INVESTORS IN PUPILS

Investors in Pupils Handbook

www.investorsinpupils.org.uk

Introduction

Investors in Pupils provides a quality framework and award within which schools and educational settings can develop, embed and enhance Pupil Voice and Participation strategies. It provides opportunities for children and young people to take responsibility for their own education and behaviour. The award also enables consistent coordination, review and implementation across five main areas; learning; behaviour; attendance (including punctuality); classroom management and induction.

Hundreds of schools across the UK have already achieved the Investors in Pupils standard, and many more are actively working towards the award. Any school or educational setting can register an interest and work towards accreditation. The award is non-portfolio based and assessed through an independent quality assurance process comprising school self-assessment, telephone interview and Assessors' visit.

The Investors in Pupils partnership provides consultancy, support and assessment for the award. It is non-profit making and utilises the revenue to support and continually develop the award.

Please contact a member of the Investors in Pupils team to find out more and register your interest by emailing InvestorsinPupils@leeds.gov.uk or visit www.investorsinpupils.org.uk.

This handbook describes the Investors in Pupils framework.

Investors in Pupils Criteria

1. **Vision statements** in each class/group developed by its members, which define its aims.

2. **Class/group targets** are developed by the members of each class/group.

3. All pupils have identified and agreed a **personal target** with a staff member.

4. Pupils have negotiated **rewards** and ways to **recognise success**.

5. All new pupils, staff and visitors have an effective **induction** to the class/group.

6. Pupils can describe how the **development of supporting adults** has a positive impact on pupils, staff and the school community.

7. Class/group members understand that every pupil is unique and receives support to meet their **individual needs**.

8. Pupils understand the different **roles and responsibilities of supporting adults** and how they contribute to their learning and help them achieve.

9. Pupils understand their **individual roles and responsibilities** in the class/group and the contribution they make to the school community.

10. All pupils have the opportunity to take on **additional roles and responsibilities** in the school.

11. All pupils feel they have the **opportunity to express** their opinions **and have a say** in decisions that affect them.

12. All pupils feel listened to and effective **feedback strategies** are in place.

13. Pupils have a **financial understanding** of money, budgeting and resource costs within school.

14. Pupils understand the role of **governance**.

Investors in Pupils Criteria and Evidence Framework

Indicator	Evidence	What this means in practice (plan, do, review)	Ofsted criteria Inspectors must consider
1. Vision statements in each class/ group developed by its members, which define its aims.	• Pupils and adults have agreed a joint vision for what they would like their class/group to be like. • Pupils can describe how the class vision is supported by class/group targets and personal targets.	• All members contribute and commit to vision statement. All class members could sign the statement. • Vision statements may be in the form of a declaration, promise, contract or charter. • Vision statements should be displayed for all members to see. • Vision statements should be reviewed regularly.	**Leadership and Management** Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance
2. Class/ group targets are developed by the members of each class/ group.	• A process for developing class/group targets is agreed with pupils. • Class/group targets address one of the five areas of Investors in Pupils, where appropriate. • Members have agreed how class/group targets will be recorded, displayed or shared. • Class/group targets are reviewed and changed regularly. • Achievement of class/group targets is recognised and/or rewarded. • Pupils can describe examples of successful and unsuccessful class/ group targets and the reasons for this. • Pupils can explain how they contribute to class/group targets. • Pupils understand why they have class/group targets.	• Pupils are supported to ensure class/group targets are clear, specific, measurable, achievable, relevant and time-based (SMART). • Pupils decide as a group which of the 5 areas they want to focus on. • Pupils can choose themes for target boards and decide how boards can demonstrate progress. Pupils may want to take a team photograph and display pictures of reward to motivate members. • Members agree how frequently class/group targets reviewed • Staff keep a record/log of class targets achieved throughout the year.	**Quality of teaching** How well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning **Behaviour and Safety** Pupils' attitudes to learning and conduct in lessons and around the school

3. All pupils have identified and agreed a **personal target** with a staff member.	• A process for developing personal targets is agreed with pupils. • Pupils decide on their target with support from a member of staff. • Personal targets may be non-curriculum based. • Members have agreed how personal targets will be recorded, displayed or shared. • Personal targets are reviewed regularly. • Achievement of personal targets is recognised and rewarded. • Pupils can describe examples of successful and unsuccessful personal targets and the reasons for this.	• Pupils are supported to ensure personal target is clear, specific, measurable, achievable, relevant and time-based (SMART). • Pupils are offered support to help them prioritise which area of Investors in Pupils they want/need to focus on. • Pupils can choose themes for target boards and decide how boards can demonstrate progress. Pupils agree whether they want to be identified by name/photograph or remain anonymous. Pupils may prefer to record targets in planners and discuss progress with staff /circle time. • Members agree how frequently class/group targets are reviewed e.g. every half term. • Adults may decide to set themselves a personal target too. • Staff keep a log or record of pupils personal targets achieved throughout the year.	**Quality of teaching** How well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning **Behaviour and Safety** Pupils' attitudes to learning and conduct in lessons and around the school
4. Pupils have negotiated **rewards** and ways to **recognise success.**	• Pupils voice has influenced the existing reward system in school. • Pupils have reviewed what works and what does not work. Pupils have identified which approaches motivate members to achieve and suggested new or alternative ways to recognise and reward achievement of Investors in Pupils targets. • Pupils can give examples of how their class/group/personal target has been rewarded or recognised for achieving class/group and personal targets.	• Some schools raise motivation to achieve class/group targets by creating competitions between classes or tutor groups and rewarding the winning class/ group and/or most improved class/group. • For personal targets, pupils need to negotiate innovative rewards and agree realistic time scales. • Pupils also need to decide what happens when members of the class/ group do not meet their personal targets. • Staff need to support pupils to review on an annual basis whether the rewards and incentives they have identified are motivating all pupils. It may be useful to look at the rewards other schools are using. • Classes may decide to display a picture of the rewards to remind pupils of what they are working towards.	**Quality of teaching** How well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning **Behaviour and Safety** Pupils' attitudes to learning and conduct in lessons and around the school.

5. All new pupils, staff and visitors have an effective **induction** to the class/ group.	• The school has an induction policy for all new pupils and members of staff. • Each class/group has developed induction materials to welcome new members (pupils/staff/visitors). • New staff members/pupils can describe a positive 'induction' to the class. • New class members can describe the class/ group vision and process for setting group and personal targets.	• One of the first class/group targets may be to create an effective induction booklet/pack/ DVD or PowerPoint for new members. • Group members agree on aims of an induction pack/booklet. • Group members discuss and agree the most appropriate content, format and style of the induction materials with supporting adult /teacher. • Group members decide and agree a list of tasks which pupils will do, what and by when. • Induction materials are trialled on new members of staff, pupils and parents. Pupils review whether aims have been met and any additions or amendments are necessary.	**Leadership and Management** Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance.
6. Pupils can describe how the **development of supporting adults** has a positive impact on pupils, staff and the school community.	• Pupils can describe how supporting adults continually undergo training and development and how this benefits the class or group.	• Pupils understand concept of lifelong learning. • Pupils have the opportunity to reflect and review whether new strategies or approaches are working or if they could be improved e.g. new policies or school council structure. • Staff share with pupils what training they have attended and what they have learnt.	**Leadership and Management** Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance. Engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.

7. Class/Group members understand that every pupil is unique and receives support to meet their **individual needs.**	• Pupils understand how everyone learns differently. • Pupils can explain how and why there are different levels of support for learners. • Pupils can describe how supporting adults have helped them to achieve their full potential.	• Staff plan lessons to respond to the needs of the class/group members. • Pupils are aware of each other's different needs and support each other with tasks and activities. • Staff review individual needs and support strategies with individual pupils. • Staff may use class/group discussions or circle time to explore these issues. • Pupils need the opportunity to regularly review whether their individual learning needs are being met.	**Quality of teaching** The quality of teaching and other support provided for pupils with a range of aptitudes and needs, including for those with special educational needs and/or disabilities, so that their learning improves.
8. Pupils understand different **roles and responsibilities of supporting adults** and how they contribute to their learning and help them to achieve.	• Pupils can describe and understand the roles and responsibilities of different members of staff (teaching and support), Governors and parents. • Pupils understand and can describe how different adults and staff members support their individual personal and social development. • Parents /Carers understand their role in supporting their child to meet their targets	• Staff share staff structure with their class/group and agree which staff members what the group would like to, and need to, learn more about. • Pupils decide how they want to find out more e.g. write letter to invite to class, interview, create job description or film a group discussion with staff member • Pupils record findings and share with other classes e.g. assembly, display or include in induction booklet. • Staff jointly review this process on an annual basis with pupils to ensure pupils understand how different adults can support them with different aspects of school life. • The school informs parents about Investors in Pupils through newsletters, website, displays etc. • Staff review Investors in Pupils targets at parents evenings and targets may be sent home regularly.	**Leadership and Management** Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance. Engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.

9. Pupils understand their **individual roles and responsibilities** in the class/group and contribution they make to the school community.	• Pupils are committed to the class/group vision. • Pupils are involved in reviewing school behaviour policy and class rules. • Pupils can describe their role in meeting class/group targets and how they support others to meet class/group targets. • Pupils can describe how they make a contribution to the school community.	• Some classes/groups decide to produce job descriptions for all class members roles e.g. energy monitor. • Class/group members understand the concept of being a positive role model and representing their school. • Pupils can describe their role in meeting class / group targets and how they support others to meet class / group targets. • Pupils can describe the characteristics of a model/ideal pupil e.g. friendly, considerate, respectful, motivated etc. • Pupils may share examples of how they respect their school equipment and building, turn lights off, recycle materials and don't drop litter. Pupils may share how they are kind and supportive to younger members of the school, reported bullying or volunteer to help on school open days.	**Behaviour and Safety** Pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
10. All pupils have the opportunity to take on **additional roles and responsibilities** in the school.	• Pupils can describe how class /year and school councillors are elected. • Pupils feel that elections are fair and can describe benefits of an effective school council • Pupils can list other positions or roles with additional responsibilities in the classroom or school. • Pupils can describe how they contribute to learning and teaching review and practice. • The majority of pupils report having taken on an additional responsibility/role during their time at the school.	• Pupils have been involved in deciding which additional roles and responsibilities pupils could take on. • Pupils have roles in learning through evaluation and review of the school curriculum, learning practice, and/or teaching practice. • Class/group roles may include "Investors in Pupils Representatives" that support staff by having responsibility for displays, target boards, induction booklets and motivating class/group members. • Other class/group based roles may include energy monitors, register monitors, peer mentors, buddies etc. • Whole school based roles may include head boy/girl, school councillors, school tour guides, anti bullying ambassadors, green team, website group. • Staff should involve pupils in reviewing existing roles and suggesting any new posts of responsibility.	**Leadership and Management** Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance. Engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.

11. All pupils feel they have the **opportunity to express** their opinions **and have a say** in decisions that affect them.	• Pupils can describe a range of different ways the school seeks their opinions. • Pupils can describe a range of different issues/ topics that they have been asked to give their opinion on. • Pupils can describe how they, or other pupils, have influenced decisions made by the school that affect them. • Pupils can explain how they have shaped their learning.	• Strategies may include pupils having a regular opportunity to share their ideas, issues or problems with class/form council representatives. • Ideas /thoughts may be shared through suggestion /comment /worry boxes or electronic email suggestion boxes managed by the school council. • Pupils may have used surveys/questionnaires/feedback sheets to find out what pupils think on specific issues e.g. bullying, after school clubs, school meals etc. • Pupils may have been involved in school refurbishment. • Pupils may be involved in reviewing their class timetable, the curriculum or undertaking lesson observations. • Pupils may be regularly involved in the recruitment and selection of new staff or the review of school policies. • Pupils may be responsible for writing a page of the school newsletter or a section of the school website.	**Behaviour and Safety** Pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
12. All pupils feel listened to and effective **feedback strategies** are in place.	• Pupils report receiving feedback on school council minutes from staff or Governors. • Pupils believe class/ form council representatives can effectively represent their views. • Pupils feel complaints/ comments/suggestions written by pupils in suggestion boxes/ complaints book are regularly reviewed and acted upon. • Pupils can describe positive changes that have resulted from taking part in school surveys or questionnaires.	• Schools timetable meetings so that updates and feedback from staff and Governors is quick and up to date. • Class representatives provide regular updates and opportunities for pupils to make suggestions and raise issues. Examples are likely to include suggestions that were taken forward and approved and those that were rejected. Pupils need to understand the decision making process and the reasons why some ideas are not possible. • School council minutes can be uploaded to the schools learning platform, enabling Governors, staff and pupils to access them easily. • Suggestions boxes are regularly checked and how staff/pupils respond to suggestions and feedback to pupils. • Pupils and staff may have developed surveys and questionnaires either paper based or online. Pupils receive feedback on findings and are informed of the changes that will/have taken place as a result of this information.	**Quality of teaching** How well pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning

13. Pupils have a **financial understanding** of money, budgeting and resource costs within school.	• Early Years Foundation Stage should have some basic understanding of finance i.e. that resources cost money. • Key Stage One pupils should know what the everyday items in the classroom cost e.g. pens, pencils, rubbers, rulers. They should also understand that staff get paid. • Key Stage Two pupils should be able to describe what the annual budget is, main headings and what the majority of the budget is spent on, as well as an understanding of how schools are financed. • At Secondary School pupils understand that the majority of the school budget is spent on staff salaries. • Pupils know what the school budget is and how it is made up of various income streams. • Pupils understand that funding is provided based on pupil numbers on roll, and that some students e.g. 6th form, attract more funding. • Pupils understand and have experienced enterprise projects in school.	• Pupils learn about the cost and range of resources available to them by pricing up equipment for the school. • Pupils responsible for budgeting for and choosing new equipment/furniture etc, to promote greater ownership. • Pupils interview a variety of staff to learn about ways to save money e.g. turning off lights, reusing scrap paper, composting, etc. • School council is assigned a budget, alternatively budgets can be allocated to classes. • Pupils may be involved in enterprise activities that develop their financial understanding e.g. planning events or setting up a school business.	**Leadership and Management** Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance.

| 14. Pupils understand the role of **governance.** | • Pupils should be aware of the role of Governors.
• Key Stage One pupils should know that Governors do not get paid and that they help the Headteacher make decisions.
• Key Stage Two pupils need to be aware that there are different types of Governors in school. They also need to be aware of the roles that Governors fulfil such as:
  – set the overall school budget
  – help decide the priorities for the school's development plan
  – deal with complaints about the school
• At Secondary School pupils representatives have attended a Governors meeting.
• Pupils are aware of different types of Governors.
• Pupils are aware of the decisions that Governors have made, and why. | • Pupils can prepare questions in advance and ask the Headteacher and Governors questions
• Pupils can demonstrate their knowledge and understanding by creating a display.
• School councils may have planned, and taken part in, fundraising activities for good causes or charities.
• Pupils can meet with Governor/s to learn about their role and responsibilities. Alternatively Governors may want to run an assembly or meet with the school council and school councillors feedback to pupils through class/ form councillors. | **Leadership and Management**
Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance. |

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