the staff in School A to follow. This addresses some of the ideas raised by the staff interviewed and combines this with the findings from questions one and two. Relating School A’s policy to Lundy’s (2007) model it should help

increase staff awareness of what is required to make student voice effective. Also by having a framework to follow, it should allow staff to approach their use of student voice inside and outside of the classroom in the same way, providing the desired consistency which helps build a sense of school belonging (Allen & Kern, 2017).

As a result of the research conducted changes are being introduced to School A's approach to Student Voice through the addition of a written policy (see appendix 5). The policy includes the following elements:

1. Write up of the previous ways in which School A conducted student voice, for clarity in purpose and aims (see appendix 5, sections 2 & 4).
2. Creation of the Student Voice Forum, an anonymous online platform for students to voice concerns or support (see appendix 5, section 3).
3. Design of the Student Voice Framework, in consideration of Lundy's research (see appendix 5, section 5).
4. Introduction of a specific feedback cycle "You said-We did" (see appendix 5, section 5c)
5. 'How-to' guide on data collection, produced in collaboration with a psychology teacher (see appendix 5, section 6)
6. Details of the staff and students that are involved in the process (see appendix 5, section 2 & 7).

4.3.3 Discussion

In designing the policy, it has been important to make sure that it fits in line with the current processes and policy structures in place in School A. To be able to do this it was important for the Investigator to collaborate with other members of staff. The main two supporters of this process were two of the

interim assistant head teachers who had spent the previous year running the School Council as well as being involved in leadership decisions. Meetings were held with these teachers and their views considered alongside the responses collected in all stages of this process.

It is clear from the research that having the students involved with the school on an organisational level provides significant benefits for the students, staff and the school (Kennan, Brady, Forkan & Tierney, 2021). The students in School A clearly enjoy being a part of this process and much of the criticism brought up in the focus groups addressed ways in which they could become more actively involved in the process.

A strength of the old process was the staff input into planning the School and Year Council meetings. It was therefore important in policy planning to maintain the core values of the previous process, whilst looking for ways in which to enhance the experience for those involved (Rudduck, 2007). This supported the choice to focus on adding new elements to the process and enhance the existing approach, rather than change the aspects that currently work well and are valued.

There is interest in the staff body for the development of the process and understanding what is required to facilitate it. One of the area's that was highlighted as a weakness was a lack of knowledge in what process took place in School A. Due to this it was necessary to include a description in the policy. This idea was also supported by the lack of student understanding in the purpose of the School and Year Council meetings (see section 4.4.1.2).

The student leadership opportunities and structures that are included in the current process in School A are excellent for soft skill development, enabling the chance to lead peers and share their thoughts with staff. This needs to remain in place, as it is a huge asset to the school. To enhance this, the policy

includes the names of the key students that lead the school council, with the areas that they are personally interested in developing in School A (see appendix 5). This is mirrored for the staff in appendix 5 section 7, where they are provided with a number of staff who have specific skill sets related to student voice. It is felt that by including leaders and “champions” this will help drive the policy interest in the school community.

Fullan (1991) expressed that teachers do not always view students as active participants in the process of learning and change within school. Teacher 5 expressed that student voice was something that they “haven’t really considered much before” and was unsure if the students would be “analytical or as objective” enough. Teacher 6 reminisced about when they were a student and “none of the stuff ever happened” they expressed that they “don’t think that the kids believe that nothing happens” in School A’s School Council. This shows a lack of consistency between what the pupils and teachers perceive to happen. By having a core policy in School A it is hoped that it will engender consistency of approach and help students and teachers’ views to align.

Lundy’s model was used to inform the design of a ‘Student Voice Framework’ (see appendix 5 section 5). By summarising the key elements of Lundy’s (2007) model as a checklist, it serves to emphasise the value and provide consistency in use. This framework serves as a facilitator for teachers to use student voice to aid their practice, in whatever way they want (Lundy, 2007 and Black & Mayes, 2007). If all stages are carried out, then it will allow both the staff and the students to feel empowered through the process.

A visual representation of Lundy's framework is included in the policy to provide the reader with an understanding of the true purpose of each element, as the words alone are not self-explanatory. ‘Space’ could be misinterpreted as meaning just the physical environment, whereas Lundy relates it

to the provision of opportunity, taking extra steps to involve those that may not feel able to voice their views. Student 13 expressed that they felt uncomfortable speaking in a group setting.

To combat the issue of ‘Space’, based on feedback from Students’ 2, 4, 15 and 20 plus Teacher 3, it was decided that an anonymous platform would be created to allow the students to share their views, both positive and negative, with the school. This enables an additional platform for those that don’t feel able to express themselves verbally. It does pose a risk of spam or personal answering, although as expressed in the online form (see appendix 5, section 3) these will not be accepted and will be deleted if inappropriate. In having this system, it enables the staff to control the narrative by policing the responses (Biddle & Hufnagel, 2019). If students take ownership of the platform and use it effectively then it has the potential to empower them, increasing their esteem needs which supports them in feeling valued (Maslow, 1954).

The perceived lack of feedback was an area of weakness (see section 4.2.1). This links to Lundy’s ‘Audience’ and ‘Influence’ as well as these studies emerging themes of ‘Impact’ and ‘Feedback’. Many students felt that they either did not receive feedback or that which they did receive did not indicate that any action was taking place. This can be addressed by having a centralised platform, “You said- We did”, which shares feedback with the whole school community. This needs to be clear with transparency in regard to changes or responses that are made.

“You said- We did” is a closed loop framework that has been adopted by many businesses and universities (LSE, 2022, Hertfordshire County Council, 2022 and De Montfort University, 2022). Most notably it has been adopted by many NHS trusts (NHS England, 2022). These bodies have a wide audience, and many have adopted visual representations of the process that are useful in supporting the design for use in School A.

If this is effectively backed up with direct verbal feedback, it will help the students to feel as though they have contributed and help them to feel valued in the school environment (Biddle & Hufnagel, 2019 and Finefter-Rosenbluh, Ryan & Barnes, 2021). This system should also help to reduce the amount of repetition of topics broached.

One element that this project has not been able to improve is the timeframes, having too much time between meetings. It is clear from the student's feedback that there is a need to improve on this, with 8 pupils commenting on the impact it has on continuity and ability to make changes. This is a timetabling issue, and the comments were passed on to the leadership team to consider and facilitate changes in the future if possible.

Allen and Kern (2017) expressed the need to have continuity between process and policy, it is hoped that through engaging in an action research approach, the evaluation process will provide the staff and students with the opportunity to revisit how the policy works, keeping it fresh in their minds and hopefully in use.

To conclude, by breaking down the data collected into specific theme's it enabled the investigator to effectively use the information to prioritise the aspects that need to be in place to create an effective policy for use by School A. Identifying the strengths and weaknesses through a SWOT analysis raised a number of issues to be addressed, including highlighting issues with the timeframe of meetings and in responding. Lundy's 2007 model provided an idea of what was needed to make it as effective as possible. These elements are likely to prove crucial in enabling the staff and students to take ownership of the policy in the year to come.

4.4: Has the Introduction of a Student Voice Policy Improved the Overall Sense of Belonging and Feeling Valued in School A?

This question will be addressed in 2023 through re-running past questionnaires, used in Investigator's 2021 study, to draw comparison of the change over time. This will take place alongside focus groups and interviews with the aim being to distinguish what has caused the changes that have occurred and analyse the impact that the Student Voice Policy has had on both staff and students in School A.

Section 5: Conclusion of Research to Date

The questions posed and answered in both this study and the Investigator's 2021 research are part of a broader focus, which is to improve the holistic school experience for students in School A, with the key underlying theme being to improve their sense of belonging and feeling valued.

This project has evolved through the reconnaissance phase. The initial idea was to create only the Student Voice Framework, which draws on Lundy's 2007 model to explain how to effectively carry out student voice. The findings from the research undertaken demonstrated a lack of understanding of student voice and a need for a policy to provide clarity of purpose and use.

It is clear from the data collected, that School A had a comparatively well-planned School Council process, which many of the students enjoyed being a part of, despite being able to identify underlying flaws (Couch & Towne, 2018, Ranson, 2000, Black & Mayes, 2020 and Mayes, 2020). These needed to be addressed, and the reach of student voice needed to be increased to reap the full benefits for their psychological needs (Lundy, 2007 & Maslow, 1954).

Although changes in the school's management reduced the time frame available, it was possible to create a policy that has been accepted by the leadership team and committed for use in School A. The design of this policy is a key step in the continuing study, it will help to support change and improve processes, including addressing some of the limitations in the behaviour policy that were identified in the Investigators earlier study (2021).

The first three research questions were answered in section 4. These sought to identify the strength and weaknesses of the current student voice process and assess its effectiveness in line with Lundy's

model. This data was then used to create a Student Voice Policy. The final question as to whether the introduction of a student voice policy improved the overall sense of belonging and feeling valued, will be answered over time, assisted by using the Investigator's version of Lewin's model (see figure 2). Black and Mayes (2020) found that it takes repetition of process to understand the true impact of change.

Students (2, 7, 14, 17 & 23) identified that one of the main weaknesses in the current process was the lack of perceived action and feedback. This aims to be rectified through the addition of a "You said- We did" feedback document that will be regularly updated and shared with the school community. This helps address the weaknesses in School A's 'Audience' and 'Influence' elements of Lundy's model (2007). These two aspects need to be addressed along with 'Space' and 'Voice' to improve the student voice experience.

The study identified that not all students feel confident enough to or able to share their views. The addition of an online anonymous Student Voice Forum increases the platforms by which students are able to express themselves and increases the 'Space' available. Clarifying the purpose of the School Council, should help increase the ownership students have in the process.

Through this study the Investigator has used student voice to influence the policy design. This has proven its value in the development and review of school policies. There is also an opportunity to give feedback to the participants of this study, about their 'Influence'/'Impact' on the design through using the "You said- We did" approach.

Although the main focus is on the students' experience, it is important to recognise the staff involved. Research indicates that it is possible that promoting the use of student voice may cause the staff to

feel less valued or even threatened (Flutter, 2007). The investigator would like to thank the staff involved in the Student Council process this last year who collaborated in the design of this policy, their contributions were invaluable.

When rolling out the policy it is important to make sure that the staff buy into the process and feel as though they are able to act as facilitators. The policy will be introduced initially in person through a ‘teaching staff’ meeting as well as via the schools ‘Teaching and Learning Newsletter’. It is hoped that this policy will be introduced in a way that enables the teachers to see it as a learning process (Fielding, 2001) rather than in judgement of their current practice (Black & Mayes, 2020).

The investigator has enjoyed the process of conducting focus groups and interviews. The directed conversations were enlightening, and many preconceptions obtained in initial observations were proven wrong. It was enjoyable hearing the thoughts on student voice, which so many in the school body are very passionate about. Although a considerable number of responses were categorised as weaknesses or as threats, these were evidently due to a deep concern of the students to help the school community and their environment to improve.

Through undertaking the research and designing a policy, the investigator has learnt many key skills that will contribute to their wider teaching practice. The process has also influenced the desire to include student voice in their day-to-day processes. The investigator looks forward to using the Student Voice Framework (see appendix 5, section 5) as well as seeing how the students take to the anonymous questioning platform. Although this initial phase of this process will take a bit of work to set up and embed, the literature in section 2 suggests that it will be transformative.

The Investigator looks forward to working with the leadership team in School A to champion this policy. It is hoped that these initial changes will help pave a path towards an improved overall experience; helping support the students in meeting their psychological needs; especially in building their sense of belonging and feeling valued in the learning environment.

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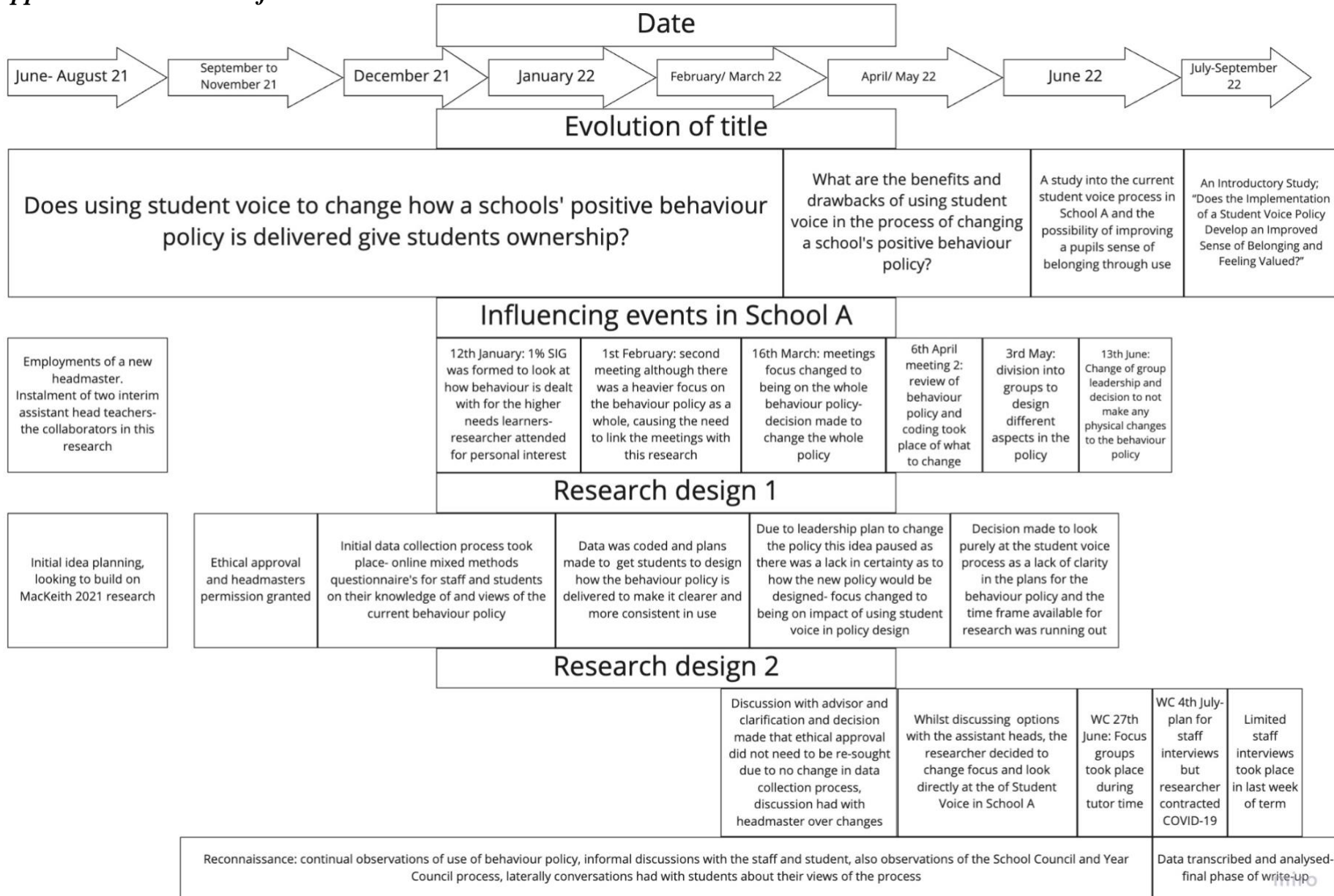
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Section 7: Appendices

Appendix 1: Timeline of research



Appendix 2: Focus Group Questions

1. Why did you decide to join the School Council?
2. How have you found the process?
3. Is there anything that you would change about it?
4. Do you think that the student voice process is currently valued by the school?
5. Do you think that it is possible for it to be used in the school improvement plans? Do you think it is needed?
6. Do you have any concluding thoughts?

Appendix 3: Staff interview questions

1. Have you ever used student voice? If so what did you do and how did it work?
2. What is your view of using student voice in policy change and school improvement?
3. Do you think it would work to have a set framework for student voice and if so what would need to be included in it?
4. What do you think of the School Council process?
5. Do you have any concluding thoughts?

Appendix 4: First Action stage and Evaluation Questionnaire

- 1. Do you consent for your answer to be used in [redacted] 's research project?*
- 2. What is your role in the school? * *Tick all that apply.*

-Subject teacher-Support staff -SEND Specialist -Second in department -Head of department
 -House Leader -Leadership team -Other:

- 3. Have you read the Student Voice Policy?
- 4. Have you used the Student Voice Policy? *Mark only one oval.*
- 5. If so how did you find the process?
- 6. Please rate the following sections based on how effectively they have been covered in the policy: *Mark only one oval per row.*

Mark only one oval per row.

	1 (very poorly)	2	3	4	5 (very effectively)
School Council and Year Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Voice Forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership team interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Voice Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flow diagram of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'How to' guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student voice champions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7. Please explain your answers:
- 8. What is the most useful thing in the policy?
- 9. If you were to add or change anything in the policy what would it be?
- 10. Do you have any further comments?

Appendix 5: Student Voice Policy:

School Logo

Student Voice Policy Operational Guide:

Staff, Students and Parents

Contents Page:

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1. Introduction:

The purpose of this policy is to unify the way in which student voice takes place in School A. The main focus is to allow staff and students to be aware of the way in which it is and can be used. Focusing on increasing the current use and allowing everyone to understand how it takes place.

A key part of this is the introduction of a feedback loop in which the students will have access to seeing what has taken place due to the information they have provided and some of the plans that take place behind the scenes to support them. The staff and student body are key stakeholders and make up a joint school community which aims to work together cohesively to produce 'School slogan'.

2. School Council and Year Council

The School Council is made up of a group of students that are elected by their class at the start of each academic year. This group of students meet four times a year, including a transitional Council, where all of the previous Years Council meet with the incoming group. The Council is set up to give the students a platform to take action on issues that they are passionate about within their school.

The Year Council meetings are for students in the same year group of each house, these meetings are led by the students that are part of the School Council in each house and year group. The purpose of these meetings is to gather further information from each group and to share the developments and plans currently in place.

Structure:

The School Council meetings coincide with the Year Council meetings. These School Council meetings will be held during period 5 on the day before the Year Council meetings. The meetings look to cover the same topics that will be addressed in the subsequent Year Council meetings, and will be used to gather further information from the pupils in preparation. In each of the Year Council meetings, ideas will be collated and fed back to the leadership team.

The first meeting of each academic year will address the previous year's achievements and will reintroduce the longer term aims. The School Council are then given a chance to decide their overarching focus of the academic year and the prefects design an agenda for the Year Council meeting. The following meetings will look at all of the data collated from the Year Council meetings and student voice forum. This will be collated by the Prefect team to set the agenda with 10 minutes allocated at the end of each meeting for AOB (any other business).

Students will vote for their representatives during English lessons at the start of each academic year, with the opportunity to be elected every year or for only one. This aims to allow a changing opinion base. The meetings are led by the prefect team and supported by members of staff. Prior to each meeting the prefects will be provided with an update on the changes made since the last meeting, which they will be able to feed back to the School Council.

Objectives:

The aim is to have a platform for the students to have the chance to discuss pressing issues and collaboratively plan to make changes within the school. As they are selected by their peers all students are fully aware of their class and house representatives to be able to feel back on what they want to change.

The platform gives students a chance to get involved with the changes being made that impact on them as learners/ members of the school community. This increases the students' sense of ownership, belonging and community. It also allows the school to build on the mission statement:

“School slogan” via providing the students with a democratic platform to be a part of the school's foundations.

Aims:

The prefect team and staff body will keep track of concerns raised by students both in the School and Year Councils, these will be analysed and distributed to whomever the issue may concern. Please note that it is not possible for every viewpoint to be fully addressed, it is possible that responses will be contradictory or take an extended time frame to be addressed. All ideas are appreciated and listened to with due care and consideration. If you feel that this is not the case then please discuss this further with one of the students listed below.

Key student contacts:

Head Prefect	Area of passion and focus for this year
Name	Wellbeing
Name	Communications to everyone in school Getting lower and upper school voice heard Creating system in a group setting Botley community project Mental health days, support during breaktime
Name	Environment and charity Competitions within sixth form and rest of school - awareness and charity 6th form sports
Name	Culture Language focus, choose country and an aspect of the culture to share with whole school

3. Student voice forum

Purpose:

To allow the students the opportunity to share their thoughts and opinions there is a student voice forum. This is an anonymous student voice platform which allows students to identify their concerns and submit them to the leadership team.

This has been created to allow the students that do not feel comfortable discussing things with a member of staff or peers a chance to share their views.

Outline:

This allows students the opportunity to share their views of what does and does not currently work at School A.

While all suggestions will be given the same level of care and attention, please be aware that not all suggestions will be possible to address.

If your concern is directed at a particular individual then this is not the platform for you. Please decide who is best to discuss your concern with such as; the head of department, your tutor, a friend, your house leader, the safeguarding team or the school health nurse.

The information that is given automatically is received anonymously so if you would like to be contacted about this please provide your name in one of the sections.

It will not always be possible to respond directly to all concerns so if you have any further questions then please contact: staff email address

Questions asked:

What does your suggestion concern?

Please provide more detail:

Who does it impact? e.g. individuals, class, year group, teachers, whole school

Can you suggest any measure that might improve the situation?

If you would like to be contacted please give name and school email address here otherwise this form will remain anonymous

Aim:

The school's aim is to read all submissions within a week. These will then be sorted into those that will be addressed quickly or require more time to act on. These will then be directed onto the right individuals for example a department or the site team.

Example of how information will be addressed:

What does your suggestion concern?	Please provide more detail	Who does it impact? e.g. individuals, class, year group, teachers, whole school	Can you suggest any measure that might improve the situation?	If you would like to be contacted please give name and school email address here otherwise this form will remain anonymous	Time Frame	Sent to
Toilets in F-block	The toilet roll has run out	Anyone needing the toilet	Please can it be checked more often		Instant	Cleaning staff/ Site Staff
Temperature in A43	It is too hot to focus in this classroom	Classes timetabled in this room	Please can the window be fixed or a fan put in		2 weeks	Site staff
Summer charity fair	The school does not have a fair in the summer term to raise money for charity	Whole school	Run a charity fair similar to the halloween one in the summer term	Joe Bloggs: jbloogs23@schoolA.org.uk	22/23 academic year	Charity Committee +response email sent
Sports Day	I really enjoyed sports day and had a lot of fun	PE department and house staff	Longer event next time as it was so enjoyable		Instant	Shared in staff bulletin

4. Leadership Team Interviews

Purpose:

For the leadership team to be able to gain an insight into what the pupils think and feel about the school. It is also to allow understanding as to what is important to them and making sure that this is acknowledged.

Pupils are the centre of the school community, through checking understanding of current aims, as well as questioning about school improvement matters, the team are able to monitor progress and changes.

Outline:

Annually, during tutor time the leadership team divides up the pupils, and between them have individual interviews with all pupils, working year group by year group.

These are short interviews that last approximately 5 minutes in which they ask targeted questions which focus on the year's aims.

The information gathered is then discussed and used during leadership meetings to make sure that the school is moving in a practical and positive direction, in which the pupils feel valued and supported.

5. Student Voice Framework

Purpose:

This framework has been designed to enable staff to use student voice with confidence and consistency. It has been designed through combining student and staff feedback with current research. The overall aim is to make it clear the value that School A attributes to student voice whilst making sure that it is approached with due care and consideration. This helps to create a community of respect and trust between the staff and students.

Outline:

This framework prompts you to think about what it is you are looking into and makes sure that you are using the correct method of data collection, considering the time frame of response and importantly that you are feeding back your intent to the students.

It builds on Lundy's (2007) Model of Voice displayed in the diagram below. This model outlines four elements that are important in achieving a successful use of student voice:

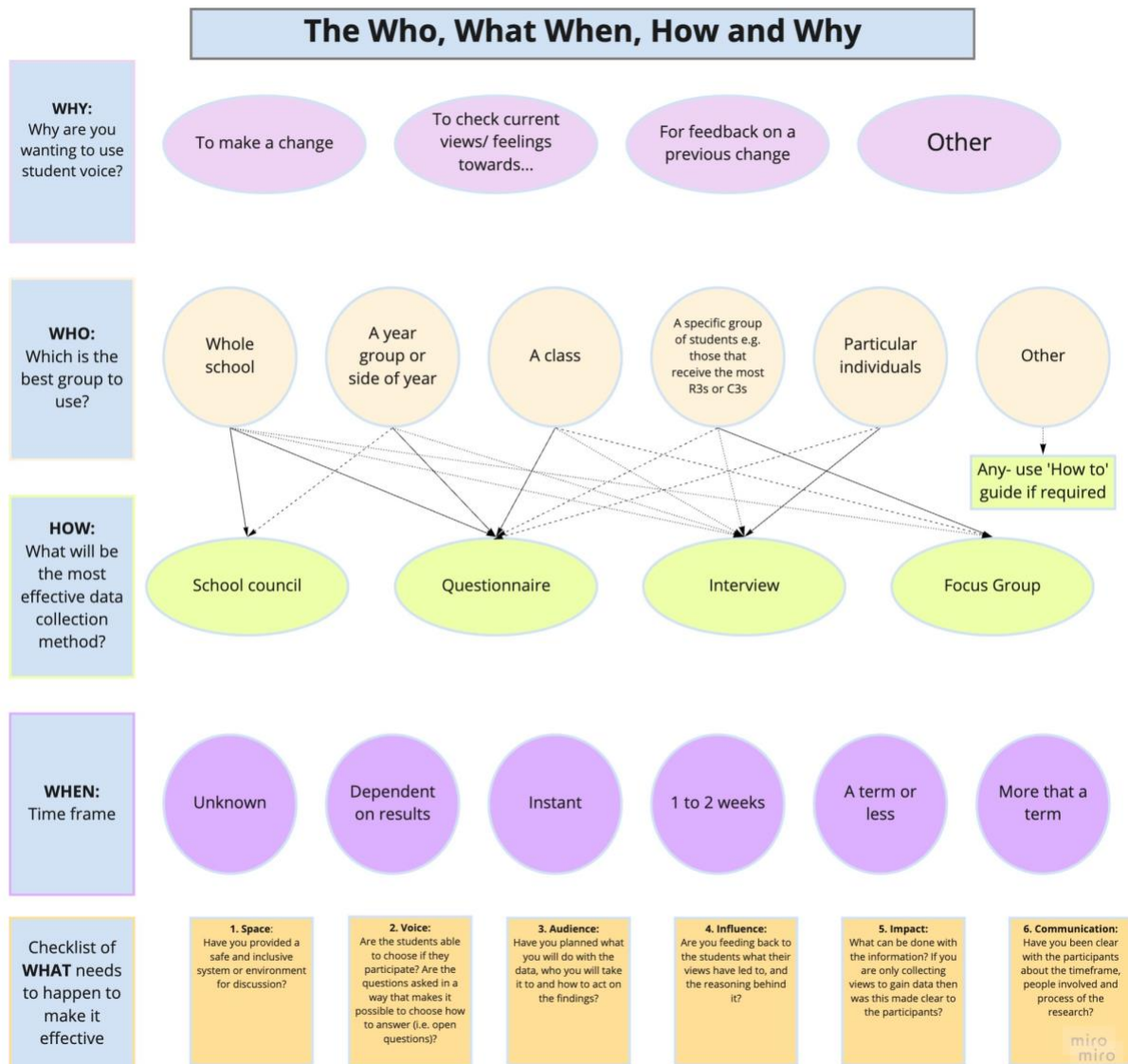


Figure 2 Lundy's Voice Model Checklist for Participation as included in Ireland's National Strategy on Children and Young People's Participation in Decision-Making 2015-2020⁶

Europa (2022)

A. Outline of inclusion

The following diagram works to make sure that use of student voice is fully planned and actualised. Often processes can start but not be completed, reducing the perceived value for both staff and students, through following the frameworks it should reduce the likelihood of this happening.



6. 'How to' Guidance-

Choose how to collect data:

Questionnaire: These can be conducted either on paper or online, these allow you to gain an insight into people's thoughts and feelings, they are easy to design to collect both specific thoughts or general opinions. They are always structured. They can be done on a large scale quickly and easily. For example, you can use google forms and send them directly to those that need to answer. However, you may not have everyone respond so it could be needed to create a suitable environment for them to respond such as a lesson but this could further create issues if they feel uncomfortable with responding honestly because of those around them.

Interviews: These can either be structured with all of the questions pre-determined and often more of a formal set up or unstructured in which some questions are pre-designed but mostly the interviewer responds to the discussion to develop responses. These are brilliant for gaining further depth of understanding about opinions. However, they take longer to conduct and it can be harder to analyse the data received as responses could be very varied.

Focus groups: These involve multiple people discussing the questions in a room, they are quicker than an interview in the respect of being able to include more people in a similar time frame to an individual interview. The issue can be that people's responses may reflect the environment and how comfortable/ or not they feel, some may overinflate responses and some may not feel comfortable discussing in front of a group.

School Council: If you would like something to be discussed with the school council then please seek with one of the senior prefects, there is then the opportunity to sit in on the meeting or else read the minutes produced. This introduces a concept on a wider scale although it can often be hard to ascertain the majority of thoughts and feelings as many conversations take place simultaneously.

Create a questionnaire:

Follow the three guiding principles

1. **Clarity:** make sure that the questions are not ambiguous- perceived in multiple ways, avoid having a double negative within the question such as: "Are you against cancelling detentions?" And double-barrelled questions "Do you like using questionnaires and interviews?"
2. **Bias:** avoid having leading questions, which cause respondents to give a particular answer. Be aware of socially desirable bias- respondents may want to answer a certain way to be viewed in a better light.
3. **Analysis:** answers need to be able to be analysed, consider what you are looking for, if you have an open question (which invites the respondent to answer how they like) it can create a lot of qualitative data that is harder to analysis as you could have 50 different answers. Alternatively you could make it a closed question (fixed answers, such as yes/no etc.) and list a number of answers, this causes the respondents to pick one so easier to analyse, but it may not reflect how the respondent feels.

Other things to consider:

Filter questions- it may be useful to have questions in to distract the respondent from the main purpose of the questionnaire, this reduces the chance of them perceiving how you want them to respond and so reduces bias.

Sequencing- start with easier questions, leaving the ones that may cause more anxiety or be more leading until the end as they will likely be more relaxed at that point.

Pilot study- do you need to send it out to a smaller group first to check if it works and if anything needs to be changed.

Design questions:

Open questions:

Pros- answers are able to be expanded on, giving more detail. Can give unexpected answers giving more clarity.

Cons- responders may avoid giving a longer response so could provide less data, it can also be harder to analysis the data for themes.

Closed questions:

Pros- have a selected range of answers for quantitative data, so are very easy to analyse.

Cons- May not fully cover how they feel so be an inaccurate view of opinions.

Conduct an interview or focus group:

Recording the interview: it is possible to take notes throughout an interview, but it is harder to listen to answers and take in all inferences and details, and make the respondents feel valued.

Alternatively audio recording allows for a full focus during the interview, however permissions are required, if you are unsure of who you need to ask for what you plan, please speak to the current research champion (see page 13).

Impact of interviewer:

If the interviewer is actively engaging with the respondent i.e., encouraging looks and enthusiasm for the topic then they are more likely to receive a richer response than a questionnaire.

Non-verbal communication: not sitting in a closed off manner such as having crossed arms, open facial expressions such as not having a frown. Head nodding, leaning forward and positive words work.

Listening skills: try and speak at the right times, not cutting them off too early but having some encouraging comments within.

Technique for unstructured interview:

Try and make sure that you are not repeating the questions that you have already asked in different ways, try and avoid probing too much, i.e. "Why", it is more useful to ask specific questions.

Guidance based on information gathered from Cardwell & Flanagan (2018)

7. Student voice champions

Research champion:

Area of expertise:

Staff's name

Teacher of English, up to date with current research

Teachers:

Staff's name

Teacher of psychology, Knowledge of research methods with extensive experience of questionnaires and interviews.

Staff's name

Assistant Head, teacher of PE, involved with day-to-day organisation of the school council and in charge of student voice.

See page 4 for the students involved with planning and organising the school council.

If you wish to be involved with the student voice process and feel you have something to contribute, then please contact **Staff's name**.

8. Reference list

Cardwell, M. & Flanagan, C. (2018) *Psychology A Level Year 1 and AS*. (5th ed.). Oxford University Press: Oxford.

Europa (2022) The Lundy model of child participation. Available at:

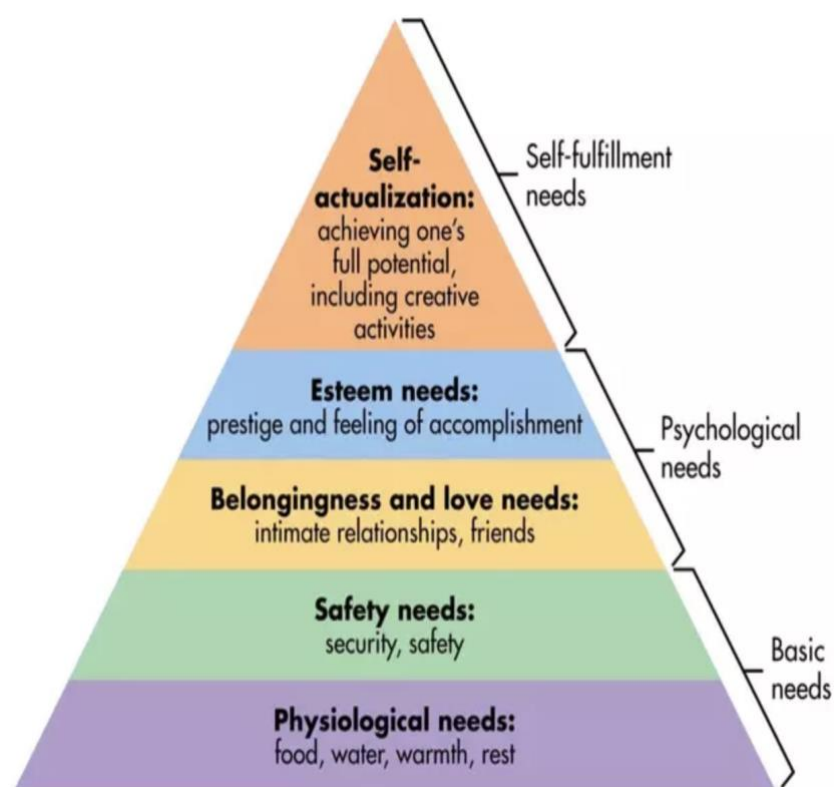
https://ec.europa.eu/info/sites/default/files/lundy_model_of_participation.pdf (Accessed: 7th July 2022).

Lundy, L. (2007) 'Voice' is not enough: Conceptualising article 12 of the United Nations convention on the rights of the child. *British educational research journal*. 33(6). Pp. 927-942. Doi: 10.1080/01411920701657033.

Thank you also to the staff and students that participated in [REDACTED]'s study whose answers made this possible.

Appendix 6: A brief summary of: To what extent does the use of School A's Positive Behaviour Policy affect students' sense of belonging and their motivation to learn?

After a numbers of moans and groans, over the last two years, from both pupils and staff relating to responses to the positive behaviour policy; it was decided this is a good area to pay attention to and to try and understand what the pupils' thoughts and feelings were about the policy as a collective, rather than the few noisy individuals.



Maslow's hierarchy of needs (McLeod, 2018)

Research shows that if a pupil has a sense of belonging and feels valued within their learning environment they are much more likely to be a successful learner with improved outcomes (Allen & Kern, 2017, Postlethwaite & Haggarty, 2002, linking to Maslow, 1954- see pyramid above). This relates to their love and belonging needs which should be embedded within the teaching practice. Two Year 7 classes and two Year 9 classes answered a mixed methods questionnaire which sought their opinions of the use of the positive behaviour policy both in school and when learning remotely, and how they would respond to different scenarios related to behaviour and questions that link to Maslow's hierarchy of needs. The aim of this study was to answer the following questions:

1. How does the implementation of the positive behaviour policy impact pupils' sense of belonging/ 'feeling valued' within School A?

One of the main contributing factors that the pupils identified is the lack of consistency in how the policy is used. Some pupils have shared a positive experience of the positive behaviour system; "Yes I like the reward system in place, it is very effective." (Pupil 17) and "the teachers can see that students are working hard and are trying to make an effort" (Pupil 63). However, there are many more points indicating a negative impact on the pupils' sense of belonging; "Mainly only bad behaviour is recognised and students that behave well are forgotten as they don't stand out" (Pupil 85) and "it sometimes depends on the teacher and sometimes they favour people." (Pupil 91).

2. Do pupils' perceptions of how the positive behaviour policy is used change with age and learning environment (in school vs. remote)?

In school the use of the consequence system is viewed by both year groups in the same way. However, a lot less Year 9 pupils compared to those in Year 7 feel that the reward system is used effectively. This perceived lack of consistency is likely to cause pupils to feel less valued and reduce their motivation to learn (see pie charts below).



Findings show that both Year 7 and 9 (and Payne found the same with Year 11's) pupils respond very well to positive reinforcement. This suggests that using R's consistently and justifiably will cause the pupils to feel more valued when learning.

3. Do pupils in School A perceive reward and/or consequences to have an impact on their motivation to learn?

Pupils were asked, through Payne's 2015 questionnaire, to identify how they would respond to particular stimuli (such as being told off in front of the class).

The measures that prompted the highest positive response rate, meaning that they viewed themselves to be working hard and behaving well were receiving low marks, negative comments on work, receiving R3's, school contacting parents to say that they are doing well and being spoken to quietly in class by the teacher and asked to concentrate. In contrast to

this the measures viewed to cause a negative behavioural response are missing break, being asked to move seats, being sent out of class and being told off in front of the class.

To finish the use of student voice in planning for change has been proven to be invaluable. Research has shown that pupils feel a lot more invested and engaged if they feel that they have had an influence over the procedure (Swinson, 2010).

Appendix 7: Lundy's model diagrams

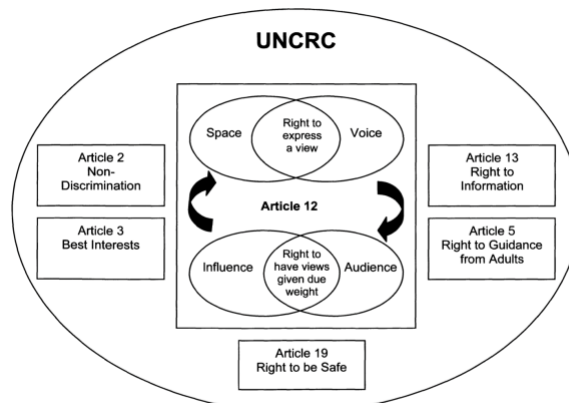


Figure 1. Conceptualising Article 12

Figure 1: Lundy's model: Conceptualising article 12 (Lundy, 2007)

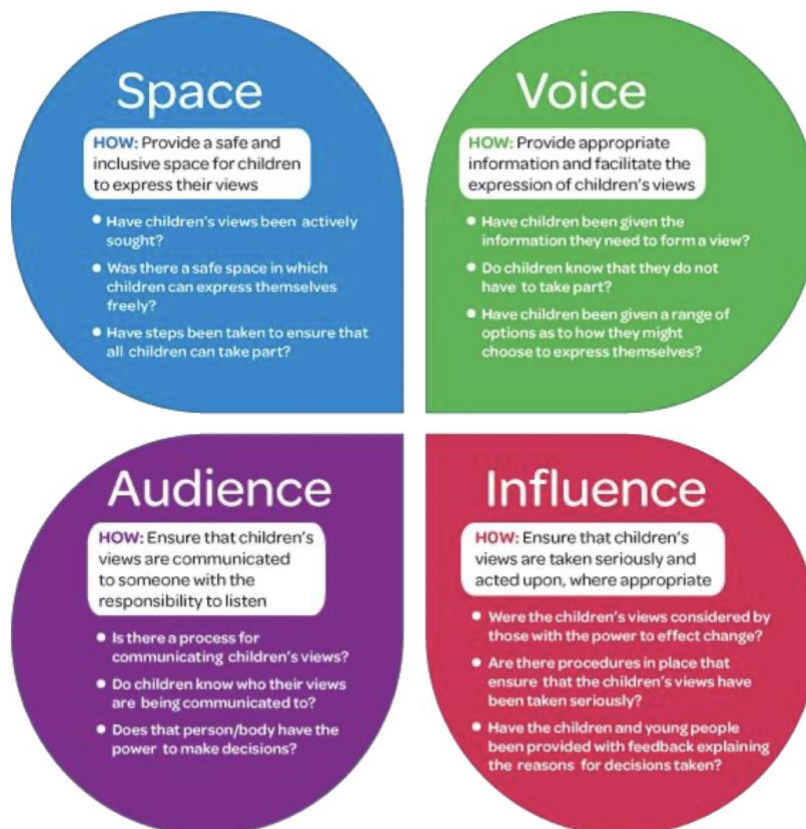
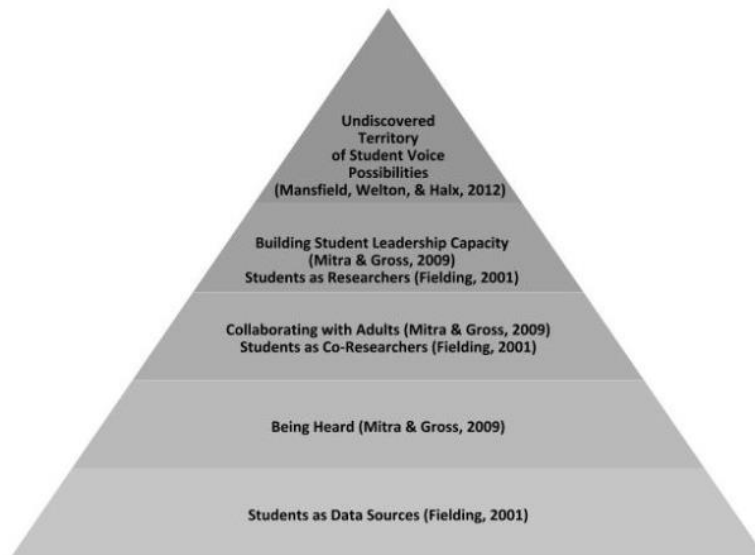


Figure 2 Lundy's Voice Model Checklist for Participation as included in Ireland's National Strategy on Children and Young People's Participation in Decision-Making 2015-2020⁶

Figure 2: (Europa, 2022)

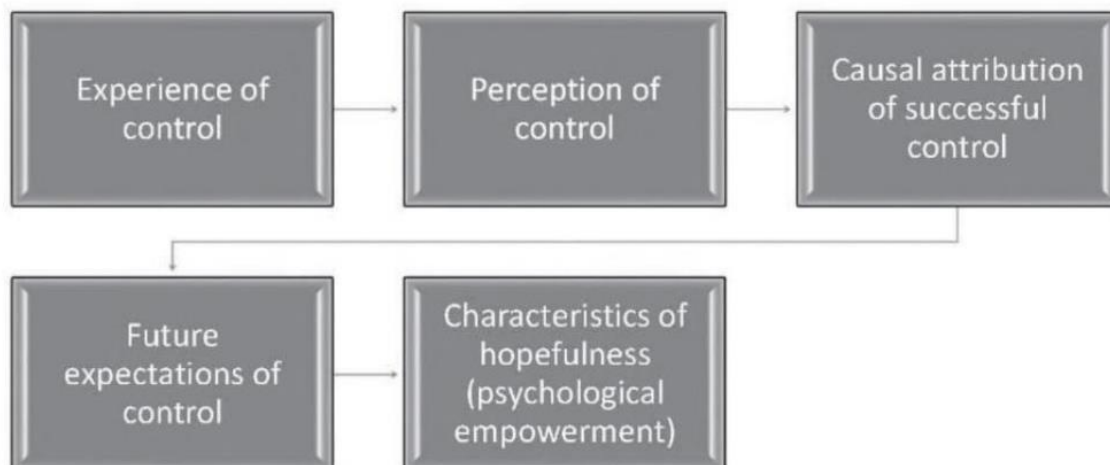
Appendix 8: The student voice continuum

(Mansfield, Welton and Halx's, 2018, p.13)



Appendix 9: Learned Hopefulness Model

(Zimmerman, 1990, sourced from Griffin, 2021 p.13)



Appendix 10: The six steps of thematic analysis

Step 1: Familiarising yourself with the data:

This links to the requirement to read and re-read the data collected, to familiarise oneself with what has been written (Kiger & Varpio, 2020). The Investigator chose to transcribe the audio recordings by hand to be able to gain an extra level of familiarity with the answers given.

Step 2: Generating initial codes

The second step after familiarisation is to identify initial codes of interest, these are the wider areas of response (Kiger & Varpio, 2020). The Investigator chose to use a SWOT framework to do this, initially breaking down the data into broader categories.

Step 3: Searching for themes

This stage requires looking through the coded data for any themes that are present, these are more specific foci, often thematic mapping takes place. This process is not emerging it is the Investigator that draws out specific information through interest, it can sometimes be an extensive process in which some data/ themes are ignored due to deemed irrelevance by the Investigator (Kiger & Varpio, 2020). This research after consideration and multiple lines of consideration, ended up focusing upon the four key elements of Lundy's model with 'Impact' and 'Feedback' also being selected as important by the Investigator.

Step 4: Reviewing themes

In this stage it is important to consider lots of questions such as, is there adequate supporting data in the theme? Is the theme too diverse, or too large or too small? And does the data coherently support the theme (Kiger & Varpio, 2020). At this stage of data analysis the Investigator decided to further code the data set into another thematic analysis to identify the extent to which each of the themes was a positive or negative experience for the students in School A.

Step 5: Defining and naming themes

There is a need to make sure that the name of the theme is coherent and supports the critical reader to understand how it links to the research project (Kiger & Varpio, 2020). The Investigator made sure that the data collected was all in the right sections, using figure 2 for appendix 9 to do a final analysis process. During this stage the Investigator also selected which quotes to build off of in this research project.

Step 6: Producing the report/ manuscript

This final stage is writing up the analysis and describing the findings. Starting to use the data to tell a story, providing a clear and logical view of what takes place (Kiger & Varpio, 2020). This is presented in Section 4.

Appendix 11: Questions to use from Lester's 'Need satisfaction Inventory' (1990)

36. I think the world is a pretty safe place these days

Mark only one oval.

1 2 3 4 5
Always true Never true

41. My anxiety level is high

Mark only one oval.

1 2 3 4 5
Always true Never true

37. I know my family will support me and be on my side no matter what

Mark only one oval.

1 2 3 4 5
Always true Never true

42. I feel like I don't have somewhere to belong

Mark only one oval.

1 2 3 4 5
Always true Never true

38. I feel dissatisfied with myself much of the time

Mark only one oval.

1 2 3 4 5
Always true Never true

43. I seldom have fears that my actions will cause my friends to have a low opinion of me

Mark only one oval.

1 2 3 4 5
Always true Never true

39. I have a good idea of what I want to do with my life

Mark only one oval.

1 2 3 4 5
Always true Never true

44. I am uncertain about my goals in life

Mark only one oval.

1 2 3 4 5
Always true Never true

40. I get an adequate amount of rest

Mark only one oval.

1 2 3 4 5
Always true Never true

45. In general, my health is good

Mark only one oval.

1 2 3 4 5
Always true Never true

46. I feel safe and secure

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

47. I have a group of friends with whom I do things

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

48. I know what my capabilities are and what I can not do

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

49. I eat enough to satisfy my hunger needs

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

50. My life is orderly and well-defined

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

51. I am interested in my ethnic roots and feel kinship with others in my ethnic group

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

52. I do not spend much time worrying about what people think of me

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

53. I feel I am doing the best I am capable of

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

54. I get an adequate amount of exercise

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

55. I am able to confide my innermost thoughts and feelings to at least one close friend

Mark only one oval.

	1	2	3	4	5	
Always true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Never true

Appendix 12: Curec document: [CIA-22-033]

This Curec form was completed in line with the initial focus of the study, due to the change in leadership plans in School A this focus was changed from using Student Voice to look at the Positive behaviour Policy to looking at how to improve Student Voice. After discussion with my course supervisor it was decided that re-submission was not required due to not changing the method of data collection and the close link of focus.

The Headteacher was involved in the change of focus and gave consent to look at the Student Voice process.

SECTION A: Filter for CUREC 2 application		
This section determines whether the application for ethics review should be made using the this form (CUREC 1A) or the CUREC 2 form (for research with more complex ethical issues).		
Please indicate with an 'X'.		
1. Does the research involve the deception of participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Are the research participants vulnerable in the context of the research, or classed as people whose ability to give free and informed consent is in question ? For example, <ul style="list-style-type: none"> · Participants aged 16 or under (also answer question A5); · Participants aged 16 – 18 (refer to competent youths for guidance); · adults at risk; Note the University's Safeguarding Guidance and Code of Practice and its implications for researchers involving young people or adults at risk.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. By taking part in the research, will participants be at risk of criminal prosecution or significant harm?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent Duty), which seeks to prevent people from being drawn into terrorism? Best Practice Guidance 07 on the Prevent Duty provides further guidance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered 'No' to all the questions above, go to Section B. If you answered 'Yes' to any question above, continue to question 5 below.		
5. Is your project covered by a CUREC Approved Procedure ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, list the CUREC Approved Procedure(s) you will follow	MSc modus operandi	
If you answered 'Yes' to ANY of questions 1-4, and answered 'No' to question 5, stop completing this form and do not submit it for ethical review. You will instead need to submit a CUREC 2 application form . If you answered 'Yes' to any of questions 1-4, and your project is covered by an Approved Procedure, go on to Section B . If more than one Approved Procedure applies, contact the SSH IDREC or your DREC for advice on whether a CUREC 2 form should be submitted instead.		

SECTION B: Researchers

1. Name of student's supervisor	[REDACTED]	
2. Department or Institute	[REDACTED]	
3. University of Oxford telephone number	[REDACTED]	
4. University of Oxford email address	[REDACTED]	
Copy and paste the following six rows as necessary to complete for each additional researcher who will be involved in this study, including student(s) and those external to the University.		
5. Name of researcher or student	[REDACTED]	
6. Department or Institute	Department of Education	
7. University of Oxford telephone number	[REDACTED]	
8. University of Oxford email address	[REDACTED]	
9. Role in research	Principle investigator	
10. Degree programme, if student research	MSc in Learning and Teaching	
The whole research team		
11. Have the researchers undertaken research ethics and integrity training?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
12. Please provide details of any research ethics and integrity training undertaken, including the dates of the training. Alternatively state relevant research experience.	2016-17: module at [REDACTED] - Research Processes- this included an extensive section on ethical consideration. 24 th October 2021- Research Integrity Core Course	
13. State any conflicts of interest and explain how these will be addressed.	n/a	

SECTION C: The research project

1. Title of the research project

Does using student voice to change how a Schools' positive behaviour policy is delivered create a greater awareness of the rules and sense of ownership?

2. Anticipated start date of the aspect of the research project involving human participants and/ or personal data (dd/mm/yy).	05th January 2022
3. Anticipated research end date (dd/mm/yy).	08 th September 2022
4. Provide a brief lay summary of the aims and objectives of the research. This should cover the questions it will answer and any potential benefits. (max 300 words)	
<p>The aim of this research is to see if the communication of the current behaviour policy supports or hinders pupils' knowledge and understanding of what is expected of them. It will look to find something that can be changed through the feedback gained via questionnaires and answers gained will support the discussion of the focus group. After this the next step will be to implement a change and re-use the first stages for the questionnaire to see if their knowledge and understanding is increased. Alongside this they will be asked about the impact of being part of a student voice to see if they have found this a valuable experience or not.</p> <p>The benefit of this research is that it will both create a change in the positive behaviour policy as well as discover how the students feel about the use of student voice to make changes. Identify the strengths and weaknesses of the current positive behaviour policy to determine what needs to be changed for it to become more effective.</p> <p>Student voice will be used in all stages of the project; finding something to improve, during the change and to assess the impact.</p> <p>Hypothesis: communication of the behaviour policy means that it is poorly understood, adhered to and enacted.</p>	
5. Please indicate the methods to be used (indicate with an 'X'):	
Analysis of existing records	<input type="checkbox"/>
Snowball sampling (recruiting through contacts of existing participants)	<input type="checkbox"/>
Use of casual or local workers e.g. interpreters (refer to guidance in BPG 01: Researcher safety)	<input type="checkbox"/>
Participant observation	<input checked="" type="checkbox"/>
Covert observation	<input type="checkbox"/>
Observation of specific organisational practices	<input type="checkbox"/>
Participant completes questionnaire in hard copy	<input type="checkbox"/>
Participant completes online questionnaire or other online task (refer to guidance in BPG 06: Internet-mediated research)	<input checked="" type="checkbox"/>

Using social media to recruit or interact with participants (refer to guidance in BPG 06: Internet-mediated research)	<input type="checkbox"/>
Participant performs paper and pencil task	<input type="checkbox"/>
Participant performs verbal or aural task (e.g. for linguistic study)	<input type="checkbox"/>
Focus group	<input checked="" type="checkbox"/>
Interview (refer to guidance in BPG 10: Conducting research interviews)	<input type="checkbox"/>
Audio recording of participant (you will generally need specific consent from participants for this)	<input checked="" type="checkbox"/>
Video recording of participant (you will generally need specific consent from participants for this)	<input type="checkbox"/>
Photography of participant (you will generally need specific consent from participants for this)	<input type="checkbox"/>
Others (please specify below)	<input type="checkbox"/>
<p>6. Provide a brief summary of the research design and methods. What will research participants be asked to do? (max 300 words) Please also submit a copy of the questions participants will be asked, if applicable, or some information about the sorts of topics that will be covered.</p> <p>This study will be carried out through a mixed methods design, using a combination of observation, online questionnaire and focus group to identify what needs to be changed and assess the impact that this has.</p> <p>Pupils and staff will both complete an online questionnaire which includes both quantitative and qualitative questions (see appendix 1). This will be slightly adapted at the end of the research to analyse the impact of using student voice as well as getting the quantitative data to show if any change has occurred. Pupils and staff will be asked to carry this out in tutor time independently (without discussion) to make sure that as many people as possible complete it with minimal influence on one another as possible.</p> <p>Once the first collection of data has been analysed a focus group will take place which will include a diverse range of pupils in the student council who are the schools identified student voice, these pupils will be asked a about why answers were given and guided in discussion to find something to change (see appendix 2).</p>	
7. List the location(s) where the research will be conducted, including any other countries.	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

8. Clarify which parts of the research will be conducted in-person and which will take place remotely, e.g. online .	All pupil research will be conducted with a member of staff present.	
9. If your research involves fieldwork or travel and your department requires a travel risk assessment, will you have completed and returned a risk assessment form beforehand? Please indicate with an 'X'. (This must be approved by your department before you travel. If you are travelling overseas, you are advised to take out University travel insurance .) Refer to guidance available from your Department, the Safety Office , the Social Sciences Division , and the Humanities Division , and on travel for University business .	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
	Not required in this instance	<input checked="" type="checkbox"/>
10. In the case of international or collaborative research, explain how you will address any ethical issues specific to the local context. Please provide details of the local review, approval or permission obtained or required. Refer to the BPG 16: Social science research conducted outside the UK . If there will be no local review, explain why not. Please also address any physical or psychological risks for Oxford researchers and local fieldworkers in Section G .		
n/a		
11. Name of departmental/ peer reviewer (if applicable)	Department of Education	
12. External organisation funding the research and grant reference (if applicable)	n/a	
13. Please refer to the CUREC Best Practice Guidance and list any that have been used to develop your research.	Elite and expert interviewing Research involving competent youths Management and protection of data collected for research purposes Conducting Research interviews	

SECTION D: Recruitment of research participants

1. Number of participants	Student questionnaire- 180 min. Staff questionnaire- 30 approx. Focus groups- 1 or 2 groups of 7	
2. How was the number of participants decided?	Tutors will be asked to get pupils to fill in this form during a tutor time. Focus groups- pupils will be selected from student council through pulling names from a hat as to not sway results. All staff will receive the questionnaire but it will be optional to answer.	
3. Age range of participants	11+	
4. Inclusion criteria	Teaching staff and students	
5. Exclusion criteria	n/a	
6. Indicate with an 'X' all intended recruitment methods Please submit copies of the recruitment material that will be used, e.g. advertisement text, introductory email text.	Poster advert	<input type="checkbox"/>
	Flyer	<input type="checkbox"/>
	Email circulation	<input checked="" type="checkbox"/>
	Social media (e.g. Twitter, Facebook)	<input type="checkbox"/>
	Website	<input type="checkbox"/>
	In-person approach	<input type="checkbox"/>
	Snowball sampling	<input type="checkbox"/>
	Recruitment sites (e.g. Mechanical Turk)	<input type="checkbox"/>
	Existing contacts or volunteer database	<input type="checkbox"/>
	Other (please specify): For students; tutor groups and members of student council for pupils. For staff; a link in the staff bulletin	<input checked="" type="checkbox"/>

<p>7. How will potential participants be identified and approached?</p>	<p>Student questionnaire- Tutors will be asked to share with their group and carry it out together. Staff questionnaire- 30 approx.: all staff will be contacted and asked to complete this questionnaire through the weekly staff bulletin any submitted will be used for this project. Focus groups- all pupils will be part of the student council, they will be emailed to ask if they would be willing to participate in this focus group, those that consent will have their names drawn from a hat until 7 are selected. If this goes well then another group may take place with different students to increase the number of participants involved.</p>
<p>8. Will informed consent be obtained from the research participants or their parents/ guardians? If not, please explain why not.</p>	<p>Consent for the online questionnaire will be sort from participants alone due to the lack of sensitive information obtained. For pupils under 18 that are participating in the focus group consent will be requested from both the pupils and their parents due to nature of discussion and because it will be audio-recorded to enable transcription to occur.</p>
<p>9. For each activity or group of participants, explain how informed consent will be obtained from the participants themselves and/ or their parents/ guardians, if applicable. How will their consent be recorded?</p>	<p>See start of appendix one for consent discussion- tutors will also be briefed as to what to tell them in relation to consent. For the focus group pupils consent will be sought in the first instance, once this is obtained parents will be contacted to see if they are happy for this group to be audio recorded for transcription purposes.</p>
<p>10. Provide details of any payments and incentives and the rationale for providing these. Further guidance in Best Practice Guidance: 05 Payments and incentives in research.</p>	<p>n/a</p>
<p>11. Describe how participants</p> <ul style="list-style-type: none"> · may withdraw from the study · may withdraw any personal information they have provided from the study <p>State any limits to withdrawal, for example once the data has been anonymised or at some other specified stage prior to publication. Make sure participants are aware of any withdrawal limits.</p>	<p>As the questionnaire is fully anonymous participants will only be able to withdraw as they carry it out, they will be asked if they consent prior to and after completion and be told that this is the case. Participants in the focus group will have 2 weeks to express if they would like their input to be omitted from the study. Any identifying statements will be removed from shared research.</p>

SECTION E: Research data

All information provided by participants is considered research data for the purpose of this form. Any research data from which participants can be identified is known as [personal data](#); any personal data which is sensitive is considered [special category data](#). Management of personal data, either directly or via a third party, must comply with the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018, as set out in the [University's Guidance on Data Protection and Research](#).

In answering the questions below, please also consider the points raised in the [Data Protection Checklist](#) and [Data Protection Screening Assessment](#) and whether, for higher-risk data processing, a separate [Data Protection Impact Assessment](#) may also be required for the research. Advice on research data management and security is available from [Research Data Oxford](#) and your local IT department. Advice on data protection is available from the [Information Compliance team](#).

For guidance on conducting internet-mediated research, refer to CUREC's [Best Practice Guidance 06: Internet-mediated research](#).

1. What data will be collected? (Indicate with an 'X')

Screening documents	<input type="checkbox"/>	Task results (e.g. questionnaires, diaries)	<input type="checkbox"/>
Consent records (e.g., written consent forms, audio-recorded consent, assent forms)	<input checked="" type="checkbox"/>	IP addresses (refer to Best Practice Guidance 09: Data collection, protection and management for guidance)	<input type="checkbox"/>
Contact details for the purpose of this research only	<input type="checkbox"/>	Field notes	<input type="checkbox"/>
Contact details for future use (guidance)	<input type="checkbox"/>	Photographs	<input type="checkbox"/>
Opt-out forms	<input type="checkbox"/>	Information about the health of the participant (including mental health)	<input type="checkbox"/>
Audio recordings	<input checked="" type="checkbox"/>	Previously collected (secondary) data	<input type="checkbox"/>
Video recordings	<input type="checkbox"/>	Data already in the public domain. Specify the source of the data:	<input type="checkbox"/>
Transcript of audio/ video recordings	<input checked="" type="checkbox"/>	Other, please specify:	<input type="checkbox"/>

2. During the course of the research, where will **each type of** research data be stored?

Data will be stored on our schools' password protected system in line with the data protection policy. Voice recording will be transcribed within 24hours and the original recording will be deleted on completion.

3. Who will have access to the research data during the project?	My supervisor [REDACTED], [REDACTED], [REDACTED] and myself.			
4. Please complete this section if your research involves the use of secondary (i.e. previously collected) data.	Please indicated with an 'X'.		Yes	No
	Are data access agreements in place for access to and use of this secondary data? (If so, please attach these.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Did the individuals agree that their data could be used for this purpose?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Could anyone (including members of the research team) link the data back to an individual or individuals? If this is a possibility, please explain how the associated ethical issues will be addressed: 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5. How do you intend to share the research data at the end of the project?	Depositing in a specialist data centre or archive	<input type="checkbox"/>		
	Submitting to a journal to support a publication	<input type="checkbox"/>		
	Depositing in an institutional repository	<input type="checkbox"/>		
	Dissemination via a project or institutional website	<input type="checkbox"/>		
	No plans to share the data	<input checked="" type="checkbox"/>		
	Other (please specify): 	<input type="checkbox"/>		
6. How do you intend to report and disseminate the results of the research? (Indicate with an 'X')	Thesis publication	<input type="checkbox"/>		
	Publication in a peer reviewed journal	<input type="checkbox"/>		
	Publicly available report	<input type="checkbox"/>		
	Conference presentation	<input type="checkbox"/>		
	Publication on a website	<input type="checkbox"/>		
	Report to a research funder	<input type="checkbox"/>		
	Providing participants with a lay summary of the results	<input type="checkbox"/>		

	Submission for academic assessment	<input checked="" type="checkbox"/>
	Other (please specify):	<input type="checkbox"/>

7. Explain what will happen to the data at the end of the research project.
This question must be answered for each type of data, including completed consent forms.

Data collected and consent forms will be kept on a secure server for 3 years after completion and any publication. This data will be stored on the schools private server after finishing at the university to make sure that it is secure. There is no personal data collected however, after the time period is up all data will either be deleted.

SECTION F: Protection of research participants and their personal data		
1. How identifiable will the participants be from the research outputs ? (Indicate with an 'X')	Directly identifiable from the information included	<input type="checkbox"/>
	Pseudonymised / indirectly identifiable	<input type="checkbox"/>
	Not identifiable – data is anonymous	<input checked="" type="checkbox"/>
	Other, please specify:	<input type="checkbox"/>
2. To what extent will the data be de-identified ? How identifiable will any individuals be from the research data? Describe any measures you will take towards assuring confidentiality , potential risks to confidentiality.	<p>All information obtained from the questionnaire's will only identify he pupils by year group there will be no other way to ascertain who they are.</p> <p>For the focus group all pupils will be numbered randomly, to give continuity of who says what.</p> <p>One possible risk is if what the pupils say in the focus group is very specific to themselves. If this is the case, then this will be blacked out in the transcription in any publication to maintain anonymity without ignoring the statement completely.</p>	

<p>3. How will you ensure that third parties (e.g., interpreters and transcribers) are aware of and adhere to the measures described in this form?</p>	<p>n/a</p>
--	------------

SECTION G: Risks and benefits of the research

1. Will the research involve topics that could be considered sensitive? If so:
 - a. Please provide more detail or supporting information (such as the interview questions) to show the range of questions;
 - b. Explain what steps will be taken to reduce risk of distress;
 - c. Consider seeking advice from within your Department or from the ethics committee including whether the application might benefit from additional ethics review (e.g., via a CUREC 2 application).

Questions are focused on what the current positive behaviour policy currently says as well as what the pupils think about it. The researcher has made a conscious effort to make sure that the questions are phrased in a way that will not compromise or distress the pupils involved.

The nature of the topic is unlikely to cause the pupils distress although if it does then it is expressed that the pupils are able to refrain from answering and can withdraw at any point.

2. Describe any additional burden or risks to the participants and the steps you will take to address these.

When they carry out the questionnaire, they will have either the researcher or their tutor in the room with them so if they have any questions, they will have an adult with them to support. During the focus group there will be a member of senior leadership and myself in the room, to make sure that no-one is placed in a compromising position.

3. Describe any physical or psychological risks to the researcher(s) (including local fieldworkers or research assistants) and the steps you will take to address these.

Through not being alone with any participants there should be minimal risk for the researcher.

4. Describe any benefits of the research, both to participants and to others.

Make the Positive Behaviour policy at [redacted] easier to access for both pupils and teachers. Leading it to be easier to carry out and to follow as pupils are confident in what is being asked of them.

To understand what both the pupils and staff think about the policy and use student voice to enact change.

Finding out about how pupils feel about student voice.

5. Give details of any other ethical issues or relevant information.
n/a

SECTION H: Professional guidelines		
Please indicate with an 'X' at least one set of professional guidelines you will follow.		
Research specialism/ methodology	Association and guidance	
Anthropology	Association of Social Anthropologists of the UK	<input type="checkbox"/>
Computer Science	ACM Code of Ethics and Professional Conduct	<input type="checkbox"/>
Criminology	British Society of Criminology Statement of Ethics	<input type="checkbox"/>
Education	British Educational Research Association Ethical Guidelines for Educational Research	<input checked="" type="checkbox"/>
Geography	American Association of Geographers Statement on Professional Ethics	<input type="checkbox"/>
History	Oral History Society of the UK Ethical Guidelines	<input type="checkbox"/>
Internet-mediated research	Association of Internet Researchers Ethical Guidelines British Psychological Society: Ethics Guidelines for internet-mediated research Association for Computing Machinery Code of Ethics and Professional Conduct	<input type="checkbox"/>
Management	Academy of Management Code of Ethics	<input type="checkbox"/>
Political Science	American Political Science Association (APSA) Guide to Professional Ethics in Political Science	<input type="checkbox"/>
Politics	Political Studies Association. Guidelines for Good Professional Conduct	<input type="checkbox"/>
Psychology	British Psychological Society Code of Ethics and Conduct	<input type="checkbox"/>
Social research	Social Research Association: Ethical Guidelines	<input type="checkbox"/>
Socio-legal studies	Socio-Legal Studies Association: Statement of Principles of Ethical Research Practice	<input type="checkbox"/>
Sociology	The British Sociological Association: Statement of Ethical Practice	<input type="checkbox"/>
Visual research	ESRC National Centre for Research Methods Review Paper: Visual Ethics: Ethical Issues in Visual Research	<input type="checkbox"/>
Other professional guidelines		<input type="checkbox"/>

SECTION I: Endorsements and signatures

Please ensure this form is endorsed by the [Principal Investigator](#) (or student's supervisor), the Head of Department (or nominee) and, if student research, by the student themselves.

The SSH IDREC Secretariat accepts either option below. If you have a [DREC](#), check which signature option it prefers.

· **Option 1: direct email endorsements**

Each of the signatories should submit an email from a University of Oxford email address, indicating their acceptance of the responsibilities listed below.

· **Option 2: signatures**

Please scan the signed form and email it to us as a PDF. Pasted images of signatures cannot be accepted.

Endorsement by the Principal Investigator/ student supervisor and student, if applicable

I/ we the researchers understand my/ our responsibilities as Principal Investigator (and student, if applicable) as outlined in the guidance on the CUREC website. I/ we declare that the answers above accurately describe the research as presently designed, and that the ethics committee will be informed of any changes to the project which affect the answers to this form.

I/ we will inform the relevant IDREC if the Principal Investigator changes.

Name of Principal Investigator

██████████

Principal Investigator's signature

██████████

Date

██████████

Name of student (if applicable)

Student's signature

Date

Departmental endorsement – from the Head of Department or nominee

(Another senior member of the department may sign where the head of department is the Principal Investigator, or where the Head of Department has appointed a nominee. Example nominees include Deputy Head of Department, Director of Research, or Director of Graduate/ Undergraduate Studies.)

I have read the research project application named above. On the basis of the information available to me, I:

- consider the PI and student researcher (if applicable) to be aware of their ethical responsibilities in regard to the ethical issues associated with this research;

<p>· am satisfied that the proposed design and methodology are sound; the research has been subject to appropriate peer review and is likely to contribute to existing knowledge and/or to the education and training of the researcher(s) and that it is in the public interest.</p>	
Signature	████████████████████
Name	
Role	
Date	

Questionnaire in association with ██████████ MSc in Learning and Teaching

CUREC Approval Reference:

General Information

The aim of this study is to discover pupils views of how the positive behaviour policy is implemented. Please read through this information before agreeing to participate (if you wish to) by ticking the ‘yes’ box below.

You may ask any questions before deciding to take part by contacting the researcher (details below):

████████████████████

The Principal Researcher is ██████████ who is attached to the Department of Education at the University of Oxford. This project is being completed under the supervision of

████████████████████

Participants will be asked to complete an online questionnaire. This should take about 5-10 minutes. No background knowledge is required. This data will be used to identify staffs’ knowledge of the positive behaviour policy.

Do I have to take part?

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by pressing the ‘Exit’ button/ closing the browser. All questions are optional, if you do not want to answer then leave it fully blank, if you are unsure then write in a ?.

How will my data be used?

The data collected will not identify you. Your IP address will not be stored . We will take all reasonable measures to ensure that data remain confidential.

The responses you provide will be stored in a password-protected electronic file on University of Oxford secure servers and may be used in academic publications and a conference presentation. Research data will be stored for 5 years after publication or public release of the work of the research.

Who will have access to my data ?

The data you provide may be shared with other members of staff as well as academics with the University of Oxford The results will be written up for an MSc degree.

Who has reviewed this study?

This project has been reviewed by, and received ethics clearance through, a subcommittee of the University of Oxford Central University Research Ethics Committee [reference number].

Who do I contact if I have a concern or I wish to complain?

If you have a concern about any aspect of this study, please speak to [redacted] or [redacted] and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Social Sciences & Humanities Interdivisional Research Ethics Committee; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Boundary Brook House, Churchill Drive, Headington, Oxford OX3 7GB OR If you have read the information above and agree to participate with the understanding that the data (including any personal data) you submit will be processed accordingly, please tick the box below to start.

Headteacher letter

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION

15 Norham Gardens, Oxford OX2 6PY
Tel: +44(0)1865 274024 Fax: +44(0)1865 274027
general.enquiries@education.ox.ac.uk www.education.ox.ac.uk



Director Professor Jo-Anne Baird

Headmasters Name
Schools address..

Dear Headmasters name,

I am writing to enquire about conducting research in school this academic year. As you know, I am studying for the Master's in Learning and Teaching at Oxford University, supervised by [REDACTED]. In my final research project "*Does using student voice to change how a Schools' positive behaviour policy is delivered give students ownership?*". I will explore how the positive behaviour policy is perceived by the pupils and look to use them to design a change to the current policy.

This project will primarily take place during tutor time as well as questionnaires being shared in both bulletins to assess the impact that it has. Pupils will be encouraged to complete this questionnaire during a tutor time with all staff being contacted before to explain process. [REDACTED] and [REDACTED] have agreed to collaborate with me on this. By participating in the research, the school would be contributing to a project that will look to develop pupils understanding and familiarisation of the positive behaviour policy.

I hope to conduct this research between January 2022 and June 2022. I intend to send out an online questionnaire to both staff and students at the start and end of this process. After the first questionnaire I will look to hold a focus group with a diverse selection of pupils in the school council which will look to plan how the change will take place. This will then be fed back to the wider school with intention to enable pupils to take ownership in design.

Oxford University has strict ethical procedures on conducting ethical research, consistent with current British Educational Research Association guidelines. The University also recognises, however, that my study is a piece of practitioner research, and that schools already operate with the highest ethical standards. Therefore only your formal consent as headteacher is necessary, and not that of individual parents or staff. However, throughout the research, students and other teachers will be able to refuse to participate in any research activities at any time.

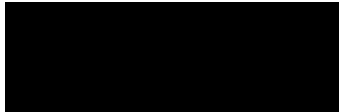
All participants, including students, teacher and the school, would be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor [REDACTED] and me, and only used for academic purposes. It will be kept for as long as it has academic value.

If you are happy for me to proceed with this study, please confirm that using the attached reply form. If you have any concerns or need more information about what is involved, please contact me or my supervisor. Further, if you have any questions about this ethics process at any time, please contact the chair of the department's research ethics committee, though: research.office@education.ox.ac.uk

I look forward to hearing from you.

Yours sincerely,
Researchers name

- We do not wish to participate in this project.
- We would like to find out more about this project.
- We would like to take part in this project.



Head teacher's signature

Thank you for your help.

Appendix 13: Examples of data coding process

The full transcription exceeds 20,000 words and was broken down into varying online and printed anonymised documents, to enable the Investigator to code themes. See below a couple of examples of the extracts. And on the following pages

SWOT Analysis and thematically coded:

Although questions focused on all student voice the students only really referred to the council

Visible staff effort
Student general support of it
links between years/ individual responsibility
random things they liked about it.

Strengths

S4: they tried to change it

S3: sometimes the problems were the solutions

S4: A lot of work goes into setting them up, like authorising the absences from lessons trying to make sure everyone is there, setting you up your prefects and head prefects, this chain of command, getting control of, so, um, I think a lot is put into it

S5: You need a student voice don't you

S1: They have organised it quite well, like setting up all of the meetings and things, so like they have made it pretty easy for them to know like from going like from lower years to higher years and head prefects and stuff, it makes it easier for them rather than just listening to thousands of kids,

S6: when I was getting up to the higher years I was starting to see like people coming into school council who weren't like people who were typical people would be in school council

S3: obviously school is meant to prepare us for real life so having that internal democracy in school is always good

S1: I think that it's done well that students feel like they have a voice, like I was talking to a year 7 she wanted, she came to me and... from diversity committee, culture committee, she wanted to talk to us about what she wanted to do, its a lot better like when I was a year 7 I would never feel comfortable doing that so, I think it has improved a lot

S7: I like voicing my opinion on things that I view are, like if anything is wrong I would like to help have a part in fixing that and I do quite like the, I just like student council in general, I like the way that kids can have an opinion on stuff to do with them. I just like doing that and I think it is very useful to if I can make a change in the school when I think something is wrong is a very nice thing to do.

S9: If I am honest I did it just to skip lessons at first but, it is also a good thing, it is important in some ways, a good thing I did it

S11: Some of the things I mentioned in school council happened like non school uniform, we have had more of those, so it was good

S9: I guess it gives us some way of getting into the school, it gives us some way to get into the school because I think without it, it would be like no hope the toilets would probably never get addressed and stuff like that, so there is some power to it, it's just in my opinion not powerful enough

S7: its a lot better and easier way to show the school how it can actually improve because from a teachers point of view it's a very different perspective to then to the students so if it was just all of the decisions were based on teachers it would be a lot of students wouldn't like it umm even some other teachers wouldn't like it I think just it's and easier and more beneficial way to change the school effectively so all of the students can be happy

S9: Um what like um I think in some aspects it is good like how student council can be done by and the teachers can be told what we want

S7: I think that the way that student council is run it is okay

S17: Um just to improve the school in any way that we can because students am't always heard so yeah

S16: Oh um actually getting involved, having your voices heard, making a change, you know.

S17: yeah I think we are heard

S15: For example to make a change in the environment, for example we have been chosen to do the part we have done and other people are relying on us.

S16: it also gives a way for students to talk to teachers, to the head teacher in that sense, you can't say oh well I have no way of saying this, that and the other because you do. Even if no one uses it or if it doesn't get used much it is still there as a way that in theory you could go up to someone in your school council person and be like at the next thing can you ask them about this, that, the other. I mean they are not necessarily going to but if enough people are behind an idea that you have got then you know, you have got to kind of like talk about it

S12: I am actually a bit happier because as the got the tables they like group us and like it was really nice because like you could actually talk to them and it wasn't like a large amount of people it was like something that was um somewhere that we could suggest our ideas

S17: Yeah I think like what S16 said there are students that can like bring up the issues or like whatever they think you know not thinks like the curriculum but you know things like you know things within the school because they are the ones that are going to school and their you know if schools isnt their favourite place to come to or it is not an enjoyable environment or if they don't feel comfortable then these problems should be raised to the teachers

S16: personally don't see the need for it I think to myself right I have gone to school council, Ive if I have said anything then I have said what I need to say, hopefully it will happen, maybe it wont, maybe it wont at the end of the day sitting there getting an opinion for five minutes, being told we are working on it

S16: I would say that the student voice as a whole is good

S19: I am part of it because um I think there is some issues that um teachers wouldn't understand, and that there obviously there needs to be a student voice about it and some other issues in school

S26: yeah I like being involved in the discussions towards what actually happens in school and how we can like,

changing things is important.

like to why the aims & objectives are selected in the policy.

students are not aware of the purpose of it, even those that are in it.

students feel the need to take ownership.

about feedback of whats happenin'.

A lack of transparency
- maybe link in
the bulletin.

S31: Also I think that there are too many people that have so many views to do what every single person wants
 S32: I think also every time I go there is a very strict agenda and obviously there are things that the school needs to discuss but there generally isn't time to raise issues that we think are a big deal and have time and even on the agenda last we were told what can the students do about the toilets and I thought we were meant to be like asking what the staff are going to do even if we as a student council come up with it we are not representing it so yeah we can't just tell everyone every student what we would do
 S33: Not unless it actually happens like every time it is stuff like clean the toilets, get the toilets sorted, get stuff like this sorted but if nothing ever actually happens then there is no point
 S32: yeah like in tutor time they were like yeah we can send that form it just didn't happen, we will bring stuff up and they will be like yes we will look into that but we never see any actual results or changes because of it.
 S34: I think that the school should pick who is on student council because or like do wait this is really random but if you do that um the same people are going to volunteer every time or it is going to be like the group of people who enjoying stuff like this but the opinions need to be coming from a lot of different backgrounds, like even if they don't want to be in student council you need those opinions from everywhere, so I think yeah should introduce more different people and if you have already done it once you don't do it again
 S32: Um I think it would be worth sending out the agenda before but doing year council before student council um because often what will happen is that we will come back from student council say this is what we discussed then people will have further questions or other issues that they want to raise and it's like kay we will try and remember that for four months time um and so even though we have been telling them what has been discussed there is no way to actually feed it back
 S30: I think it is good having feedback on student council which is obviously very helpful um I just hope that it is not the same as student council and what we do say is feedback and some changes are made
 S29: Um yeah it is good but nothing does happen, they don't make changes.

There is a lack of clarity in what the school council aims to do.

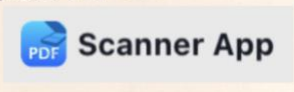
Even if changes are in place there is a perception that it is not happening which is a dangerous as it not happen -> it could make feel un-fulfilled & disengage.

Opportunities
 S5: we need to be given more access
 S3: we can't do anything about the canteen but it's like well at some stage of this school someone will be able to do something about the canteen so it's like just being able to kind of get to that point.
 S5: Yeah I think that student voice can only go so far, I think the teachers need to also help the students then put what they are saying into practice
 S6: when I was getting up to the higher years I was starting to see like people coming into school council who weren't like people who were typical people would be in school council but like I think that there needs to be more like, I guess the only work that I can use to describe it is positive discrimination but in all sense no just like umm about kind of ethnicity but also the like, umm more people who are kind of like, when we are talking about reforming the detentions system we would have people there who would actually understand oh right I don't like the detentions because of this not just because they think that this is what happens you know. More people from around the school is whats actually going to get action isnt it, so.
 S4: guess um I think that speaking up about it is really important and like google forms is like a sort of anonymously and anonymous ways of doing it might be a good way to do it so forms and things like that are good, but I think that just like student action is also just as important, like delegating to the students to do stuff, like diversity and charity and social committee, like within those sort of aspects because everyone has a specific role they tend to get more done, like the social committee actually does organise social events, charity does do charity events, diversity like as you said people do come up to you um and having these specific like groups, yeah and they could be teachers I guess umm it help get stuff done.
 S10: if you got to chose who is next to you, it easier to talk to and if you are talking you are going to think of more things
 S7: I think there should be like at least maybe in English lessons maybe at least one lesson kind of dedicated to getting other students opinions of what we want, what they want to change from us and

have an online one - forum?

generally less want more

- need more staff support
- ideas + times it's done
- Students in it
- need more available to them



Coded through Lundy's model and SWOT analysed:

Space	Voice	Audience	Influence	Impact	Feedback	M
S3:have the me	S3: feel like th	S4: It just beca	S1: it felt a bit p	S4: they tried to	S3: sometimes S	
S4: A lot of wor	S3: they value	S5: kind of the	S5: I think we r	S5: not given th	S3: oh we are i S	
S1: They have	S4: the studen	S3: the canteen	S9: But also lik	S2: I think that	S2: you kind of	
S3: I was starti	S3: Um, i think	S4: I think there	S7: They never	S2: Since lowe	S3: But yeah I	
S1: I think that	S10: I think tha	S4: I don't know	S9:but also sor	S3: S3: Yeah th	S9: I guess jus	
S2: Also buildir	S6: I think there	S5: I think then	S14: Nothing h	S2: but for year	S7: The same	
S4: I think there	S7: They kind o	S7: I think that	S15: For exam	S5: Yeah I thinl	S7: It also like i	
S7: Um cos I lik	S7: if we had n	S7: I think they	S17: Yeah i thir	S5: I think at th	S9: I think if it i	
S9: If I am hone	S7: I mean it is	S9: Um what lik	S16: move ont	S11: Some of t	S7: Maybe if th	
S7: Well i gues	S10: I do think	S6: I also think	S17: I think to r	S7: They never	S17: Yeah I thir	
S10: Um yeah	S11: Also I thir	S16: Oh um ac	S16: you get th	S9: I think it is s	S16: I personal	
S7: It could be	S8: Yeah and ju	S14: Nothing h	S17: whatever	S10: I think tha	S14: I would hc	
S10: I think ins	S17: I think that	S17: yeah, the	S17: Yeah I ge	S14: Even the li	S17: Yeah I ge	
S7: Yeah what	S17: Um just to	S17: whatever	S16: I think it s	S17: I thinks it'	S16: Even if th	
S10: Surveys b	S16: Oh um ac	S19: I would ra	S21: ummm, w	S17: Yeah i thir	S15: give us lik	
S7: We could a	S16: it also giv	S21: from that	S20: it is usele	S16: It is point	S20: it is usele	
S7: Yeah, beca	S12: I rememb	S26: I think it is	S21: Well I thin	S17: but I think	S21: from that	
S10: I think tha	S16: you get th	S23: And like v	S22: like I am p	S22: Yeah beca	S22: Yeah beca	
S7: think that t	S16: Yeah, In a	S26: For teache	S18: it is just pi	S33: I thought i	S21: It is very s	
S17: yeah I thir	S17: I think the	S23: yeah I thin	S26: Right now	S30: I think it is	S32: Um i think	
17: yeah so the	S19: I am part c		S28: I think tha	S29: Um yeah i	S30: I think it is	
S13: Me person	S21: There hav		S30: Um i feel I		S32: Yeah i thir	

- S16: you get the same people talking again, and again and again. Which is a good thing as they are giving their opinions but obviously it was a lot of the time they would be making the same point again, and again and again.
- S17: I think the meetings with the school council and stuff it is just going to be wasted because they are going to just keep bringing up the same problems again and again because nothing has been done about it and you know we are just never going to get a chance to speak about anything else because the other problem is going to be the main focus for however long till something is going to get done about it
- S21: There haven't been many meetings so not much has got done
- S20: In the meetings they only talk about problems that they put in and not other problems
- S3: feel like they have pointed out a lot of problems
- S4: the students that trash them aren't the ones that go to the student voice meetings
- S7: They kind of take what we say before and then just like simplify it a lot until it is kind of like not kind of like the same depth any more, they don't really let us broaden like what we were kind of trying say earlier if we couldn't
- S8: Yeah and just people not really getting a voice even though it is about people getting a voice as how it is set up people don't really get to talk that much
- S28: I think that a lot of things get brushed over
- S26: a lot of stuff that the students say that they find important and of course they may not see it as severe and may not look at it and see it as important because of course that is from a teachers point of view
- S25: Um yeah I guess it just makes you feel like you have a voice but I haven't really noticed anything change to be honest so it is not as useful
- S31: Also I think that there are too many people that have so many views to do what every single person wants

Audience

- S9: Um what like um I think in some aspects it is good like how student council can be done by and the teachers can be told what we want
- S16: Oh um actually getting involved, having your voices heard, making a change, you know.
- S4: I don't know I guess um I think that speaking up about it is really important and like google forms is like a sort of anonymously and anonymous ways of doing it might be a good way to do it so forms and things like that are good, but i think that just like student action is also just as important, like delegating to the students to do stuff, like diversity and charity and social committee, like within those sort of aspects because everyone has a specific role they tend to get more done, like the social committee actually does organise social events, charity does do charity events, diversity like as you said people do come up to you um and having these specific like groups, yeah and they could be teachers I guess umm it help get stuff done.
- S6: I think then taking responsibility instead of it's like this persons job, its this person's job, we can't do anything it is this persons, so nothing ever gets done so it's like putting in place people that will actually change
- S23: yeah I think that we should like have more meetings because there are hardly any meetings and they never listen to our ideas and there is not enough time for all of our ideas and then teachers should actually listen and actually change that which is ridiculous

- Process available
- not
- Knows chain of command
- not
- Power to make decisions
- not

Students want more ownership.