



PLYMOUTH COLLEGE

PUPIL VOICE

STATEMENT OF INTENT

Last reviewed:	December 2025
Next review date:	August 2026
Responsibility:	Senior Deputy Head

Pupil Voice - Statement of Intent

At Plymouth College, pupil voice is understood as a meaningful and purposeful contribution to school life, not a token exercise. It is rooted first and foremost in the quality of relationships between pupils and staff. Pupils are encouraged to speak openly, ask questions, and share their views across lessons, activities, boarding houses, and co-curricular settings, supported by a culture of trust, mutual respect, and high expectations. Within the school's warm, family-like ethos, pupils appreciate the role that adults play in guiding, teaching, and safeguarding them, while also being valued as active partners in a shared educational journey. This reflects our commitment to aspiration, kindness, integrity, respect, resilience, and service.

Pupil voice is lived daily through professional dialogue between pupils and staff across lessons, pastoral care, and co-curricular activities. Teaching and pastoral support are responsive to pupil needs, interests, and feedback, and strong rapport enables pupils to express when they need support, challenge, or a different approach. Pupils regularly encounter members of staff in different roles across the school, including academic, pastoral, boarding, and co-curricular settings, which strengthens relationships and reinforces approachability. Informal conversations, ongoing feedback, and responsive practice are central to how pupils feel heard, supported, and understood in their learning and personal development.

Pastoral relationships further strengthen pupil voice. Heads of Year play a key role in knowing pupils well and creating regular opportunities for dialogue through year group meetings, informal socials, and day-to-day involvement in pupil life. These moments allow pupils to raise concerns, share ideas, and feel supported in a relational and accessible way, reinforcing trust and belonging. Particular care is taken to ensure that the views of quieter pupils and those less confident in formal forums are heard through trusted relationships with tutors, Heads of Year, boarding staff, and teachers, as well as through informal mentoring and conversation.

Alongside this strong relational culture, pupil voice is embedded across both the Prep and Senior School through clear and age-appropriate structures. In the Prep School, pupils contribute through class forums and the Prep School Council, where they are supported to share ideas, raise concerns, and understand how decisions are made. In the Senior School, opportunities such as the Senior School Council, Heads of School meetings with the Head, and regular dialogue with senior leaders ensure that pupil perspectives inform school development and daily practice.

Leadership is a central expression of pupil voice at Plymouth College. Senior Prefects, Heads of School, the Sixth Form committee, boarding prefects, pupil ambassadors, House Captains and Sports Captains are entrusted with genuine responsibility and act as a bridge between pupils and staff. These roles are supported through clear expectations, regular meetings, and opportunities to contribute to decisions relating to wellbeing, behaviour, community life, and the wider pupil experience.

The House system (with the leadership of pupil House Captains) plays a significant role in enabling pupil voice across age groups. Through vertical house structures, pupils listen to one another, mentor informally, and lead by example. Older pupils support younger pupils through shared activities and everyday interactions, building confidence, belonging, and a sense of collective responsibility and shared purpose. Boarding pupils are provided with additional, structured opportunities to contribute their views and shape their lived experience. Boarding prefects and Heads of House support younger pupils and work closely with boarding staff. Regular meetings with boarding staff and senior leaders ensure that boarders' perspectives on routines, wellbeing, relationships, and community life are heard and responded to.

Pupils also contribute through focused committees and initiatives, including the Equality, Diversity and Inclusion committee, sustainability and charity groups, and other pupil-led forums (such as the Beliefs and Values Ambassadors). Regular pupil surveys across year groups provide further opportunities to gather feedback, identify themes, and inform improvement. Pupils are supported to understand how their views have been considered, what has changed as a result, and why some decisions remain unchanged. Where appropriate, pupils are involved in interview and selection processes, offering their perspectives on school culture, relationships, and values. This reinforces the message that pupils are active contributors to the life of the school.

Listening to pupils is matched by clear boundaries and honest communication. Pupil voice informs decision-making and helps improve practice, but it does not replace professional judgement. Final responsibility rests with staff and senior leaders, who act in the best interests of all pupils and the wider community, with safeguarding, fairness, and high standards at the centre of decision-making.

Through strong relationships, responsive teaching, pastoral engagement, structured leadership opportunities, and everyday conversation, Plymouth College ensures that pupil voice strengthens community, improves provision, and prepares young people to take an active and responsible role in school life and beyond.

Plymouth College is part of the Galaxy Global Education Group. The College is managed by the Schools Management Board of the Galaxy Global Education Group (*which is responsible for Group Governance and Local Advisory Board Liaison, Co-ordinating Learning Initiatives & Setting Group KPIs, Regulatory Compliance, Safeguarding Oversight & Student Voice*). The Local Advisory Board (LAB) is an advisory sub-committee of the Galaxy Global Education Group Schools Management Board, providing local insight, support, and challenge to the school's leadership in regards to educational standards and school improvement, safeguarding and welfare, community and stakeholder engagement, compliance and reporting. The Chair of the LAB is appointed by the Chair of the Schools Management Board and the LAB is composed of 3-4 local members appointed by the Chair of the Schools Management Board (with whom formal governance authority rests) and approved by the Board of Directors of the Galaxy Global Education Group.