



# STUDENT LEADERSHIP POLICY

**Date of Last Review:** February 2016

**Date of Next Review:** February 2019

**Responsibility:** Mrs H. Suman

**Advisory Body Signature:**

## **General Principles**

One of the stated primary aims of the Ravensbourne School is “to ensure that all students are enabled to make the most of the opportunities offered”. We also aim to ensure that Student Leadership opportunities are available to all students equally, with no bias or discrimination. In order to achieve this, TRS staff and The Advisory Body seek to provide an holistic educational experience through the formal timetable and a range of other activities and opportunities available to students during their school career. TRS believes that a key element in this process is the development of opportunities through which students can gain leadership skills by taking on roles of responsibility and by planning, managing and delivering their own projects.

## **Aims**

The Ravensbourne School therefore aims to develop, support and resource opportunities through which students can:

- Play an active role in supporting the established values, practices and standards of the school.
- Develop, manage and deliver projects of their own design
- Support the School and wider community
- Contribute to and improve the on-going educational experience of TRS students
- Provide an authentic ‘student voice’ amongst staff, parents and governors
- Develop their own skills and attributes in preparation for further education and/or employment

## **Student Leadership in action**

### **Consultation:**

The United Nations Convention of the Rights of the Child states that children and young people “have the right to express an opinion and to have that opinion taken into account in any matter that affects them”. This was adopted by the UK and emphasised by the 2004 DfES paper – ‘Working Together: Giving Children & Young People a Say’ - and the Children’s Act which imposed a duty on local authorities to produce a single Children’s & Young People’s Plan (the Bromley Education Action Plan 2006/09 refers).

The Ravensbourne School is therefore committed to supporting structures to enable students to be consulted regarding school matters which impact on them.

This commitment is currently met through a number of systems and structures:

- The support and development of TRS Parliament (student council) for each Key Stage.
- TRS Prefects have increasingly become a focal point for student leadership and these opportunities will continue.

- Student Working Parties. Over recent years at TRS a number of student working parties have been initiated and these deserved recognition for example The Junior Feedback and Assessment Board (FAB) and Youth Travel Ambassadors (YTA's)

### **Planning & Management:**

TRS recognises a students' learning experiences can be many and varied. It is therefore committed to supporting structures and opportunities through which students can develop, manage and deliver their own projects and initiatives.

- TRS Parliament – This is a central device that enables students to gain a heard voice. Every form group has a representative and then a Year MP. MP's attend Key Stage Parliament meetings fortnightly and also whole school Parliament meetings. Students discuss ways to improve the school and its facilities as well as teaching and learning. Through TRS Parliament, students are consulted on school initiatives and are able to take comments and feedback to the Headteacher, SIG Group and Advisory Board.
- The Prefect System - Each Key Stage now has a developed Prefect System. In KS5 the Prefect team is led by the Senior Prefects (Head Boy/Girl, Deputy Head Boy/Girl) who are appointed at the end of their Year 12. KS3 and 4 also both have developed Prefect Teams with their own Head Boy/Girl and Senior Prefects leading them.

### **Helping others /Community Cohesion**

TRS believes that an integral part of every student's education is a developing sense of personal responsibility to those in need. It is therefore committed to developing students' understanding of these responsibilities, and to supporting them in responding to identified needs.

- Mentoring – Post 16 students are offered training and support that allows them to mentor younger students across the school on a one to one basis. Mentors support individuals for a range of reasons such as underachievement, behaviour and self-esteem.
- Senior Prefects are responsible for planning and organising a range of events throughout the year that raise money and awareness for charity, for example the 'Christmas Jumper Day' which raises money for Save the Children.
- BBBS – Students successfully run an anti-bullying support programme 'Big Brother Big Sister (BBBS). This programme provides a supportive environment for younger, vulnerable students every morning before school, and lunchtime. BBBS provides students with an opportunity to talk to older students about friendship issues and find ways to resolve them and grow in confidence.
- Peer Court – The Peer Court programme successfully intervenes with individuals from Year 7 – 11. Teams of Post 16 students are trained in how to question students and support them in making the right choices and setting targets for themselves. Peer Court provides students with the opportunity to support each other and overcome difficulties by discussion and reflection.

- Primary School Programmes – A number of student leadership opportunities take place between the Ravensbourne School and E21C Trust Primary schools, as well as other Primaries. Literacy and Numeracy Buddies provide TRS Post 16 students with the chance to support primary children with literacy and numeracy classwork. Post 16 students utilize independent study time to work autonomously with primary children; improving their communication skills and gaining experiences outside of the school. Prefect Training is also offered to Primary Schools whereby TRS Senior Prefects plan and deliver a range of workshops to Year 6 students in order to develop leadership skills in younger children. TRS students also visit Primary Schools on a regular basis to work with EAL students; either making use of their language skills or their first language.
- Debate Society – A debate club is run regularly by Senior Prefects and invites all students to develop their skills in discussion, argument forming and delivery. Debate club promotes positive communication, student voice and community cohesion across Key Stages.

### **Citizenship**

TRS believes that an understanding (and sense) of citizenship is key to preparing students for life as responsible adults in their local communities. It is therefore committed to providing opportunities – commensurate with the educational environment within which we function – for students to elect Prefects or representatives to act on their behalf; to take on specific responsibilities within the school (such as Prefects and Head Boy/ Girl); and to develop an understanding of political structures which may impact on their current and future lives.

- The school will therefore develop a range of opportunities which will encourage students' involvement in TRS Parliament or as Prefects, ensuring that time is made available within the school day for them to attend Council meetings and other events.
- Students take part in democratic voting for students to represent TRS at Bromley Youth Council (BYC)
- Students will be given opportunities to lead assemblies throughout TRS on relevant topics that affect young people today such as E-Safety, Black History and 9/11.
- Students work with relevant staff members to plan and deliver Sex and Relationship (SRE) lessons through form times; allowing for open discussion and awareness on important issues.

### **Recognition**

TRS believes that students should gain recognition for the exceptional work that they do towards Student Leadership and the role that they fulfil. Students should understand how their extra-curricular involvement supports others and contributes to the wider school community. It therefore commits to:

- Promoting Student Leadership and individuals through outlets such as TRS Twitter feed, the Heads Gallery, letters home to parents, prizes, and awards at Celebration Evening.

- Students will be put forward for external accolades such as Jack Petchey, the Rotary Award, and Student of the Year.

### Structures

TRS recognises the need for flexibility of approach throughout this process in order to ensure that no student is prevented from taking part in any of these initiatives because of race, gender, physical disability, academic attainment, social background, sexual orientation or religious background.

The school will therefore:

- Appoint a specific member of staff with responsibility for supporting and developing Student Leadership and a team of staff members to effectively run the variety of programmes across the school.
- Provide opportunities for all students to be involved in the vision of the school.
- Develop student leadership further in Years 7 and 8, ensuring that responsibilities gained at Primary School can remain and students can lead as they did in Year 6.
- Develop ways in which students can report directly to The Advisory Body, staff, parents and peers regarding the current status of student leadership within the school
- TRS will endeavour to continue to develop the systems and procedures outlined in this policy, but will also seek to continually evaluate and reflect upon the opportunities offered.
- Review the progress made within Student Leadership annually; taking into account feedback from students themselves as well as parents and staff, in order to improve.
- Continue to seek opportunities to further unite the schools within the E21C Trust and develop strong and effective student leadership within the Primary Schools and the Beckenham Academy.