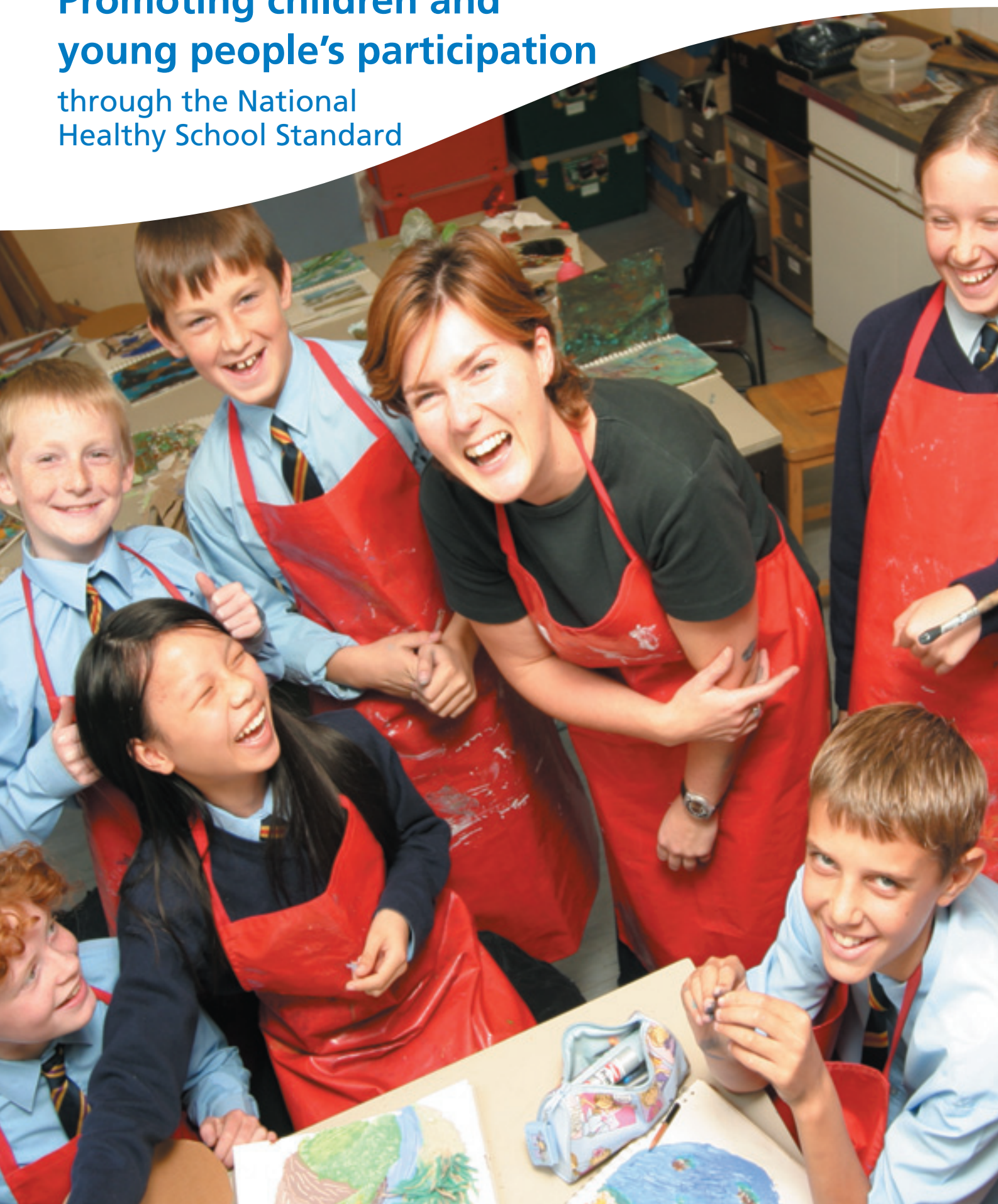




Healthy Schools

Promoting children and young people's participation

through the National
Healthy School Standard



The National Healthy School Standard

The National Healthy School Standard (NHSS) is sponsored by the Department for Education and Skills (DfES) and the Department of Health (DH), and managed by the Health Development Agency (HDA). Its three aims are to contribute to:

- Raising pupil achievement
- Promoting social inclusion
- Reducing health inequalities.

The NHSS encourages and supports schools to take a whole school approach to promoting physical and emotional health. One of the key criteria against which schools are assessed is the way in which they are 'giving pupils a voice'. This places pupil participation at the heart of the NHSS, and this briefing provides practical suggestions for facilitating it. The briefing supplements the DfES guidance *Working together: giving children and young people a say*.

Acknowledgements

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Foreword

The NHSS is committed to the promotion of children and young people's participation and recognises this as key in 'helping pupils do their best and build on their achievements' (DfEE, 1999). Supporting and enabling the participation of all children and young people is a key requirement of becoming a 'healthy school'.

This briefing, informed by the views of children and young people themselves, has been developed to support the publication of the DfES guidance *Working together: giving children and young people a say* (2004) and is being disseminated to all schools. It forms part of the NHSS strategy to support schools and local healthy schools programmes in establishing practice that will ensure the active involvement of children and young people through the provision of real opportunities to shape and influence all decisions that affect them.

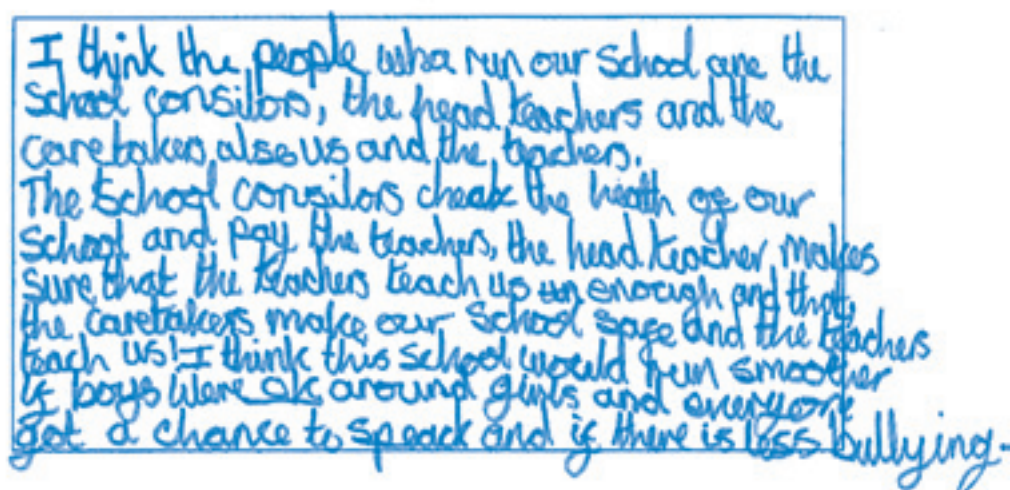
The DfES guidance makes a clear commitment to increasing the participation of children and young people. Raising levels of successful participation in schools and their communities has been identified as a priority action area for the NHSS. Findings from the national evaluation of the NHSS provided evidence for the need to build on current good practice to 'improve the involvement of young people so as to enhance their role as decision makers at national, regional, local and school levels'.

As part of the government's drive to reduce health inequalities and promote inclusion, the NHSS looks forward to working with you in taking this recommendation forward.

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Introduction



Why has this briefing been produced?

This briefing has been produced to help schools develop practical ways of enabling and empowering pupils to participate in the life of their school and all decisions that affect them, within the context of a healthy school approach.

It should be read in conjunction with *Working together: giving children and young people a say* (DfES, 2004), which provides statutory guidance for developing a culture of participation in schools and local education authorities (LEAs).

Who is this briefing for?

Pupil participation can take many forms and influence many areas of school life. This briefing is for anyone working in or with a school who is interested in what it might look like and how it can be developed in their particular context.

How does this briefing link with the DfES guidance?

All schools will have received the pupil participation guidance issued by the DfES, *Working together: giving children and young people a say*. This statutory document outlines principles and practical suggestions for securing the greater involvement of pupils in the life of their school and in the wider community.

This briefing builds upon the principles and practice outlined in the DfES guidance, with a specific focus on the way in which pupil participation contributes to a healthier school environment. A school that is working at NHSS Level 3, the most intensive level of involvement, would be able to demonstrate clear evidence that pupil participation is making a real difference to the running of the school.

The NHSS criteria for participation are:

- Pupils' needs assessment informs curriculum planning
- Pupils' views influence teaching and learning in PSHE and Citizenship
- Pupils take responsibility for some aspects of school, such as keeping the site litter free, break-time snack sales, changing displays and the garden
- Mechanisms are established for involving pupils in policy development, for example through school councils and healthy schools task groups.



See [National Healthy School Standard: guidance \(1999\)](#) for further details.



This briefing addresses the NHSS criteria outlined on page 5, but also extends the concept of pupil participation to reflect the latest research, good practice and the outcome of a national consultation which informed both the development of this briefing and *Working together: giving children and young people a say*. The consultation exercise was carried out by NCB with 137 children and young people and their teachers from healthy schools. Of these, 76 were primary school age and 61 were from secondary school. Five of the children and young people were in public care; 24 had either a learning or physical disability or sensory impairment; 28 were from rural communities and 29 from minority ethnic communities; two of them were refugees. Their key message to other pupils is:

**‘Don’t be afraid!
Have your say’**

What is the broader policy context for this work?

Children and young people are entitled to participate. Through the United Nations Convention for the Rights of the Child,¹ children have the right to:

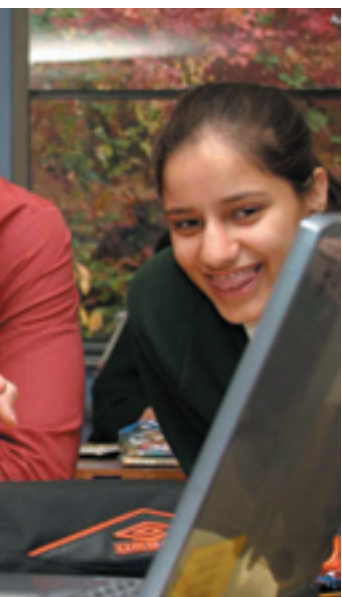
- Express an opinion and to have that opinion taken into account, in any matter or procedure affecting them (Article 12)
- Obtain and make known information unless it violates the rights of others (Article 13)
- Access appropriate information and education, especially if it promotes their social, spiritual or moral wellbeing and physical and mental health (Article 17).

There is commitment across all government departments to children and young people’s participation. *Learning to listen: core principles for involving children and young people*² describes the expectations on government to consult and include children and young people in local and national policy development and all service delivery. An example of this commitment can be seen in the publication of children’s versions of policy and guidance documents.



See www.wiredforhealth.gov.uk/participationguidance to access and download this briefing, the DfES guidance and other support materials.

¹ General Assembly resolution 44/25 (1989)
² CYPU (2001)



The PSHE and Citizenship frameworks³ offer schools a structure for supporting children and young people to learn the skills and knowledge which can enable them to be active citizens in school and the wider community. PSHE is essential in developing the emotional and social skills needed for participation. Citizenship requires schools to develop pupils' 'skills of participation and responsible action'.

Participation is also a feature of school inspections. The Ofsted framework *Inspecting schools*⁴ requires inspectors to report on how well a school seeks to involve pupils in its work and development, assessing the extent to which it seeks, values and acts on their views. Some comments from recent reports highlight the increasing prominence of this area:

'Opportunities are missed to give more pupils responsibility for the school's daily activities and to let them voice their ideas and views.'

'Pupils are given good opportunities to present their views and take an active role in school improvement. The school takes pupils' views very seriously and considers them when planning school improvements.'

Every child matters,⁵ the green paper that preceded the Children Bill, set out five national outcomes for children and young people, which all children's services – including schools – are expected to work towards:

- 1 Being healthy:** enjoying good physical and mental health and living a healthy lifestyle
- 2 Staying safe:** being protected from harm and neglect and growing up able to look after themselves
- 3 Enjoying and achieving:** getting the most out of life and developing broad skills to adulthood
- 4 Making a positive contribution:** to the community and to society and not engaging in antisocial or offending behaviour
- 5 Economic wellbeing:** overcoming socio-economic disadvantages to achieve their full potential.

Participation has a role to play in each of these outcomes, in particular the fourth, and a whole school approach will help schools achieve them.

³ QCA (1999a, 1999b)

⁴ Ofsted (2003)

⁵ Government green paper (2003)

2 What is pupil participation?



‘Pupil participation, in practice, means opening up opportunities for decision-making with children and young people as partners engaging in dialogue, conflict resolution, negotiation and compromise – all important life skills. Children and young people’s personal development and our democracy will benefit from their learning about sharing power, as well as taking and sharing responsibility’

DfES (2004)

Defining pupil participation

In *Working together: giving children and young people a say* (DfES, 2004), pupil participation is defined as adults working with children and young people to develop ways of ensuring their views are heard and valued and encouraging them to:

- Become more active partners in their education, including evaluation of their own learning
- Participate in creating, building and improving services to make them more responsive to their needs and those of the wider community
- Make a difference in their schools, their neighbourhoods and their wider communities
- Contribute to a cohesive community
- Learn from an early age to balance their rights as individuals with their responsibilities as citizens
- Develop, through the way they are involved, the knowledge, understanding and skills they will need in adult life.

What participation looks like in healthy schools

Within the context of a healthy school, collaboration is a key aspect of pupil participation, as it promotes respectful relationships and mutuality between pupils and their peers and teachers. This emerged as a key theme in the consultation exercise that underpins this document, as demonstrated in **Figure 1** (page 10).

Participation takes children and young people beyond just receiving what is offered to them through the taught curriculum. It challenges and supports them to become active agents in shaping, influencing and providing the whole

range of opportunities in school and its wider community. As such, they need support to develop emotionally and socially so that they can participate fully in their lives now and prepare to do so as adults.

The Citizenship curriculum recognises the importance of learning the ‘skills of participation and responsible action’. Clearly citizenship and democracy is best learnt experientially, by living in a culture where it is seen as part of everyday life, not as an optional extra which does not create real change.

A recent research study⁶ on pupil participation in NHSS Level 3 schools made the following recommendations for policy and practice by government and schools:

- To ensure that schools have a clear and realistic idea of what pupil participation means. This definition should be shared at all levels and acknowledge any boundaries and constraints within the school
- To promote effective communication between local healthy schools programmes and schools on the nature, content and aims of tasks to be undertaken
- To encourage and facilitate schools in building on their existing strengths and priorities
- To provide detailed guidance and support at local programme level on how schools can encourage pupil participation, as well as monitor and evaluate outcomes
- To seek senior management team (SMT) support for agreed tasks
- To facilitate a network of schools to share and learn from experience
- To acknowledge effort and reward achievement within the context of the whole school.

Figure 1: Collaboration



6 HDA (2004)

Principles of participation

The DfES guidance, *Working together: giving children and young people a say*, sets out a number of principles that should underpin work to develop pupil participation. These are reinforced and developed here.

Box 1: Principles of participation

1 Clear and visible commitment to involving children and young people with a route map of how to make it happen	<ul style="list-style-type: none"> • The school works within the United Nations Convention for the Rights of the Child, fulfilling the child's right as set out in Article 12 to participate in all decisions that affect them • The way in which children and young people participate is clearly laid out in all policies • A governor and member of the school's SMT are identified as champion and monitor • The contribution of participation to emotional and social development, reducing bullying, developing key skills, raising attainment and raising achievement is recognised and understood
2 Children and young people's involvement is valued	<ul style="list-style-type: none"> • Children, families and the whole school community recognise the importance of participation, the contribution it makes to education, inclusion and health targets and all work in partnership to develop a supportive culture and environment • Links to the taught curriculum (particularly PSHE and Citizenship and pastoral support) and other relevant processes (such as personal education planning) are recorded and reported, and accreditation is sought where applicable eg active citizenship programmes and Millennium Volunteers
3 Children and young people have equality of opportunity to be involved	<ul style="list-style-type: none"> • A wide range of activities is established and all children and young people are encouraged, supported and enabled to access participation opportunities <ul style="list-style-type: none"> – these activities include identifying issues and areas of development as well as contributing to solutions – they start where children and young people are at and often require explicit and creative targeting of those who may not normally volunteer or be nominated to participate – extra support is offered where necessary for children and young people to access opportunities
4 Children and young people's participation and involvement are continually evaluated and reviewed	<ul style="list-style-type: none"> • Children and young people are given explicit feedback about how their views and ideas have been listened to, what action has been taken in response, and next steps. This is particularly important where decisions go against the wishes and ideas of children and young people • Adults, children and young people in school start at a level at which they feel confident and are able to build on by celebrating successes, valuing and learning from mistakes and maintaining creativity and motivation • Opportunities for reflection and evaluation are integral to the work
5 Quality standards	<ul style="list-style-type: none"> • Children, young people and staff receive training and support to develop their skills and confidence in organising, facilitating and participating in the full range of activities

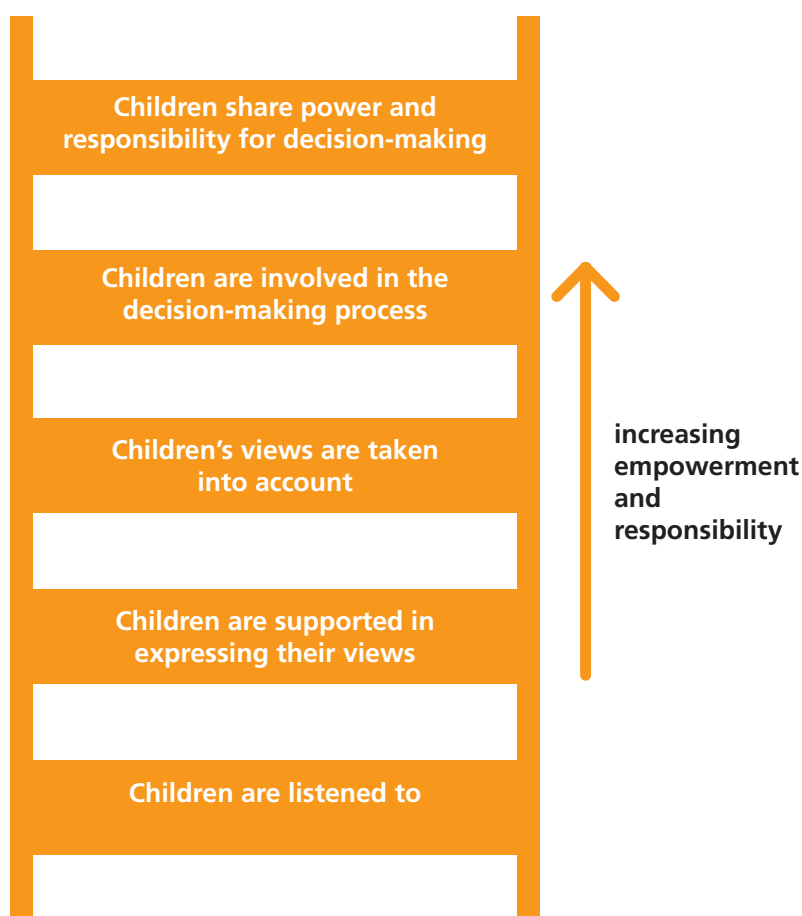
The challenge of participation

Pupil participation can raise challenging questions about the balance of power within a school. The different levels of participation can be represented as a 'ladder' in which each rung represents increased empowerment and shared responsibility (see **Figure 2**). Practice suggests that most school staff welcome participation once it has been established and will champion its development once they see the benefits. However it can feel unsettling at first, as pupils are given increased levels of power and responsibility. Taking small steps to build confidence and conviction among staff as well providing effective INSET training and support can be helpful. Local healthy schools programmes can offer training and support to schools on developing pupil participation.

It is important, however, not to view participation as a hierarchical model where schools feel that their involvement of pupils is judged as not good enough if it is not high enough on the ladder. Schools need to start from a point that is realistic for them and then develop participation as their collective confidence, trust and skills increase.

Here a new concept is proposed – **the journey of participation** – in which schools work towards creating a culture in which children share power and responsibility for decision-making; are encouraged to understand and exercise their right to be involved all aspects of school life; and are supported in their emotional and social development.

Figure 2: Levels of participation⁷



The journey of participation is one of collaboration, mutuality, exploration, discovery, excitement and disappointments as well as successes. Most importantly the journey starts where you are at as a school. Experience shows that it is important to be flexible: a school may change its destination as confidence increases and both pupils and staff begin to enjoy the process. This is discussed further in **Chapters 4 and 5**.

Remember that insisting on everybody's participation goes against an ethos in which individuals are encouraged and given responsibility to make their own decisions. **Children and young people need to be supported in participating when they are ready, able and in the right mood for it.** In one of the consultations a small group of play monitors in a primary school explained:

'You couldn't help people everyday, it's really tiring, sometimes you just want to play.'

The key is to ensure opportunities are available to pupils to engage when and how they are able.

⁷ Drawing on Shier (2000)



3

The benefits of participation



'It's really good, school feels more peaceful, now everybody is involved in sorting out problems and developing new ideas. It's a real motivator because you feel like this is my school and I am doing something about it to make it better'

Young man aged 16

Healthy schools are finding that participation has a positive effect on their ethos, school improvement programme, teaching and learning, inclusion, health and wellbeing and the reduction of inequalities.⁸ Through activities such as peer support it also reduces bullying, improves school safety and supports children and young people's emotional and social development.⁹ More importantly, children and young people **want** to be involved in the life and running of their school. It is their entitlement to be involved and it leads to a democratisation in which leadership and responsibility are shared and where both children and adults feel empowered.

Benefits for children and young people

'We've got ideas; loads of ideas'

Young woman aged 16

The benefits of participation for children and young people have been summarised as:¹⁰

- **Enabling children to protect themselves**
- **Enabling children to develop to their fullest**
- **Enabling children's needs to be met**
- **Fostering the development of citizenship.**

Participation can support children emotionally and socially by building their knowledge, personal and social skills and a positive attitude to citizenship and decision-making. It can promote achievement because of the positive impact it has on teaching and learning. The children and young people consulted in the development of this briefing described the benefits of participation as follows:

- **School feels a happier and safer place**
'Playground friends organise games at playtime and help children who are sad or lonely.'

Girls and boys aged 7

- **It's easier for pupils to concentrate on their work**

'It's so much better since we have been involved. It feels safer, and I know I learn better. It has really helped me to concentrate on whatever I am doing.'

Young man aged 16

- **It promotes a more respectful environment and positive relationships**

'If we understand why things are like they are we don't just think "oh he has got it in for us" and so we respect him.'

Young man aged 14

- **Staff have more respect for children and young people**

'You gain respect and get treated like young adults, which is really good.'

Young man aged 13

⁸ HDA (2004)

⁹ Cowie and Wallace (2000)

¹⁰ Hart (1998)

- **Behaviour improves**

'By being involved in making the rules I understood them and so I respected them.'

Young woman aged 14

- **There is less bullying**

'It's as if you are putting the kindness back in.'

Boy aged 9 explaining his peer mediation work

- **Confidence and self-esteem increases**

'Because I can't hear properly I can now ask people to slow down and speak slowly.'

Young woman aged 20 with

Downs syndrome

- Stop Bullying
- Don't throw litter
- Stop Swearing
- No Fighting
- take care of young children
- respect each other
- listen to others
- be friendly
- ~~to~~ Don't be racist
- work as a good team

- **Active citizenship and skills and knowledge of democracy and politics are increased**

'It gave me real practical experience of being in a meeting, listening to people's views.'

Young woman aged 15

School improvement benefits

Achievement and learning

'It makes me feel good when I help people. I have learnt to listen. I want to be a counsellor when I leave school'

Young woman aged 15

Evidence suggests that participation has a positive effect on achievement and learning. One evaluation¹¹ found that 'participation generates motivation, ownership and a sense of being independent, trusted and responsible'. It developed personal and social efficacy and students believed that their participation helped their learning, time management skills and ability to focus and concentrate.

Bullying is cited in research as one of the key factors of exclusion and lack of achievement. Research shows that participation in peer support activities builds on children's natural desire to help each other and that schools with peer support programmes have witnessed a significant reduction in bullying.¹² This is recognised in the DfES guidance *Bullying: don't suffer in silence*.¹³

Emotional intelligence and competence is now known to have a strong impact on children's ability to learn and cooperate with others in school. See the NHSS document *Promoting emotional health and wellbeing* (2004) for further details.

¹¹ Hannam (2001)

¹² Cowie (2001)

¹³ DfES (2002)

Reducing exclusion and inequalities

'We work in the special school, they now visit us in our school, we've bonded, made real friendships and really they are the same as us'

Young man aged 15

There is increasing evidence that participation may have particular benefits for those at risk of exclusion or experiencing social and health inequalities. Alienation is reduced when children and young people who are often not included are asked and supported to participate. Full participation in learning can only occur when each pupil is genuinely accepted – and knows that she or he is accepted – by the whole group. This can be achieved by ensuring that the school culture is inviting and encourages listening, especially to those who find it difficult to join in or have trouble communicating.

For example, drama has been identified as a creative method of enabling children in public care to participate in the development of Healthy Care.¹⁴

One young person who participated in a drama project commented: 'A lot of children in care have got low self-esteem. We need confidence-building activities such as drama, karate, judo and music. Activities that help us to explore things but also feel better about our situation and ourselves. Days like today really.'

One young woman with a learning disability explained the effect of the support she receives from a student in a neighbouring comprehensive school: 'Mark really looks after me and helps me do different things.'

Increasingly, evidence from practice suggests that pupils who might have given up on school learning develop a renewed sense of purpose if the environment raises self-esteem through the sharing of trust, responsibility and participation in decisions, most obviously for some less academic boys. This is reinforced in *Raising boys achievement* (NHSS, 2003). In addition, a study of schools that successfully reduced exclusions found that they had involved pupils as well as carers in discussing good behaviour and discipline, and had effective structures for involving children in management and decision-making.¹⁵

Benefits for the wider school community

'A lot of parents from primaries commented on what a nice easy relationship there was between staff and pupils...and the fact they (pupils) all listened to each other...they actually help each other out so right from Year 11 to Year 7 there is a good relationship between people...'

Secondary school teacher

In the consultation exercise, teachers, other school staff and pupils were enthusiastic about the positive effect of participation on school ethos and the physical environment. Where pupils get involved in supporting their wider community, the benefits include:

- Improved relationships between the school and members of the local community

- The time, energy and ideas that pupils contribute to local community developments and businesses
- Greater involvement by the local community in the life of the school, which brings more resources into the school.

¹⁴ Chambers (2003)

¹⁵ Osler (1997)

4

Getting started



'It is good that grown ups listen, but it isn't just about listening, it's about action'

Student councillor aged 8

Getting started on the journey of participation requires careful planning, as well as a willingness to challenge existing norms and values and to take manageable risks. Partnership is a vital element, enabling children, young people and adults to work things out together and discuss differences, even if it means disagreeing occasionally. This process also provides excellent opportunities to build respect for each other. This chapter highlights the key things to think about when beginning work in this area.

Checklist for action

The NHSS audit that schools undertake with their local programme provides a helpful starting point for work on participation. These steps may or may not be carried out in sequential order.

1 Set up a working group:

- ✓ This could be co-chaired by a pupil or preferably the chair of the school council and a senior teacher
- ✓ Agree who should be included – for example other pupils, staff, a parent or carer and a governor
- ✓ Agree terms of reference for the group and ground rules for participation which promote partnership and mutuality
- ✓ Agree the aims and timeframe for the audit
- ✓ Agree the process and methods to be used in the audit such as surveys, focus groups, drama, drawing and writing.

2 Identify current levels of participation, find out what children, young people and adults think about it and what further development is required:

- ✓ How are pupils involved in any individual decisions made about their lives in school? (eg action planning and assessment)
- ✓ How do they share leadership and become involved democratically in school systems? (eg class and school councils)
- ✓ How do they participate in the development and delivery of the taught curriculum? (eg peer education, shared reading)

- ✓ How are they involved in speaking and advocating for others?
 - ✓ How do children and young people offer support to other students and mediate conflict? (eg peer support)
 - ✓ How do they participate in reviewing, auditing and developing policy and practice, giving feedback to Ofsted, and undertaking surveys and research during inspections?
 - ✓ How are they volunteering and supporting others in the wider community?
- #### 3 Work as a team to agree an action plan. Include a timeline, a budget, and a lead governor and senior staff member who can champion the work. Identify what you want to achieve and how you will know when you have achieved it.
- #### 4 Present the plan to the wider school community for consultation – this should include the governing body and SMT, so that it can be included in the school development plan.
- #### 5 Revise the plan as a result of the whole school community feedback.
- #### 6 Get started and remember to keep talking, review regularly, monitor and evaluate progress, enjoy learning from mistakes, celebrate success and, as you develop more confidence, push the boundaries further and take new risks.

The examples in **Boxes 2 and 3** demonstrate how participation can be developed in different ways, depending on the confidence and competence of pupils and staff and the stage they are at in their journey of participation.

Box 2: Levels of involvement in carrying out a survey

Level of pupil involvement	Level of adult involvement
1 Identifying the questions that need to be asked ↓	→ Researchers work with children and young people to shape the questions that are going to be asked. School staff then use these questions as the basis of a survey which they then carry out
2 Carrying out the survey, focus group discussions and interviews ↓	→ Material is analysed by adults and fed back to those who undertook the work, those who were involved and the whole school community
3 Analysing the material and identifying the key messages ↓	→ School staff use findings to influence future policy and practice developments
4 Advising on how this should impact on policy and practice developments	→ School staff ensure that policy and practice developments take place



Box 3: Levels of involvement in developing the school council

	Teacher activity	Pupil activity	Power balance	Risk
Level one	Teacher sets up and chairs a school council, selects members, chooses a topic and sets indicators for success	Pupils ratify any decision	Power is with the teacher, but pupils may initially enjoy the activity	Pupils may become bored and marginalised. Teacher may feel disappointed that they are not motivated
Level two	Teacher chairs the school council and asks pupils what they would like to discuss	Pupils volunteer as school councillors and decide on issues to be addressed	Power is beginning to be shared. Communication about the process is starting	Limited risk, teacher is still in control and pupils are likely to enjoy increased responsibility but learning is limited
Level three	Teachers help pupils set up an election and develop a needs assessment, which involves a survey questionnaire and an analysis	School councillors hold an election to ensure fair representation and find a pupil chair. They carry out a survey to identify pupils' views and set an agenda	Teachers and students are sharing power. Probable that responsibility still lies mainly with teachers. Discussing what is happening (and why and how) is crucial	Limited risk because teachers and students are sharing the process. Teachers are still taking responsibility so pupils are unlikely to feel overwhelmed
Level four	Teachers are invited to attend meetings and act as advisers. Pupils and teachers work together on some tasks and reflect on and monitor progress	Councillors work together on priorities from the needs assessment. They have an office and a budget that they manage. They have access to SMT and teacher support when necessary	Power and responsibility are shared, though ultimate responsibility stays with school SMT	Risk is limited because pupils and staff have worked through the process. There is only a risk if there is a communication breakdown between pupils and staff

Practical tips

The following points have all been suggested by children and young people as being important to the effective development of participation in schools.

- **Provide training and support**

'We learnt how to listen to each other and how to run a school council.'

Boy aged 9

Like any new area of work, it is critical to provide pupils and staff with effective training and support to develop participation skills.

A useful starting point is to work with both pupils and staff to identify required skills. These might include debating, listening, negotiating, prioritising, compromising, interviewing, researching, presenting,

advocating and budgeting. You will then need to work out whether expertise is available within the school to deliver this training, or whether the support of external agencies is required. If so, speak to your local healthy schools programme to see what training and support they can offer or help you to access. There may be opportunities to extend INSET training to pupils as well as staff as a way of timetabling the sessions. Don't forget evaluation and reflection, which are integral parts of the process.

It is worth remembering that effective PSHE programmes will develop participation skills like these – and that participation activities will reinforce and bring to life much of the knowledge and skills PSHE seeks to develop.

- **Involve everyone**

'For children who are not verbal (have communication difficulties) it is really important that there is no pressure over time, so that their views get the chance to be heard.'

Young woman aged 15

Children and young people are concerned about giving as many pupils as possible a chance to have their say and making sure that, where necessary, extra steps are taken to encourage the involvement of all. This includes young pupils, and those with communication difficulties. You may wish to consider rotating school council membership frequently, for example by holding termly elections, to give more pupils a chance to be involved.

One young person in public care demonstrated the importance of ensuring that all people were given equal chances to participate: 'I was elected onto the school council and then the teacher said it probably was not a good idea because I had not been there long.'

For some children and young people, particularly those with communication difficulties, it may be easier to use online methods – such as email questionnaires – to participate.

- **Ensure equity and fairness**

'Even though theoretically I could have been part of it, no one would have voted for me.'

Young man with learning disability

All of the children and young people in our consultations emphasised the importance of being treated fairly in all aspects of school life. They emphasised the importance of everyone having a true opportunity to have a go and get involved – if they want to. This can be possible through shadowing class representatives, having designated spaces for representatives from a particular group on the council and changing class duties and responsibilities regularly.

Some of the children and young people in the consultation, including those with disabilities and those in public care, sometimes found it more difficult to participate. They were unhappy about this and felt staff should remove any barriers to participation by offering additional encouragement, support and time to listen, as well as addressing access issues.

- **Don't limit the issues discussed**

'Our head of year chooses what subjects to discuss, which is good but sometimes the children get to choose the subject, like having vinegar, which we now have.'

Young woman aged 15

Children and young people in the consultation clearly felt that it is wrong to ask for ideas about issues that staff do not really want their views on, and that it is equally wrong to limit the topics and areas for discussion. Some felt that this suggested a lack of respect for their views, and made them disillusioned with the process. They all emphasised the importance of being asked their views on issues that are really important to them, such as school uniforms, toilet facilities, school grounds and the canteen.



- **Provide access to governors and SMT**

'I want it (the playground) to be better and to go to a governors' meeting that votes for it.'

Boy aged 9

Children and young people are generally very aware of decision-making structures at school and want adults to invite them to talk to and work with those who are making decisions. This could be done by inviting pupils to INSET training or by inviting governors to school council meetings. You may also wish to consider appointing a pupil as an associate member of your governing body, as permitted under the regulations for governing bodies.¹⁶ A pupil under 18 years of age would not have voting rights, and a pupil over 18 years of age would not be entitled to vote on issues concerning admissions, pupil discipline, the appointment of governors, or budgetary and financial commitments. However, it does provide an opportunity for pupils and governors to communicate directly, and for pupils' views to be fed into these important meetings.

- **Give feedback**

'If they ask me and I put in an effort, I think about and talk about it and perhaps nothing comes of it. But it is OK if I know why the decision has been made.'

Young woman aged 16

Children and young people want to get feedback about the outcomes of their efforts and ideas. Therefore it is important to keep a record of relevant discussions and to check back afterwards that the record is accurate. Providing feedback is particularly important when the outcome goes against the wishes of pupils. It can be carried out by class representatives, through assemblies and in newsletters.

- **Accredit and recognise achievements**

'I did an essay about the peer support work for PSE.'

Young man aged 14

Children and young people are clear that their efforts should be recognised and be related to the curriculum where relevant. This could take the form of school awards and certificates,



active citizenship and Millennium Volunteers programmes, entries in portfolios, reports to parents and carers, and articles in newsletters and local press.

- **Think about transport issues**

'Times might need to be flexible so that if people want to be involved, they can be, and are not restricted by their special transport arriving. This often proves a barrier to participation in after-school activities.'

Young man aged 15

Transport is often an issue for children and young people, particularly those with disabilities and those living in rural communities. Transport difficulties can prevent effective participation, particularly when activities take place outside the school day. Where possible, it is helpful to provide participation opportunities throughout the school day to ensure maximum uptake. Alternatively, schools may wish to try to provide transport or to encourage members of the school community to support each other and share transport arrangements.

¹⁶ School Governance (Procedures) (England) Regulations 2003

5 Ideas and approaches



There is already a range of effective and innovative practice in the area of pupil participation, which provides ideas and inspiration for schools embarking on this kind of work. The range of activities in which children and young people are involved fall broadly under the following headings:

- Involving pupils in decisions about their education
- Sharing leadership and being involved democratically in school systems and structures
- Being involved in staff selection
- The development and delivery of the taught curriculum
- Pupil advocacy, support and mediation
- Reviewing, auditing and developing policy and practice and giving feedback to Ofsted
- Volunteering and supporting others in the wider community.

This chapter provides further information and case study examples for each of these approaches and discusses the importance of celebrating all achievements in this important area.

Involving pupils in decisions about their education

'I have had lots of discussions about my education because I have been to a lot of schools. I know what I want and where I feel comfortable so you have to involve me in any decisions about where I have got to go'

Young woman in care aged 13

Many decisions are taken about children and young people's learning and general progress during their school careers. These include decisions that affect all pupils, for example around target setting and learning assessments, as well as decisions which primarily affect pupils with special educational needs (SEN), in public care, at risk of exclusion or who are receiving targeted support from the Connexions Service.

All pupils can be involved in learning assessments, for example by asking them to think about what they have done, what they have learnt and how they have been treated. They can then be given the opportunity to discuss this with their class teacher and then with their parents or carers. Pictures can be used instead of words for pupils who find it easier to communicate their ideas in this way.

Schools who work like this say that this method of assessment helps pupils engage with their learning, and gives them a real sense that their opinions matter and are respected in the school community.

Children and young people with SEN or in public care are likely to be more accustomed to taking part in decisions that affect their education as statutory procedures require their input. For example the Code of Practice for SEN emphasises the importance of involving children and young people in individual decisions about their education.

Important decisions are taken in the specific cases of pupils who are at risk of exclusion. They are likely to receive support through a pastoral support programme (PSP) which will cover targets and strategies to help them stay

engaged in learning (see *Circular 10/99*, DfEE). Ensuring that the PSP is planned, discussed and agreed with the young person can help to secure their ownership and sense of responsibility in the process. As the following quote from a young man in care shows, involving and listening to the pupil's perspective can often help bring about significant change:

'A couple of years ago I kept getting into trouble and being suspended from school. Nobody asked me why I was fighting and then Mr Jones talked to me about it and I realised that if I didn't sort myself out I was going end up somewhere I didn't want to go.'

Sharing leadership and democratic involvement in systems and structures

Leading the development of effective participation requires vision and commitment from the headteacher and SMT if it is to be effective across the whole school. It also requires senior staff to be visible and accessible to their pupils. However, although many pupils can point immediately to the good teachers they know, far fewer ever get to know their headteacher or a school governor.

Leading pupil participation means finding opportunities for pupils to get involved in some aspects of school leadership – and to manage any shifts in responsibilities and power within the school. The place of pupil leadership within schools has developed and broadened in recent years. Historically it has been seen as the domain of more academically-oriented pupils, however schools are increasingly seeing the benefits it can bring in motivating all pupils, in particular those who are vulnerable or marginalised.

Pupils can become involved in school leadership in a number of ways:

- Through school and class councils. These are becoming an increasingly common feature of school life. They are seen by children and young people as **one way** of hearing different views. As with all participation, pupils are clear that it must be about more than listening: there has to be action
- Through 'prefect teams' who act as mentors and help maintain a positive environment

- Through special duties such as library duty or reception duty where they help visitors, staff and pupils
- Through surveys and other mechanisms (eg competitions or ballots) which seek to identify what the whole pupil body feels about an issue. The DfES guidance *Working together: giving children and young people a say* contains a checklist to support consultation work.

Being involved in school leadership activities can produce a number of benefits, for example:

- The creation of positive and safe environments through litter squads, the creation of welcoming displays in reception areas and more suitable playground areas
- Improved motivation and commitment to the school
- Greater awareness of life skills such as planning and managing a budget.

'The meeting that I have with the school council is the most useful and informative meeting that I have with anyone. The dialogue that I have with the children in school council and other situations are, in my opinion, a major force for school improvement. All the children from the nursery to Year 6 know what is good about the school, what needs improvement and have excellent ideas about how this improvement should be achieved.'

Janet Sheehan, headteacher, St Anne's Primary, London

Box 4: What children and young people say about getting involved in decisions about their school environment

'It made it feel like our school and we had to look after it.' Boy aged 10

'We all drew portraits of ourselves for the "Welcome to Our School" display.' Girl aged 11

'School councils decide reasonable things for schools that the children want that schools don't have.' Boy aged 9

'We all pick up litter and clear up.' Girl aged 6

'They spend loads of money on games that never get used, just lobbed around the playground.' Boy aged 8

'I want to change the playground into a better playground with swings and slides and so it can be really colourful.' Girl aged 9

'We sorted out the playground, we surveyed it, wrote a report, took it to the governors. We helped raise the money and now we have lots to do in the playground.' Boy aged 10

Bow Boys Secondary School, Hackney, London

Bow Boys Secondary School, a comprehensive secondary school for pupils aged 11-16 with 57% of pupils receiving free school meals and 41% speaking English as an additional language, has developed a school council. The lead learning mentor organised elections and training. The whole school community was informed of the development through the school council and the broadcast PA system.

Representatives from each year were introduced to the SMT and governors. The school council worked together to identify priorities, present these to governors and SMT, manage significant budgets, negotiate with contractors about refurbishment of the toilets and develop and promote a breakfast club. Effective planning across PSHE and Citizenship, learning support and careers education was crucial to the success of the project.

Pupils have conducted self-reviews of their learning objectives and the new skills they have developed through their participation work.

For further details contact Hackney Healthy Schools Programme on 020 8820 7000.

case study

Staff selection

'It was good that they asked our opinion.
We know what makes a good teacher.'

Young woman aged 14

Children and young people can be involved in staff selection interview panels for the school and for community organisations. To be able to participate effectively, it is helpful for the pupils to receive training in interview skills and techniques, to be fully briefed about the process and to be supported to participate effectively on the interview board.



The development and delivery of the taught curriculum

Curriculum issues and assessing the effectiveness of teaching strategies are sometimes seen as off limits for children and young people. The consultations highlighted that they feel there should be more involvement in curriculum issues.

Examples include:

- Paired reading, in which less able readers are supported to develop their reading skills
- Peer education on health issues. When provided with training and support, pupils can contribute significantly to PSHE
- Reviewing the curriculum by providing feedback on content **and** teaching methodologies. Practice shows that pupils can take account of the syllabus and context and offer good advice and examples for improvement
- Reviewing the way a teacher works. Children and young people see this as an important part of the review process and emphasise that they want to reward their teachers for the positive work they do as well as help them to do their job better where necessary.

St Anne's Roman Catholic Primary School, Tower Hamlets, London

St Anne's has trialled a different approach to curriculum planning through the development of an intense study week focusing on geography. The school council have been formally engaged in evaluating this and their views, alongside those of school staff, will contribute to decisions about whether this is a useful way for further development of the curriculum.

For further details contact Tower Hamlets Healthy Schools Programme
on 020 7364 4764 or sue.denning@towerhamlets.gov.uk

case study

Box 5: What children and young people say about getting involved in the curriculum

'We can talk about some of the issues in ways that teachers just can't.'

Young man aged 14

'We helped the younger ones when they were struggling with their work.'

Girl aged 10

'I went to a meeting where we talked about the science curriculum and we were asked what was good and what could make it better for future years. I think this is a really good idea.' Young man aged 14

'I want to tell them when they have done something really good and interesting so they know, but we don't get the chance.' Young man aged 15

'I would change the teachers so that we teach the teachers manners and how to be nice to us.' Girl aged 9

'I felt a bit nervous saying what I thought about the teaching in case the teacher found out what I said. We did not have to put our names on the paper and so I think it was good because hopefully they might change a bit.' Girl aged 11

Young NCB member Louise Longa is in Year 12. She is one of a group of Millennium Volunteers who works with a group of Year 6 pupils who are having difficulty with their academic work. They attend the secondary school on Saturday mornings for extra support with their SATS preparation.

Louise has identified benefits for both the helpers and the Year 6 pupils. It helps the Year 6 pupils get better grades and prepares them for coming to the secondary school because they know people and know where to get help and advice. For those who help, it is really good knowing they are helping people who are finding work hard, especially if they have found some things hard themselves in the past.

For further details phone Young NCB on 020 7843 6000 or go to www.youngncb.org.uk



Featherstone High School, Ealing, London

Featherstone High School has developed peer drug education. An editorial team worked together to produce a magazine on drugs, which was used in PSHE and assembly. All pupils, staff and parents received a copy of the magazine. The team learnt about working together, disseminating information and sharing learning with each other as well as interviewing and journalism skills.

For further details contact Ealing Healthy Schools Scheme on 020 8825 5000.



case study

Pupil advocacy, support and mediation

There is a range of peer work that children and young people can get involved in, for example prefect and monitoring systems, peer support including peer mediation, peer listening, peer mentoring and buddying. This type of work can address a wide range of issues. Examples include:

- Helping children who are lonely
- Helping children and young people to develop positive behaviour
- Supporting children who are experiencing separation, loss and bereavement
- Addressing bullying issues
- Arranging social activities including trips and end of term suppers
- Welcoming visitors to the school
- Petitioning and campaigning on school issues such as tuck shop provision, music, school dinners and school uniform. Some children and young people also get involved in campaigning issues which are not directly related to school.

Chatham South School, Medway

Chatham South School is part of the local healthy schools programme. As part of their work on emotional health and wellbeing they have developed peer mediation. All of the staff received training at the outset and peers were trained at a local education centre. A peer mediation room was allocated which displays posters about the scheme and has a radio. Staff regularly remind pupils about the service. The peer mediators work to a rota ensuring that there is always someone in the room during lunch breaks. They support the school during induction days and help Year 7 pupils making the transition to secondary school. These pupils learn about the service on their first day at school.

For further information contact Medway Healthy Schools Scheme on 01634 332328 or zoe.barnett@medway.gov.uk

case study

Priestlands Campus, Lymington, Hampshire

Priestlands Campus is home to three schools: an infant, junior and secondary school. There are no formal boundaries between them. All of the schools have been working within the local healthy schools programme and have developed a wide range of participation activities.

Peer support operates in the three different schools. At Pennington Infants, Year 2 pupils are trained to staff the 'friendship stop' where pupils who are feeling lonely can find support. In the junior school, a playground buddy system is supplemented by the pupils managing the games store each breaktime. At the secondary school, Year 10 pupils have been trained to offer peer support for other pupils on a range of issues from bullying to bereavement while others have worked with junior schoolchildren on a 'smoke busters' project.

For further details contact Hampshire Healthy Schools Programme on 02380 816139 or glynis.wright@hants.gov.uk

Box 6: What children and young people say about advocacy, support and mediation

'They look after children who are lonely and they make you their friends.'

Girl aged 7

'Peer support can explain to naughty children what they have done that is bad and explain why it is bad to do.'

Boy aged 9

'We did a petition about having music in the foyer and gave it the head of year and the headteacher. We are still waiting to get an answer!'

Young woman aged 15

'I want to change the dinner because they have hair in the dinner.'

Girl aged 10

'We managed to get a wider choice IN THE END!'

Young man aged 16

The Peer Support Forum has identified a number of principles for good practice in peer support (see www.ncb.org.uk/psf for the full list). They include:

- Children and young people are central and drive peer support
- Peer support is part of a whole school approach which promotes a positive and supportive ethos
- Peer support involves the active commitment of more than one staff member
- Children and young people are offered opportunities to develop the skills to support each other more effectively
- Clear objectives, boundaries and ground rules (including child protection and confidentiality) are established with those people involved in peer support
- The selection criteria for peer supporters should be clear, publicised, fair and achievable
- Projects should be continuously monitored and evaluated to ensure that objectives are being met and principles adhered to
- Children and young people are to receive appropriate initial and ongoing training, support and supervision
- Those training children and young people must be suitably qualified and security checked.

The Changing Families Project, Tiverton High School, Devon

Tiverton High School received one of the National Challenge Awards for Citizenship through CSV and Barclays New Futures. Its Changing Families Project is for children who are experiencing family changes. They are given the chance to work with others to help them explore and understand what is happening.

Young people whose parents are splitting up often feel very isolated and are at risk of losing concentration and confidence, which may lead them to underachieve. The programme takes an hour a week for around 12 weeks. Issues and feelings associated with family restructuring are explored through the development of a storyline for a fictional family. The story is printed in a magazine that the group produces. This not only validates participants' experiences, but also supports others in similar circumstances. The students, who are all volunteers, develop the story through role play and discussion, sharing ideas in order to support others. Children and young people who have had a positive experience of family restructuring are an important part of the group as they can provide support to others who are less fortunate.



This task is combined with extra-curricular work that includes relaxation, problem-solving tasks, social activities and outdoor activities, all of which are geared to increasing self-confidence and developing social and intellectual skills.

Talking at the Peer Support Forum conference in 2002, young people involved in the project performed a short drama piece describing how important Changing Families had been in enabling them to meet other people experiencing separation and divorce and to give and receive effective support.

For further details contact Simon Blake at the Peer Support Forum on 020 7843 1160 or peersupportforum@ncb.org.uk

Reviewing, auditing and developing policy and practice

Pupils can be involved in policy and practice development in a number of ways:

- Commenting on existing policy and practice and areas for development, for example bullying or drug education. This process also provides opportunities for pupils to develop skills such as gathering and analysing information, making presentations and problem solving
- Being part of a policy working group and working through school and class councils to understand and represent the views of all pupils. Where pupils are involved on working groups, all papers should be prepared so that they can understand them and play a full part in the meetings. They also need time to consult with peers on draft policies and to feed this back
- Getting involved in specific work to address behaviour and discipline. For example one school council addressed the issue by producing a 'right to learn' poster that was displayed in every classroom. Another group influenced the amount of time that pupils spent in the Time Out room. They felt the system was now fairer and that disciplinary messages were clearer.

Box 7: What children and young people say about policy and practice development

'As well as thinking about the issue we learnt how to do a questionnaire, how to analyse the results and how to present them to others.' Young woman aged 16

'Class rules are very important and when we make them it is better.' Boy aged 9

Northamptonshire Healthy Schools Programme

Following an evaluation of the Northamptonshire healthy schools award scheme by Leicester University it became apparent that pupil participation was an area for development, particularly at school level in relation to assessing needs and target setting. To address this, we sought funding from Corby Education Action Zone and seconded two school nurses to research, develop and produce a survey tool for pupils at each Key Stage. The school nurses did this in the following way:

- Schools and pupils were selected from those already participating in the scheme
- Pupils filled in questionnaires, devised from our baseline audit
- Pupils were asked to comment on what they liked and disliked about the questionnaire, the type of questions, the format, the inclusion of pictures and the degree of difficulty to complete
- The draft information was then sent for graphic design input
- A booklet was designed and piloted with a number of pupil groups to reach the final format.

These booklets allow us to survey 20% of pupils from each Key Stage within a school. The results are processed and presented in tables. The healthy schools development team, in negotiation with the school action team then include the results in the target setting process, allowing more effective target setting and greater ownership of the process by pupils. The involvement of the pupils in the scheme also helps them to realise that while some changes may be impossible, their views are an important contribution to the school and can help to inform future change.

Adrienne Jarrett, healthy schools coordinator

For further information email Adrienne.jarrett@dsnpt.nhs.uk or see www.health4schools.net and www.healthm8.net

case study

Volunteering and supporting the school and others in the wider community

Many children and young people are involved in community activities including:

- Being a buddy for the elderly or for peers with special needs
- Participating in youth fora and councils and the work of local and national organisations such as NCB
- Raising money for the school and for charities
- Active citizenship projects – children and young people often feel strongly about issues affecting the wider world and active citizenship activities enable them to express views in a range of different ways and try to effect change.

To find out more about what is established locally, many areas have participation officers who promote and support participation in a range of community activities. Some participation officers have a specific remit to target particular groups of children and young people such as looked after children. You can find out if there is a participation officer in your area by contacting your local healthy schools programme.



Cardinal Newman Secondary School, Hove, East Sussex

A group of pupils from the school campaigned to have a non-ethical vending machine removed from the school and replaced with one they approved of. Through their campaign they carried out a range of activities to get the support of the school community, invited the vendor to explain and defend their products, and interviewed new vendors. Commenting on the experience, they said that they now knew that they really could make a difference. They were proud of their achievement and felt that the experience was very motivating.

For further information see

www.bbc.co.uk/radio4/factual/learningcurve_20030930.shtml or contact
East Sussex, Brighton and Hove Healthy Schools Scheme on 01273 294216
or chris.sculthorpe@brighton-hove.gov.uk

case study

Eastbury Comprehensive School, Barking and Dagenham, London

Sixth formers at Eastbury Comprehensive School have teamed up with Age Concern to put on a weekly programme of fun activities for local elderly members of the community, with the help of the charity Community Service Volunteers.

Each Wednesday afternoon, local elderly residents are invited into Eastbury's brand new sixth form centre, and offered the opportunity to play a variety of popular board games with the young people. They are also being taught how to use a computer and surf the internet using Eastbury's new, state of the art IT suite. Sixth formers also assist them with art activities.

The project has now been running extremely successfully for over a year. Each week up to 30 local elderly residents come to the centre and meet with the young people. The school's sixth formers – who came up with the idea – are totally responsible for organising and running the project, which includes organising the refreshments, initiating and running activities, and welcoming and socialising with the visitors.

The project is seen as an enjoyable and interactive way of bringing together different generations, and is vital in strengthening the bonds between the young and elderly communities in and around Barking. By being involved with the project, young people have seen an increase in their own self-confidence, communication and organisational skills, as well as a heightened understanding and empathy with the everyday issues faced by senior citizens.

For further details contact the Barking and Dagenham Healthy Schools Scheme on 020 8270 6203 or melissa.wright@lbbd.gov.uk



Young NCB member Sarah Roberts was shocked at the number of young homeless people she saw on a trip to London, so she organised a sleep out in her home town of Buxton, Derbyshire to raise awareness of the problem as well as raise money to help people in her community. Since the sleep out, Sarah has been consulted by local councillors, spoken at conferences and put the issue of homelessness right at the top of the agenda. Sarah wrote about her experience in Young NCB Newsletter *Loudspeaker* (2003):

'I have completed the 24 hour sponsored sleep out. At the start it was good fun but then it rained heavily and everyone got frustrated and angry. Despite the wet and cold we tried to hold it together. There were some good things about the sleep out. Like lots of nice people came down to give us food, little children gave us their spare change, and lots of people who had been homeless before came and told us their story. But there were nasty people as well.

Money is still coming in and we have so far raised £1,500 (wo ho!). I plan to use this money for young vulnerably-housed people in the High Peak area here in Derbyshire. I'll buy goodie bags for homeless people to give them a helping hand. Some of the things I plan to buy are toothbrushes, blankets, toothpaste and soap. All things that add up but are really important for anyone to have.

After we completed the sleep out we all felt ill, cold, smelly and so on. We had to have a few showers before we felt OK again. We were OK because we could all go home but this is an experience that a homeless person has to go through every night and it's not right because **EVERYONE NEEDS A HOME!**'

For further details phone Young NCB on 020 7843 6000 or go to www.youngncb.org.uk

Finding out what works and shouting about it

'If there weren't any children, there wouldn't be a school and the teachers wouldn't be able to work.'

Girl aged 9

It is the responsibility of school staff to ensure that structures and systems are in place to enable all children and young people to have their say and use their energy and commitment to make a real difference. This is a relatively new area of work, so it is important to evaluate progress to understand what works well and what does not. Involving children and young people as equal partners in

the evaluation process requires planning and support.

An important starting point is to be clear about what you are trying to achieve at the outset, so that progress can be measured. Effective evaluation enables good practice to be shared and helps others to avoid reinventing the wheel. The NHSS encourages the celebration and dissemination of best practice.

If you are interested in sharing the lessons you learn in this exciting process please contact your local healthy schools programme.

Useful organisations and resources

Association for Citizenship Teaching (ACT)

www.teachingcitizenship.org.uk

The ACT is the professional subject association for those involved in citizenship education. Its main aim is to develop mutual support, knowledge, good practice, skills and resources for the teaching and learning of Citizenship in schools and colleges. Their website is a forum for sharing practical ideas and information.

Carnegie Trust

www.carnegietrust.org.uk

Scots American entrepreneur and philanthropist Andrew Carnegie set up the Trust in 1913. It is an independent, not-for-profit foundation committed to improving the conditions and opportunities for people in the UK and Ireland. It is non-partisan and dedicated to achieving practical results in people's lives. The UK Trust is one of twenty-five Carnegie foundations around the world.

ChildLine

www.childline.org.uk

ChildLine is the UK's free, 24-hour helpline for children in distress or danger. Trained volunteer counsellors comfort, advise and protect children and young people who may feel they have nowhere else to turn.

Citizenship Foundation

www.citizenshipfoundation.org.uk

The Citizenship Foundation aims to empower individuals to engage in the wider community through education about the law, democracy and society. The Citizenship Foundation focuses particularly on developing young people's citizenship skills, knowledge and understanding.

Community Service Volunteers (CSV)

www.csv.org.uk

CSV works to reconnect people to their community through volunteering and training and so enrich people's lives.

Kidscape

www.kidscape.org.uk

Kidscape is committed to keeping children safe from abuse. It is the only national charity dedicated to preventing bullying and child sexual abuse. Kidscape believes that protecting children from harm is key.

National Children's Bureau (NCB)

www.ncb.org.uk

NCB promotes the interest and wellbeing of all children and young people across every aspect of their lives. It advocates the participation of children and young people in all matters affecting them and challenges disadvantage in childhood.

National Healthy School Standard (NHSS)

www.wiredforhealth.gov.uk

The NHSS is jointly funded by the DfES and the DH and hosted by the HDA. The overall aim is to help schools become healthy and effective by providing an environment that is conducive to learning and that encourages pupils to achieve. It is part of the government's drive to reduce health inequalities, promote social inclusion and raise educational standards through school improvement.

Peer Support Forum

www.ncb.org.uk/psf

The Peer Support Forum is hosted by NCB and promotes peer support as a process of enhancing and developing the social and emotional wellbeing of children and young people.

School Councils UK

www.schoolcouncils.org

School Councils UK has been helping schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools for more than 10 years. School Councils UK, which is supported by the DfES and accredited as a TA Headlamp Trainer, also works in partnership with LEAs.

Young NCB

www.youngncb.org.uk

Young NCB is a free membership network open to all children and young people run by NCB. As Young NCB members, young people can be actively involved in issues that affect and interest them – such as safety, perceptions of young people, sex and relationship education, citizenship, bullying, drugs and the media – or they can just stay in touch via the *Loudspeaker* newsletter and the Young NCB website.

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Health Development Agency

Additional copies of this briefing can be obtained from the Health Development Agency, PO Box 90, Wetherby, Yorkshire LS23 7EX. Copies are also available to download from www.wiredforhealth.gov.uk

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For further information about the NHSS visit the Wired for Health website www.wiredforhealth.gov.uk

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department for
education and skills
creating opportunity, releasing potential, achieving excellence

