



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

# **STUDENT LEADERSHIP POLICY**

Date approved by Governors  
Oct 2015

# **HOMEWOOD SCHOOL & SIXTH FORM CENTRE**

## **Student Leadership Policy**

This policy will be reviewed every 3 years

**DATE OF POLICY:                      October 2015**

**DATE OF REVIEW:                      October 2018**

**Member of staff responsible for Policy:**

**Principal & Director of Student Development**

**Signed.....Head Teacher**

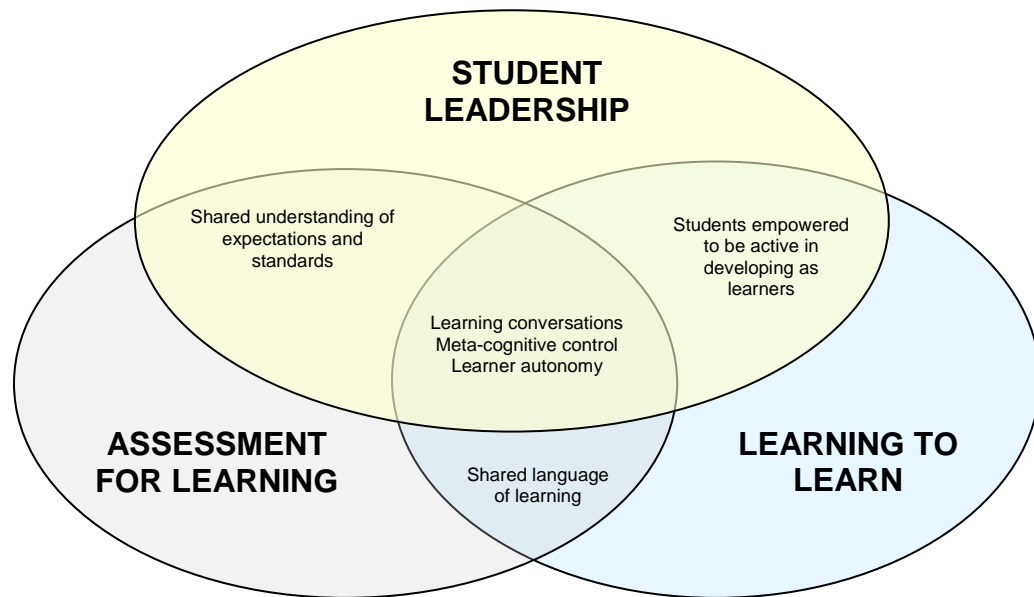
**Signed.....Chair of Governors**

## STUDENT LEADERSHIP POLICY

### 1 STATEMENT OF PRINCIPLE

In order to develop mature and confident citizens, fully equipped for the demands of the 21st century work force and further educational institutions, all students are entitled to contribute actively in shaping the educational experience they and their fellow students receive. Student Leadership should be at the heart of curriculum design and policy construction if we are to sufficiently create the climate necessary for students to thrive.

### Personalisation: Deep Learning's Interacting Gateways



### 2 AIMS

- To encourage active student engagement in learning and the life of the School/College
- To nurture the skills required to develop responsibility, independence, teamwork, maturity in relationships with students and staff
- To embed a culture where students have high expectations of both his/ her own and peer's academic achievement as well as his/her behavioural code of conduct
- Through the specialism of Arts, Applied Learning and the Rural Dimension, ensure our students develop leadership capacity in their involvement in real decision making
- To design appropriate curriculum and extra curriculum opportunities for students to formally voice their views within and beyond the School
- To promote active citizenship by establishing a functioning democratic body with real influence in the School

- To contribute to whole School improvement
- To develop staff: student dialogue, especially around teaching and learning.

### **3 Student Leadership Programme**

**3.1** In line with Homewood's Leadership Development Programme students will complete Stages 1, 2 and 3. The programme will allow students to develop leadership skills that will underpin each stage. These are based on the core competencies of preparing students for employability and life. Students will complete a programme linked to the PIXL Edge accredited qualification.

(See **Appendix 1**)

## **4 OBJECTIVES**

### **4.1 For students**

- To engage fully in their learning, developing a fuller understanding of their progress through assessment for learning and learning to learn.
- To contribute to Student Council discussions within and beyond their tutor group, improving verbal communication and discussion skills and developing their ability to negotiate, compromise and operate as an effective team member.
- To take responsibility for their environment, academic progress and behaviour

### **4.2 For Parents and Carers**

- To support activities within and beyond timetabled lessons to encourage their sons/ daughter to be active participants in Student Leadership projects.

### **4.3 For Teachers**

- To use a wider range of assessment for learning techniques, in particular self and peer assessment, to encourage frequent debate concerning targets, progress and standards.
- To embed learning to learn strategies through lesson planning and delivery to increase student autonomy.
- To regularly ask for student feedback regarding their progress/ teaching and learning strategies through formal (e.g. questionnaires/ surveys) and informal (e.g. conversations) to encourage student leadership.
- To offer students the opportunity to plan, deliver and resource a section of the lesson (e.g. starter or plenary session) and to evaluate the success with regard to student process.
- To evidence all student leadership techniques used and feedback.
- To link students to department meetings

#### **4.4 For Principal Teachers**

- To ensure assessment for learning, learning to learn and opportunities to increase independent learning skills are embedded in schemes of work and resources
- To use student feedback as a key strategy to monitor, evaluate and review the quality of teaching and learning across the subject area
- To promote opportunities for students to take ownership of their learning by co-constructing lessons/ learning experiences with staff and students
- To ensure that lead learners are embedded in the department

#### **4.5 For the School Leadership Team**

- To offer every student the opportunity to contribute to Student Leadership activities
- To devise clear structure and systems to promote Student Leadership, aligning effectively with assessment for learning and learning to learn
- To collaborate with representatives from Colleges to coordinate cross-School learning opportunities for students and share good practice
- To provide a budget to resource the needs of Student Leadership projects
- To use student feedback as a frequent gauge to inform planning, teaching and learning strategies and assessment as part of the MER cycle
- To use assemblies to promote the work of the Student Council through allowing students to contribute and lead aspects of the assembly

#### **4.6 For the Governors**

- To support the projects and developments of the Student Leadership policy
- To provide support and training for Student Governors and to allow them a voice in Governing Body meetings
- To make active use of their links to the wider community to provide opportunities for the development of Student Leadership in the school

### **5 STUDENT LEADERSHIP ORGANISATION**

#### **At Post 16**

**5.1** During recruitment, students will receive information about the roles they can apply for. As part of their induction, students will be informed of how we would want Student Leadership to be integrated into the school and how they could actively contribute.

**5.2** Post 16 students will be matched with a Year 7 student to ease transition and integration.

**5.3** Students apply and are interviewed for their chosen position, and training is supplied by relevant staff. This will be co-ordinated by the Student Leadership Team.

**5.4** Student Prefects will be appointed to lead a relevant group of the Student Leadership team (e.g. peer mediators), which should consist of no more than 6

members. The Student Prefects will then help with the student action plans to ensure their teams are working well.

**5.5** KS5 Cabinet will work closely with the Student Council Representatives to ensure their causes for concern are raised at Council Meetings. It will be possible for a student to be both a Student Prefect and a Student Council Representative.

**5.6** Election procedures for the post of Head Girl, Head Boy, Deputy Head Girl and Deputy Head Boy will commence in the spring term. Each candidate will run a campaign to canvass votes and the formal vote will take place in the summer term. Their official status will be confirmed in writing in the summer term, with an outline of their duties and a contract. The Principal will formally invite them to take tea with her to congratulate them on their appointment.

**5.7** Senior prefects and KS5 cabinet members will be attached to each College Council. They will organise and chair these meetings. Students will bring forward topics to be discussed from their tutor group. Some of these topics will then be taken to the School Council and/or relevant committees.

Students will be invited to attend one of the below Student Committees:

- **The project committee:** will work on whole school projects. For example; introducing first aid sessions for all students in the school.
- **The eco-committee:** work towards an eco-schools award
- **The campaign committee:** to create resources and information for termly campaigns linking with PSHRE curriculum
- **The charity committee:** to organise whole school fundraising events and monitor college fundraising events
- **The sports committee:** to organise school competitions and review afterschool clubs. Lead in the organisation of sports day.

### **At Key Stage 3 and KS4**

**5.8** Following the process outlined for the Post 16 students, each student will be able to put themselves forward to be elected as a member of the College Council. The College Council will consist of one tutee from each year group within a College. The College Council will be chaired at least once a term.

**5.9** From each College, the Council members will become the College Ambassadors. They will meet on a termly basis to discuss both individual College issues and those of the whole School.

**5.10** A range of opportunities will be available for all students to join a committee. Students will decide which committee interests them the most and will work with KS5 to work in improving the school environment.

**5.11** Year 11 students will have the opportunity to become College Prefects. Prefects play a vital part in the running of Homewood; assisting and supporting both staff and pupils within the college.

## **6 SCHEMES OF WORK**

**6.1** Every scheme of work, throughout all key stages, includes cross curricular initiatives for Citizenship and PHSRE. Within these are a range of Student Leadership centred skills and it is through these that each subjects area can contribute to the development of Student Leadership

**6.2** Assessment for Learning and Learning to Learn should be fundamental to all lessons across all disciplines, and is a foundation for the development of Student Leadership.

## **7 MONITORING EVALUATION AND REVIEW**

The monitoring, evaluation and review cycle will take into account the views of students through surveys, questionnaires and interview. Summaries of student views will be published, as appropriate, to promote areas of excellence in the School through the voices of the students.

## **Appendix 1: Leadership Development Programme – Stages 1, 2 and 3**

### **Programme details**

#### **Principles**

- A set of leadership skills will underpin each stage. These are based on the core competencies of preparing students for employability and life. Giving them the edge
- Focussing on five key attributes which incorporates the Homewood Learner Profile:
  - **Leadership**  
Learners:
    - Are enterprising and ambitious
    - Work well in a team and show reciprocity
    - Make positive contributions to the school, local, national and global community
  - **Organisation**  
Learners:
    - Learn how they learn
    - Make positive contributions to the school, local, national and global community
  - **Initiative**  
Learners:
    - Take responsibility for their learning
    - Are creative and innovative
    - Take risks and show resourcefulness
  - **Resilience**  
Learners:
    - Show resilience in the face of difficulty
  - **Communication**  
Learners:
    - Achieve the best qualifications they can communicate well
    - Think about their learning and show reflectiveness
    - Act with honesty and integrity
    - Show empathy, compassion and respect
- A wide range of experiences or activities are linked to each stage
- Self-assessment against the leadership skills is built in
- A mentor is assigned to support/review progress
- Each stage culminates in a graduation ceremony and awarding of a certificate



## **Stage 1      Apprenticeship**

### **Who is this aimed at?**

This programme is aimed at all students in years 7 to 9. Every student will be entered for the Apprentice Level. Students must achieve 2 credits in each of the five categories below. Students to complete 10 activities (2 for each key attribute)

The examples below outline the types of activities which can be credited as part of stage 1

### **Leadership (2 credits required)**

Take responsibility for teaching elements of work to others in the class (1 credit)

Lead a coaching session in PE. (1 credit)

Obtain a position on the School Council and support the work of the team. (1 credit)

Produce a short film outlining the importance of road safety. (1 credit)

### **Organisation (2 credits required)**

Organise a small scale fundraising activity e.g giving nation programme (1 credit)

Help in the running of a lunchtime or after school activity (1 credit)

Compose musical piece for a single instrument or voice which is performed (1 credit)

Organise a team as part of a sports event (1 credit)

### **Initiative (2 credits required)**

Create a high quality wall display independently for a department (1 credit)

Volunteer and lead a tutor activity (1 credit)

Enter a national design or creative competition (1 credit)

Take responsibility for an area of production with a theatre company for a public audience (1 credit)

### **Resilience (2 credits required)**

Achieve a grade 3 music qualification (1 credit)

Complete a residential outdoor activity course (1 credit)

Complete a 5K fun run (1 credit)

Attend a chosen club every week across a term (1 credit)

### **Communication (2 credits required)**

Create an anti-litter/pro recycling campaign in school (1 credit)

Contribute an article to the school website (1 credit)

Perform in a school production (1 credit)

Present in a College assembly (1 credit)

## **Stage 2      Graduate**

### **Who is this aimed at?**

This programme is aimed at all students that have completed Stage 1 or are in years 10 – 11. Students to complete 8 activities (1 for each key attribute and 3 additional of your choice)

Five key attributes:

- Leadership
- Organisation

- Initiative
- Resilience
- Communication

### **Stage 3      Masters**

#### **Who is this aimed at?**

This programme is aimed at all students that have completed Stage 2 or are in KS5 inc Teach Early students.

Students to complete 6 activities (1 for each key attribute and 1 additional of your choice)

Five key attributes:

- Leadership
- Organisation
- Initiative
- Resilience
- Communication

**Every activity must be evidenced and signed off by a member of staff.**

**We are keen to use this programme to recognise things students do that are not linked to exam success, and give credit for the sorts of things that really good citizens do, and which help them to grow.**