

VOICE RATIONALE

Voice is about hearing children's voices and the voices influencing children such as family and the media. It focusses on hearing children's views about the crisis and about the future. It builds upon themes in the orange section relating to communication and looks at how children's views are not just communicated but, heard and considered.



TIPS

Professor of Educational Psychology Tom Billington poses what he terms 'question themes'. There are five of these:

- how do we speak of children;
- how do we speak with children;
- how do we write of children;
- how do we listen to children;
- how do we listen to ourselves (when working with children)?

Each of these areas is very important to consider in supporting children during this period. We can apply these themes to the current situation and addressing these as professional teams of school systems can help to inform the way that we are addressing the current issues with the children that we work with. See *Working with Children* by Tom Billington, London, Sage, 2006

Media access- considering pupil's access to media and news coverage during this period is important in supporting their needs moving forwards. Different pupils will have been exposed to the news at very different levels. It is worth addressing this and getting a sense of how much pupils have engaged or read in order to support their needs and worries moving forwards. Engage in activities that look at media themes, influences, political stances and the role of research and evidence base in media reporting. Incorporating activities in this area will be paramount not only in addressing immediate anxieties but, also in developing protective skills for the future.

Take time to hear pupil voices, East Sussex County Council have a useful document on how to elicit pupil voice in school populations which can be found here; <https://czone.eastsussex.gov.uk/media/5348/escc-pupil-voice-booklet.pdf>

FURTHER WORK

Monitor children who find it hard to share their views or display extreme views and find it hard to consider the opinion of others. In young or non-verbal children this may come through play and behavioural responses.

