Fledglings Day Nursery

# Pupil Voice Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

**Overstone Park Nursery – Pupil Voice Policy**

Giving children a choice is so important in the early years and this is reflected through the EYFS documents. Not only does it support best practice and show you are promoting the EYFS outcomes, meeting the every child matters outcomes but also shows you are meeting children’s rights. Allowing children to have a voice is stated as basic rights by United Nations and it highlights the importance of giving children a voice.

Giving children a voice promotes self esteem and self worth. By giving children a voice through choice, opinion, feelings and emotions children can develop and learn that they are important and valued. Feeling valued plays a large role in how a child learns. In order for them to play and explore, actively learn and critically think the need to feel confident in their environment and have the knowledge that their voice and way of explorations will be noted.

Our practitioners give children a voice by incorporating many activities into our early years setting to show that we value each individual and their voice?

Picture Cards – These can be used as choice cards at the beginning of the session to show what activities they would like or for various times of the day such as choosing a song they would like to sing. This is a great way of giving children a voice, even if they don’t have the language to support their own voice.

Observations – These underpin all aspects of early years practice, however they also give children a voice by practitioners tuning into each individuals likes, dislikes and stages of development.

Celebrate all religions/cultures – This shows children that they are valued and that they can express their thoughts/feelings about who they are and what they believe in.

Well resourced and accessible areas – This enables children to express their interests and to have a voice through choice.

We are active listeners – We listen to what the children are sharing with us, and act positively upon the information they share. We are careful about the questions we ask and really tune into the child’s voice.

In decision making – We allow the children to have a voice when it comes to making decisions and ensure that all children including the quieter ones are given a voice and are heard. This decision making may be about simple things such as which story they would like or what to have for snack that day.

Embrace dislikes – We do not tell a child they are wrong for having a dislike however promote a positive attitude towards such things. For example it is okay to not like playing outdoors however it is good for us to get exercise to stay healthy.

Circle time and or show and tell – We allow the children to create their own agendas for the circle time session. This enables them to express themselves and to create their own conversations. Show and tell is a nice way to give children a voice and encourage the quieter children to join in with group conversation and to have a voice.

**Listening with familiar adults**

It is vital that children are listened to by adults who know them well. Children need to be comfortable and able to trust that what they share is valued and respected. Familiar adults will have knowledge about the child’s language and development to enable them to reflect on meaning with children.

**Listening requires learning from children**

Reflective practitioners use what they see, and hear, from young children to inform their interaction and planning with children. Assumptions may need to be challenged in recognising children’s capabilities, with practice changing as needed.

**There are many ways to listen**

Listening is a process which can be supported by different techniques, activities and equipment incorporated into daily play opportunities – for example, observation, conversations and using puppets. Consultations with children often work well using a multi method approach with consideration of children’s ages, interests, capabilities and consent.

**Listening to children, practitioners and parents**

Respectful relationships are central to listening and enabling meaningful and ethical participation. Parents’ and practitioners’ perspectives are considered alongside those of children to get a holistic sense of children’s experiences.

**Listening is made visible, shared and celebrated**

Practitioners can record children’s perspectives with children, for example, included in children’s profiles and displays. Practitioners can advocate on behalf of young children by sharing children’s voices with the local authority to inform plans and policies.

**Listening to young children is part of a listening culture**

A listening culture and ethos can be developed by valuing the voices of young children, parents and all staff, so that everyone’s views are taken into account to inform quality improvement.

**Listening and belonging**

Active and empathetic listening enables children to be open about feelings of inequality or isolation. Practitioners are aware of children whose voice may be unheard, which makes them more able to support all children’s rights.

**Leadership for listening**

Valuing, and responding, to the voice of the child requires an open style of leadership where the power to make decisions is negotiated and shared in relation to all relevant members of staff, parents and young children. Practitioners have training, supervision and support to enable participation within the setting.

**Every child is unique and a competent learner from birth who can be resilient, capable, confident and self-assured, with a voice which must be heard.**

**Listening to babies and young children:**

We demonstrate ways in which we engage with babies, young children and their families, and promote and encourage their participation in decisions that affect them in their daily lives.

**Documenting:**

Evidence of listening to babies, young children and their families is shown by the ways in which you record their views and your observations, and the ways in which you make their perspectives visible to them and to others when appropriate. Documenting is also being used as a way of acknowledging and celebrating young children’s voices.

**Reflecting:**

This involves thinking about what has been observed and recorded, and allowing time to consider what babies, young children and their families have told us and what implications this may have in terms of our practice.

**Taking action and feeding back:**

In gaining their trust and improving outcomes for children, we have a responsibility to act on their views, as appropriate, and ensure that we feed back to them. When children’s wishes cannot be met, honest and responsive feedback is essential. This is important in recognising their rights and respecting their contributions.

**We ensure:-**

Continuous progression through planning ensuring that we do the answers to who will do what and when to meet needs and choices of our children.

**Every child is unique and a competent learner from birth who can be resilient, capable, confident and self-assured, with a voice which must be heard.**

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**