

<b>LP Procedures - Good Practice</b>	
<b>Voting</b>	<ul style="list-style-type: none"> <li>• Once the candidates have stepped forward the whole school takes part in a secret ballot</li> <li>• Manifestos could be anonymous – keeping the identity of the candidate a secret so representatives voted for on the strength of their manifesto not on their popularity</li> <li>• Votes are counted by learners under the supervision of the Link Person</li> <li>• Results are announced in an assembly</li> </ul>
<b>Equality</b>	<ul style="list-style-type: none"> <li>• Opinions to be sought from all representatives</li> <li>• Younger representatives to be supported with commenting on agenda items by having discussions before meeting to discover their views</li> <li>• Learner Voice could be a Focus Area with representatives continuously working on gathering opinions from all learners in the school in a variety of different ways</li> <li>• Every learner in the school chooses a Focus Area Committee to participate in discussions during class meeting times and have comments fed back to LPF</li> </ul>
<b>Meetings</b>	<ul style="list-style-type: none"> <li>• Designated timetable time should be given for LPF meetings</li> <li>• Class meetings to play a regular role in structure of the week</li> <li>• There is a designated LPF meeting room which representatives have access to during break and lunchtimes</li> <li>• LPF meeting room becomes the 'Hub' of Learner Voice</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• There is a Chairperson, Vice-chairperson, Secretary and Treasurer</li> <li>• Each of the Focus Area Committees has a Focus Area Lead</li> <li>• Training on the Role and Responsibilities of each officer position is given to representatives</li> <li>• The whole school is aware of the Role and Responsibilities of each officer position</li> </ul>
<b>Agenda</b>	<ul style="list-style-type: none"> <li>• Focus Areas could be key agenda points for discussion each meeting</li> <li>• Additional agenda items will appear as the need arises</li> <li>• As projects develop opinions from the whole school should be sought to be included in the meeting</li> <li>• Minutes to be kept, with details of: Item, Comment, Actions (these should be allocated to person, be time bound and measurable)</li> <li>• Minutes available for whole school to read</li> </ul>
<b>Constitution</b>	<ul style="list-style-type: none"> <li>• This sets out the roles and responsibilities of the LPF, the rules it will follow, aims of the LPF, rules for representatives and how they get to office and how long they remain and administration procedures</li> <li>• Re-enforces the democratic structure of the LPF</li> <li>• Demonstrates that the LPF is a worthwhile institution</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• Open and transparent communication</li> <li>• Whole school can comment on LPF matters</li> <li>• LPF is working for and on behalf of peers</li> <li>• Annual appraisal of work of the LPF available for whole school community</li> </ul>

### LP Links within the School - Good Practice

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Link person	<ul style="list-style-type: none"> <li>• This can be a teacher, TA, Governor or enthusiastic parent</li> <li>• They are there to facilitate the meeting not to run it</li> <li>• They have a clear understanding of how the LPF should be run and the roles and responsibilities of the representatives</li> <li>• They have contact with LPFs in other schools</li> <li>• They initiate joint projects and offers support to other LPFs</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• All matters discussed in LPF meetings are communicated to the whole school</li> <li>• Comments boxes are available in every class base</li> <li>• Email accounts have been set-up to communicate with the LPF</li> <li>• Create your own school app for communicating with LPF</li> <li>• Involve learners as Learning Detectives/Roving Reporters on matters within school</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• Learners and staff are aware of Children's Right's (UN Convention for the Rights of the Child)</li> <li>• Whole school focus on skills needed for communication: listening, being able to say what they think, negotiation, body language</li> <li>• Networking with other school to find how they listen to learners</li> <li>• Research National Children and Young People's Participation Standards (<a href="http://www.cymru.gov.uk">www.cymru.gov.uk</a>)</li> <li>• Create your own Children and Young People's Participation Standards and display in every classroom</li> <li>• Have a Participation Policy in place</li> <li>• Include participation as a standard in your school's reporting systems</li> </ul>
SMT	<ul style="list-style-type: none"> <li>• Have a named member of SMT to champion Learner Participation</li> <li>• Member of SMT regular guest at LPF meetings</li> <li>• Involve LP in the School Development Plan(SDP) and the annual Self Evaluation Form(SEF)</li> <li>• SMT consult with LP on major developments – e.g. school uniform, new buildings and facilities</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Allocating designated timetable time demonstrates the importance that the school places on learner participation to both learners and staff</li> <li>• Create Drop-down days with a LP focus</li> <li>• Establish LP assemblies as a regular feature</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Train all staff on the Role and Responsibilities of the LPF and their role in facilitating it</li> <li>• Have a designated Governor on LPF</li> <li>• Have Associate Learner Governors</li> </ul>

### LP Links beyond the School - Good Practice

- LP activities are regularly reported on in school newsletter
  - LP activities are on the school website
  - Parents/Governors attend the annual reporting of LP activities assembly
  - Ask local MP to inspire a LP project
  - Ask parents to inspire a LP project
- The school is engaged with Health Cornwall offers
  - LP is involved with generating evidence for a Healthy Schools Award
  - Joint LPF meetings are held either by other LPFs visiting the school or skype meetings
  - When at Gold Level the Link Person supports other schools to achieve Bronze/Silver
  - When at Gold Level the Link Person supports officer training in other schools at Bronze/Silver
- LP has researched community initiatives
  - LP has a community initiative as a Focus Area
  - Fundraising is undertaken by LP to support a community issue
  - Members of the local community are invited to LP events

### LP Projects - Good Practice

Information	<ul style="list-style-type: none"><li>• LP activities are reported on in the school prospectus</li><li>• LP activities are reported on in annual Self Evaluation Form</li><li>• LP activities are reported to OFSTED</li><li>• LP is commented on in all reporting systems to parents</li></ul>
Budget	<ul style="list-style-type: none"><li>• The role of the LPF is valued by the school and this is demonstrated by the LPF having an annual budget for projects</li><li>• The financial report of the LPF is included in school budget reports</li><li>• The financial report of the LPF is communicated to the school and the wider community</li><li>• The LPF are involved in whole school budgetary matters</li></ul>