



Gathering the voice of the child

Why?

Gathering the views of a child or young person for their PEP is vital as it places them at the centre of their own learning journey. It ensures their voice is heard, their opinions are valued, and their experiences shape the support they receive. It also gives us a better understanding of what matters to them, what helps them learn and what goals they want to work towards.

Who?

The child or young person's views can be gathered by any adult in school, but it is most effective when done by someone they know well and trust e.g. their class teacher, form tutor, teaching assistant or any other member of staff they have a positive relationship with. Having a familiar adult involved helps the child or young person to feel at ease, hopefully allowing them to be able to share their thoughts and feelings open and honestly.

When?

A PEP is essentially the child or young person's meeting. They should be involved in as much or as little as they feel comfortable with. They may choose to attend the whole meeting if appropriate, part of the meeting, or not be present at all. It is good practice to have gathered their views before the meeting takes place, so they are included even if they choose not to attend. The most important thing is that the child or young person has been given the choice and opportunity to be involved in a way that works for them.

How?

Factors to consider when thinking about how to gather pupil voice:

- Age and stage
- Additional needs
- Verbal ability
- Emotional sensitivity
- Types of approaches
- Open questions (and answers) – conversation based
- Scaling and rating e.g. RAG rating
- Sentence sorting/ranking
- Pictures/card sorting
- Drawing, arts and crafts, photography, using digital tools
- Person-centred planning e.g. "Good day/Bad day", "What matters to me island".
- Think about context – when/where/how/who? (Room, location, time of day, the adult, the game etc.)

Safe conversation sandwich

Start and end with safe topics

- **Problem free talk** - Interests, hobbies, likes/dislikes i.e., not emotionally charged
- **Problem/difficulty**
- **Problem free talk** - Return to a safe topic i.e., something positive coming up to look forward to



Active listening



Curious questions

Use open-ended prompts/questions and reflective statements.

Open questions

- That's so interesting, tell me more about...?
- What is it about...that you like/enjoy?
- You put this one in the 'helpful' category, how do you think it helps you?
- You feel calmer when Miss Patel is sat with you, hmmm, what does she do that helps?

Reflective statements

- You like going to the library at break because you don't get into trouble...

Sentence Starters (Young Minds)

- Examples of conversation starters to encourage open discussions with young people struggling at school.



Pupil Voice Toolkit

Getting to know me

- Conversation Cubes
- Lolly lotto
- Therapeutic Treasure deck sentence starters
- Best day ever! Yes day!
- Family drawing



Where?
With who?
Doing what?

Three categories

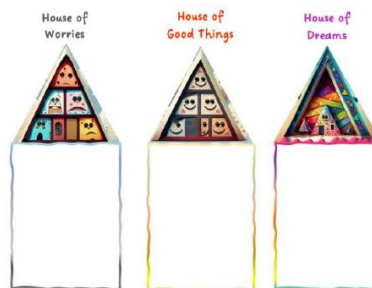


Three Islands

- A fun, interactive activity to explore young people's preferences, views, wishes and concerns
- Different items are either put on the island of 'always', 'sometimes' or 'far away'

Three Houses

- An activity to explore things that are going well, worries, and hopes and dreams for the future.



Love it, hate it and the in between!

- Sorting activities/tasks into three categories
- Could be made practical with different colour hoops.

https://www.socialworkerstoolbox.com/the-three-houses-template/#google_vignette

Sorting and ranking

Talking Mats

- Using simple images for CYP who have difficulties with communication and interaction or find it hard to talk about their feelings.



Exploring Solutions and Problems Cards

- The ESP cards show situations (event cards), how they feel at those moments (emotion cards), the way they may respond (reaction cards) and things they can use to try and calm their feelings (changer cards).



Event



Emotion



Reaction



Changer

Treasure or Trash? Helpful or Unhelpful?

- Pictures or statements can be used for the child to sort into categories.
- Categories could be e.g., 'agree/disagree', 'like me/not like me, etc.



Diamond Ranking

- The diamond ranking activity involves students ranking statements in order of importance.
- There are 4 sets of cards: pink (their strengths), yellow (areas of needs), blue (future aspirations) and green (leisure interests or activities).

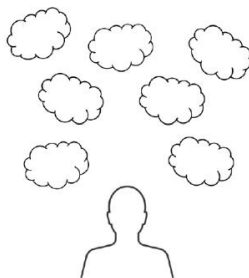


Diamond 9 Templates | Teaching Resources

Thoughts and feelings visual tools

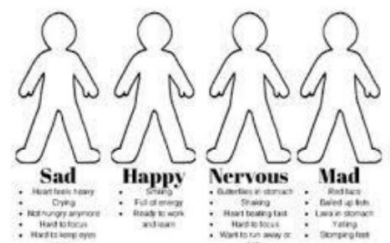
Comic Strip Conversations

- Sharing thoughts, feelings and views through creating comic strips.



Body outline

- A simple person outline to draw and describe how emotions feel in the body.



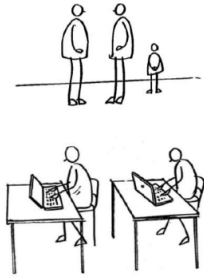
Thought bubbles

- A visual way to explore a young person's worries or thoughts throughout the school day

Exploring meaning through drawings

Children's Exploratory Drawings (CEDS; Timney & Cohman, 2020)

- Ambiguous school scenes allowing multiple interpretations such that young people can project a narrative and give characters thoughts, motives and feelings
- Helps us to explore their internal representations and core constructs around school.



Blob Trees

- Blobs are a way of communicating using two of the first languages that we learn as children - body language and feelings.

Examples of question prompts...

- 'Which Blob is how you felt yesterday?'
- 'Which Blob is how you feel with adults?'
- 'Which Blob do you feel least like?'



Traffic light rating



RAG Rating

- Aspects of the school day, timetable, curriculum, learning tasks, etc can be colour coded using a Red Amber Green (RAG) traffic light rating system.

Mapping the Landscape of Fear

- A mapping exercise used to elicit young people's personal constructs of school (where they feel safe and calm).
- Several aspects of the physical, social and learning environment may be categorised using a RAG rating system.



Person Centred Planning tools

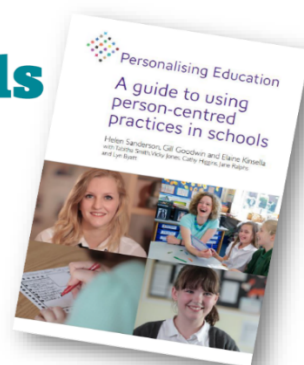
What matters to me island

A worksheet titled 'What matters to me island' featuring a central island with a palm tree and a person. The island is divided into sections for 'WHAT MATTERS ISLAND', 'PEOPLE', 'THINGS I DO', and 'THINGS I WANT'. Surrounding the island are boxes for 'WHAT PEOPLE LIKE ABOUT ME', 'IF I COULD... I WOULD...', 'WHAT I WANT IN THE FUTURE', 'WHAT I'M GOOD AT', and 'WHAT NEEDS TO HAPPEN'. The NDTi logo is in the bottom right corner.

[Resources - NDTi](#)

Good day/Bad day

A worksheet titled 'Good day/Bad day' with two large boxes for 'GOOD DAY' and 'BAD DAY'. At the bottom, there are prompts: 'WHAT DOES THIS SAY ABOUT WHAT MATTERS TO ME?' and 'WHAT DOES THIS SAY ABOUT THE SUPPORT I NEED?'. The NDTi logo is in the bottom right corner.

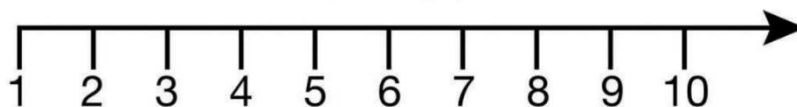


[Personalising Education A guide to using person centred practices in schools.pdf](#)

Scaling and rating



How much do you enjoy this lesson?



- Where are you now?
- Why aren't you -1?
- What would make you +1?
- Where do you want to be?
- How can you get there?



The Angry Birds Five Point Scale

	How I feel	What I can do
5	I'm ready to explode! I feel like screaming or hitting and I've lost control.	Find a calm, quiet place.
4	I'm starting to lose control and I'm upset! I may feel like saying things that are hurtful.	Take slow, deep breaths.
3	I'm a little out of control. I may feel frustrated or excited and move all over. I'm starting to get overwhelmed.	Do something I like that helps me feel better.
2	Something's bothering me. I might feel worried or be getting frustrated.	Tell an adult how I feel.
1	I feel good! I'm completely in control of myself.	Now I'm all calmed down.

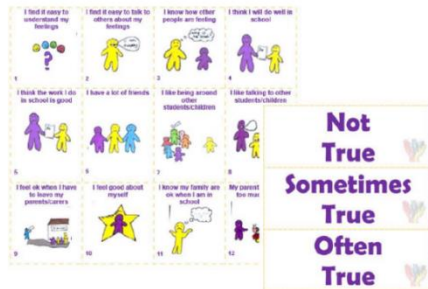


Five point scale - [normal 5bc8c8c3d1959.pdf](#)

School wellbeing

School Wellbeing Cards (Dr. Jerricah Holder)

- The School Wellbeing Cards are a set of child-centred tools for schools and colleges
- They are grounded in resilience research and reflect the common risk and protective factors that underpin school connectedness, belonging and wellbeing.



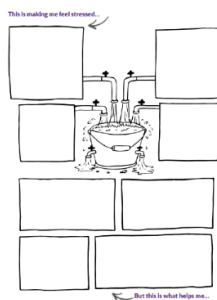
EBSA Guidance Part Two: Practical Support pack

- Tools that can be used to explore push and pull factors for school attendance can be found on pages 32 – 40, including a card sort activity on pages 35 – 37.

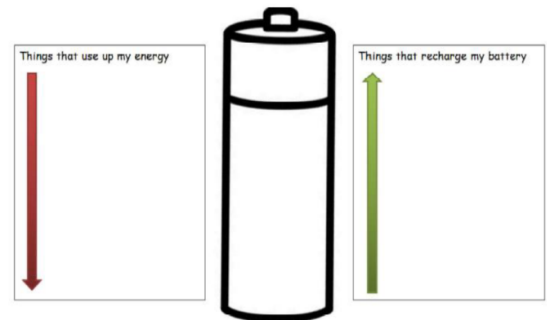


Stress Bucket (YoungMinds)

The stress bucket worksheet helps young people identify what is causing them stress (the taps above the bucket) and develop strategies to reduce this (the taps below the bucket).



Considering what 'drains' and 'charges' our batteries.



Show and tell

Show me something that you are proud of...



Draw (make/build/create) a place where... you feel safe/happy...

Take me to (photograph) your favourite places/people in school...

