Children's Voice Self-Assessment Tool

Children's feedback is very important to the PINS Programme, and we encourage you to seek the views of children in your school, especially those children you think may benefit from the programme.

We recognise you may have well developed processes already in your school for gathering children's feedback, including those who have SEND or are neurodiverse. Knowing your children, you will be best placed to determine whether you seek children's feedback individually, in a group, or as a whole class process. We have provided resources for seeking children's feedback in the Children's Voice Resource Pack that you can use if you would like to.

The Children's Voice Self-Assessment Tool domains suggest topics about which you may wish to seek children's feedback – this is not exhaustive list and can be amended to best suit your setting. There is no need to answer every question suggested if this is not relevant for your children or setting. For further information on seeking children's feedback please see the Explanatory Note For Schools.

We ask that a suitable member of staff collates children's feedback. Collated feedback should then be used to inform and complete this Children's Voice Self-Assessment Tool, reflecting children's combined views.

We have aligned the Children's Voice Self-Assessment Tool with the six self-assessment domains, so that children's feedback can feed into your school support priorities. This should be discussed as part of your support planning conversation with your local PINS project team.

Completed by (name & position) ………………………………………………………………………………

Self-Assessment Domain	Children's Feedback and any Identified Issues
Domain 1: Leadership, Culture and Values Do children feel safe and cared for at school? Do children feel included in school life, take part in school clubs and activities and go on school trips? Are children's wishes and feelings listened to and considered? Do children know which senior leader they could go to if they needed help and support?	
Domain 2: Mental Health Do children enjoy being at school? Do children have friends at school? Do children know who to talk to if they feel worried, upset or angry at school? Would children know what to do if they were being bullied?	
Domain 3: Readiness to Learn Do children have the support that they need to engage with school? Do children feel able to attend well? Can children meet the behavioural expectations of the school community? Do children benefit from active play breaks between their lessons? Do children feel happy at mealtimes and eat enough? Do children feel happy and relaxed about school, and sleep well when they are at home, so they arrive rested and ready to learn?	

Domain 4: Teaching and Learning Do children understand their work and get the help they need to do well? Do children have the equipment and resources to help with their learning? Do children feel they can talk to their teacher or teaching assistant if they are struggling with work? Do children feel the school recognises their achievements?	
Domain 5: The Environment Do children feel comfortable in the school building, for example the school hall, corridors, toilets, and reception area? Is there anywhere they do not feel safe? What do children identify in their classrooms which either helps them to learn, or makes it harder? Do children enjoy playtime, either being in the playground or in another space if they prefer?	
Domain 6: Communication Are children supported to build friendships? Do children feel that they belong at school and that their views and ideas are listened to? Do children have the support they need to communicate needs to adults?	