

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Student Leadership Policy 2021-2022



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Safa Community School

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1.0 Definition of Leadership:

"Leadership is the capacity to influence others through inspiration motivated by passion, generated by vision, produced by a conviction, ignited by a purpose."

Myles Munroe

Aims of the Student Leadership Policy:

- To provide students with responsibility
- To provide equal opportunity among students
- To ensure students can cooperate with each other
- To give pupils representation in the decision making process
- To ensure that students work together to make fair decisions

Leadership Goals:

- To enable students to impact on the wider school community in a positive way
- To promote students sense of empathy towards others and pride in themselves at school
- To encourage student voice in the wider school decision making process
- To empower students to create change

Values:

Purposeful Learning Experiences, Respectful Independent Thinkers, Personalised Academic Success, Caring Family Culture

Another purpose of this policy is to highlight that an individual does not need a title in order to lead. Students are encouraged to lead from within learning situations in the classroom.

"People who lead - whether or not they have a title - strive to make things better for those around them"

Mark Sanborn

For Leadership to be worthwhile, students must feel valued and believe they can create positive change in the school community. For this to happen they must feel supported by the teaching team and the student body.

2.0 Guidelines:

At Safa Community School we attempt to offer a range of leadership opportunities, while also understanding that it is not possible for all students to have a formal leadership position. The leadership positions available can be seen in the table below.

2.1 Foundation Leadership Roles

Leadership Role	Purpose	Impact	Lead Teacher
Line Leader	To give children the responsibility of leading the line, ensuring others are walking sensibly.	Children have the opportunity to support their peers in following the class rules of walking. All children want to be the line leader so this is a special responsibility for them.	Class Teachers
Perfect Partners	To encourage children to listen to their partner's reading and 'coach' them if they make a mistake.	The Read Write Inc Phonics scheme promotes partner teaching. Children are having to listen to their partner read, whilst following themselves. They have to respond in a positive and encouraging manner e.g 'Have another go', therefore promoting empathetic learners.	Class Teachers
Kagan Groups/collaborative learners	To give children a role within their learning group.	Children have the opportunity to work collaboratively and support each other with ideas, investigations and when exploring. Natural leaders are encouraged to support the rest of the group.	Class Teachers
Classroom helper/monitor	To encourage roles of responsibility within the classroom.	Children understand the rules and responsibilities of making a happy classroom. They feel a sense of importance when being the 'book monitor', 'snack helper' or 'calendar teacher'.	Class Teachers

2.2 Primary Leadership Roles

Leadership Role	Purpose	Impact	Lead Teacher
Head Boy and Head Girl	To represent the school and the student body	Recognised across the school and have greater accountability for their actions. Will have a big presence at assemblies and will often introduce guests to our school and speak at a range of school functions and events.	Dawn Wearing
House Captains	To promote the values of their house and support student well being.	Organise house events and promote the integration of all students within the house. Will hold meetings with student council/ secondary house captains/ Head boy and girl. Responsible for collecting and awarding prizes such as house points leading Primary assembly.	Sophie Stone Year 6 Teacher
Sports Captains	To promote the values of health and fitness and the importance of looking after ourselves.	Support the safe use of playground equipment and monitor the tidying of equipment. Taking part in all sports days to support the younger children and the PE team as required. Taking a leading role in Health and Fitness week activities, eg <i>Wake Up Shake Up</i> .	PE team/ Hannah Baxter
Eco Warriors	To promote and protect the school environment.	Ensure a clean and safe environment is maintained around school. Organise environmental initiatives that raise awareness of broader environmental issues.	Dan Hatton Year 5 Teacher
Art Leaders	To assist and support the Art teacher with learning environments.	Learning environments will be creative and some student initiated. Competitions will be entered and promoted through the Art Leaders.	Jo Lewis Art Teacher
Student Council	To promote student voice. Student leadership opportunity for students across Primary.	Promote student voice across year groups, organise and campaign different initiatives to improve school community Liaising and meeting with House Captains to discuss any student led initiatives.	Steven Herron Year 6 Teacher and
Digital Leaders	To promote and engage students with ICT opportunities and understanding.	Promote e-safety and opportunities to further their understanding of ICT in their learning. Meetings to discuss future focuses and initiatives through school.	Sean Marriner/ Lois Gill Computing
Arabic Leaders	To promote Arabic language and Islamic calendar events.	To promote Arabic as a language with opportunities to lead at school calendar events	Mrs Omama Arabic Teacher
Islamic Leaders	To raise the profile of Islamic across the school	To promote Islamic across Islamic A and Islamic B students	Abdel Waheb Islamic

			Teacher
Wellbeing Champions	To promote and share the importance of wellbeing across the school.	To share and promote wellbeing through best practice, with activities to support student and staff wellbeing.	Megan Browning Head of Wellbeing
Music Leaders	To assist and support the music department with performances and the running of events.	To raise the profile of the music department, through performances and ensure that music is accessible to all students with opportunities outside of lessons.	Ms Vesthuizen Head of Primary Music

2.3 Secondary Leadership Roles

Leadership Role	Purpose	Impact	Lead Teacher
Head Boy/ Head Girl	To represent the school and the student body	Recognised across the school and have greater accountability for their actions. Will have a big presence at assemblies and will often introduce guests to our school and speak at a range of school functions and events.	Mathew Ashton
House Captains	To promote the values of their house and support student well being	Organise house events and promote the integration of all students within the house. Responsible for collecting and awarding prizes such as house points in assemblies.	Mathew Ashton
Eco Warriors	To promote and protect the school environment	Ensure a clean and safe environment is maintained around school. Organise environmental initiatives that raise awareness of broader environmental issues.	Rebecca Williams
Arabic and Islamic Ambassadors	To promote the Arabic and Islamic values as well as wider world cultures	Raise the awareness of Arabic and Islamic language in school. To raise awareness of the Islamic values and how they align with other world cultures and the values in school.	Oliver Lukeman
Sports Leaders	Promote sporting events and encourage a safe and healthy lifestyle	Assist the PE department in the organisation and implementation of sporting events. Provide media reviews of all sporting performances. Raise the profile of sports in the school	HOD PE
Student Librarians	To assist and support the school librarian in their duties	To raise the profile of the library and ensure that it is accessible to all students	Librarian
Innovation Team	To assist and support students and teachers with the use of	To raise the profile of the bring your own device policy and to assist students and teachers with any issues they may be facing.	Adrianne Deacon

	technology around the school		
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2.4 Mentoring System

Mentoring is the influence, guidance, or direction given by a mentor. In a school setting, we will always encourage students to support their peers in their personal or academic development. Mentoring takes place throughout the school involving a range of students from different phases. Being a mentor serves as a way to give back and is an important development and learning experience. Teaching others is the best way to learn yourself. In the same way, mentors become more competent as leaders and communicators as they guide and help rising talent.

2.5 Leadership in Learning

It is important that students know that they have the ability to lead others whether they have a title or not. At SCS we encourage collaboration and communication among our students in lessons and where possible, we ask students to take on leadership roles within the classroom to help improve the learning of others. The use of learning gears promotes collective responsibility in the classroom and provides the students with the opportunity to be self managers and be leaders when working as part of a team. In the Primary phase the integration of Oracy skills gives the students the chance to take on a variety of roles within a group context and share the leadership responsibilities. Teachers will provide students with the opportunity to be learning coaches particularly in the primary phase. Secondary students will have leadership opportunities as mentors to younger students helping to set clear targets and goals that are measurable over a period of time.

3.0 Implementation:

Note: the processes below may be altered/ adjusted depending on the number of applicants for each position.

Process

3.1 Head Boy and Head Girl

1. Candidates will write and submit an application by the due date.
2. Successful candidates will complete a group task under observation from staff
3. If successful from the previous task, candidates are interviewed by members of the Senior Leadership Team.
4. Each of the short listed students from interviews prepare a speech that is delivered to the school community at assembly.
6. Elections are conducted, the boy and girl with the most votes is elected as the Head Boy and Head Girl.
7. The Head Boy and Head Girl will hold that role into the next academic year when the same process will occur again.

3.2 House Leaders

1. Candidates will write an application and submit by the due date.
2. All applicants prepare a speech that is delivered to the student members of their House (Hawks, Falcons, Eagles, Kestrels) at a special student meeting.

3. Elections are conducted once all speeches have been delivered.
4. The boy and girl with the most votes are awarded the position of House Leader for each of the four houses.

3.3 All Other Leaders

1. Applications are written and submitted by the due date.
2. Dependent on the leadership group, applicants will be interviewed by a teacher who oversees the position that has been applied for (eg. The Music teacher interviews the applicants for Music Leader etc.)
3. The teacher decides on the leader/s based on the application or the interview, and general observations and feedback from class teachers.

3.4 Student Voice

At SCS we aim to provide as much opportunity for students to give their input to what happens within the school and classroom. Our desire is for students to know that their expertise, opinions and ideas are valued in all aspects of school life. Student voice can come from a number of different levels, whether that be a small one to one conversation, group discussion or student leadership meetings.

The school will have a collective group of students that cater to a range of different leadership areas that form part of the school council across Primary and Secondary phases of the school. These students will have the opportunity to apply for these roles. The captains, along with teachers, will decide upon those selected.

Student Leadership groups will meet on a regular basis and be communicated with via Seesaw (primary) and emails (secondary) to decide on any actions or issues that need attention around the school. Lead teachers and at times Head Boy/ Girl will be responsible for chairing these meetings/ interactions for both Primary and Secondary. Minutes will be taken for any in person meetings. It is important that any points for action are implemented by students and they have impact around the school. The lead teacher for the leadership groups will be responsible to ensure that this impact is seen.

4.0 Timeline

The election timeline informs the school community of the scheduled events for the student leadership applicants. It includes due dates for applications, dates for interviews and speeches, when the election is held and when the announcement of the new student leaders will be made.

<i>Term 1</i>	<i>Overview of stage in the process</i>
<i>Week 4</i>	<ul style="list-style-type: none"> - Leadership positions are announced in assembly to all students. - Students can nominate their peers if they wish to do so. - Criteria for all leadership positions will be provided to students for them to prepare for the process.
<i>Week 5</i>	<ul style="list-style-type: none"> - Students prepare their applications and submit them to the relevant person responsible. - Interviews and/or presentation of speeches and other aspects of each process will take place at the end of this week.
<i>Week 6</i>	<ul style="list-style-type: none"> - Current Head Boy and Head Girl names are removed - Voting for Head Boy and Head Girl takes place. - Announcements of all other leadership positions to the student body.

5 - Roles and Responsibilities

The Principal, in collaboration with the Pastoral Team and Head of Wellbeing, has the overall responsibility to monitor and evaluate the impact that this policy has on the effectiveness and success of our student leaders.

6. - Reference Documents

This document describes the school’s approach to promoting student leadership across all phases. The policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with:

- Mental Health and Wellbeing Policy
- Pastoral Policies
- Teaching and Learning Policy



7. Monitoring and Review

Next Review Date: November 2022

This policy will be reviewed by the Head of Student Wellbeing and the Pastoral Team at the start of each Academic year and adapted as required throughout the year.

To be reviewed by:

Megan Browning and Pastoral Team