



Khalsa Secondary Academy

KHALSA SECONDARY ACADEMY POLICIES

Developing Student Leadership within the Academy (L11)

<i>DATE APPROVED:</i>	January 2015
<i>DATE FOR REVIEW:</i>	July 2016
<i>APPROVED BY:</i>	GOVERNING BODY

We are committed to maintaining a safe and positive environment that fosters an ethos of respect, honesty and helpfulness where students and staff of all faiths and none are valued and supported through the Academy's Sikh principles of Kirt Karna (Beyond the Academic); Nam Japna (Beyond the Individual) and Wand Chakna (Beyond Self).

Aim

- To provide a safe and stimulating environment in which everyone is valued. Everyone's right to learn is recognised and supported and individual responsibility is seen as central to success.
- To create an ethos based on the principles of care, tolerance, discipline and hard work, which develops in students the understanding and skills of leadership necessary to become responsible and caring citizens, who will take their full share of responsibility for the academy community as well as the world in which they live.
- To develop each individual's capacity to lead, influence and support others in a responsible manner.

Rationale

The policy focuses on the ways in which all staff at the academy can link student leadership activities with learning about citizenship and the processes involved in a democracy, with a focus on teamwork, selflessness, and social responsibility throughout their curriculum areas as well as the many varied activities of Academy life. By providing opportunities for students to apply their learning in the decisions that effect them in the academy environment, we are able assist our children and young people to learn about, and exercise, the rights and responsibilities of participating in a community that values social justice.

This will be done by providing:

- Formal and informal learning opportunities which develop the competencies of individuals as leaders and effective participants
- Processes and structures for representation and the incorporation of students' views/students voice into the decision making and the life of the Academy.
- Processes and structures that allow for students to take an active role in improving their Academy and developing community cohesion in the local area.

Students will be given opportunities that encourage them to:

- Act in roles of responsibility with integrity and honesty
- Foster a sense of vision and purpose
- Work with others to determine and achieve collective goals
- Take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion
- Be active, reflective listeners who respond reflectively
- Earn the respect of others through their actions.
- Develop a sense of belonging to the Academy community and to the wider community locally and globally.

Objective

To develop a framework that encourages leadership at all levels throughout the Academy, as well as recognising the roles and responsibility that each individual plays in academy life.

This will be done by:

1. The student agreed charter on 'students rights and responsibilities' (see appendix A or the full Behaviour for Learning policy) are clearly displayed in each classroom and referred to when necessary when teaching and learning.
2. Student Council and School Ambassadors to develop and agree a constitution each year.
3. Curriculum leaders, Heads of Learning and phase leaders ensuring that curriculum areas provide a rich source of opportunities for students to develop and demonstrate leadership skills which can be linked to appropriate phases of learning within the academy. (see appendix B for suggested student leadership links with the curriculum and examples of good practise within the Academy)
4. Ensuring that the academy student leadership programme is sustainable by encouraging leadership skills, knowledge, attitudes and values through a wide range of academy programs and activities. E.G. class/area prefects and monitors, peer mentors, the Young Academy Leaders Award etc. (see appendix C for more detailed program of activities and examples of good practise within the Academy)
5. Students contributing to the decision making in the Academy through the democratically elected academy council representative. Representatives from each year and then phase group meet regularly as part of the Academy Council to discuss key items and concerns. This exchange of information and views allows students to develop mature and considerate attitudes towards their surroundings. (see appendix D on the Charter for Academy Student Representative Councils)

Monitoring and Evaluation

The monitoring and evaluation of the Student Leadership policy will be carried out by the Assistant Principal Learning as well as curriculum/phase leaders Heads of Learning and fed back to the Principle and Vice Principals.

Feedback will also be regularly gained from Staff and Students via the Academy council and through teaching union reps and governors.

Communication and Dissemination of Key Information from this Policy

- Academy Handbook
- Academy website
- Academy newsletter
- Displayed in Academy – Academy Council Notice Boards “You said, We did”
- Displayed at new intake and parents evenings

This policy will be reviewed regularly in line with any changes or new developments within the Academy.

Appendix A

Students’ Rights and Responsibilities

At Khalsa Secondary Academy we provide a safe and stimulating environment in which everyone is valued. Everyone’s right to learn is recognised and supported and individual responsibility is seen as central to success. Staff and students work together to ensure the best education possible is provided.

The academy has a clear expectation of how students should behave at school. All students are expected to behave with high standards of common sense and courtesy and to respect the rights and needs of others.

We believe that every individual matters. Everyone has the right to:

- A safe, secure and supportive learning environment where all people are valued and personal possessions are treated with respect
- An education that is appropriate to his or her needs with high quality lessons
- Work at a personalised level that matches and stretches their ability and to be encouraged to achieve and make progress

- Develop confidence as a learner and have their own opinions

Together with these rights we must all take our full share of responsibilities.

- A responsibility to treat others as they would wish to be treated, with good manners and mutual respect
- A responsibility to act in such a way that others are not prevented from learning
- A responsibility to work hard to achieve their potential
- A responsibility to express such opinions in a socially acceptable manner

Appendix B

How Student Leadership can be Linked to Curriculum Areas

All existing key learning areas provide a rich source of opportunities for students to develop and demonstrate leadership skills which can be linked to appropriate stages of learning. All leadership opportunities within the curriculum should provide for, and encourage equal participation of girls and boys as well as creating equal opportunities for any students who have a disability or are from different cultural backgrounds.

The personalised learning and Learning to learn programs will play a vital role in preparing students to meet the challenges of leadership.

Through the teaching of....

Communication subjects

Students will develop the ability to talk, listen, read view and write with purpose. They will develop skills of appreciation, analysis and critical appraisal of text.

Students provided with the opportunity to gain "Literacy Leaders Award" and work with students across all phases.

Through the teaching of....

STEM

Children will develop the range of skills necessary to form critical judgements. Much information in society is presented in a mathematical or problem solving form.

Students will develop skills and understand how through problem solving they are able to make informed decisions. Students provided with the opportunity to gain "Literacy

Good Practice:

Linking student leadership to Academy activities and the curriculum, for example Sport and English

Student leadership skills develop through the regular rotation of sporting leaders who also deliver sports reports and 'player of the match' awards at school assemblies. These reports can then be written up for the Academy newsletter

Good Practice:

Linking student leadership to the curriculum, for example Expressive Arts

Student leadership skills develop through a joint African curriculum project – the visual form of which was presented through, music, dance, drama and multimedia items by students before their peers, teachers and parents at nominated school events.

Numercay Award” and work with students across all phases.
<p>Through the teaching of.... Creative curriculum Students will develop independent rational thought and responsible action from first hand experiences in researching, designing and making and evaluating activities through practical skills developed through Design and Information Technology.</p>
<p>Through the teaching of.... Humanities Students will develop an awareness of their environment, other people and features of the natural and man made world. They will use the knowledge and understanding gained to develop values and attitudes that relate to social justice, different cultures and ecological sustainability.</p>
<p>Through the teaching of.... Physical activity Students will develop concepts of co-operation, collaboration and team work and are able to use these to develop personal and social communication skills. Students provided with the opportunity to gain “Sports Leaders Award” and work with students across all phases.</p>
<p>Through the teaching of.... Learning for Life curriculum Students develop a sense of personal and cultural identity and an understanding of their role with in the community, while recognising individuals rights and responsibilities.</p>

Appendix C

Learning Opportunities for the Development of Student Leadership within the Academy

Whole school	Student Council and Ambassadors
<ul style="list-style-type: none"> •Lead classroom activities and co-lead school wide initiatives e.g. Guides to show new parents and students around at prospective parents evening in Y7, reception duty monitors in Y8 etc. 	Lead and co-lead school wide initiatives with groups from other stages e.g. Older students trained as Peer Mentors and Peer Mediators in conflict resolution to work with and help the younger students

<ul style="list-style-type: none"> •Present information to a large group on a local topic eg, animals, transport. Participate in school public speaking and debating competitions 	<p>Present information to a large group on a variety of newsworthy and controversial topics. Postulate a stance with sensitivity. Participate in school, district and/or state public speaking and debating competitions</p>
<ul style="list-style-type: none"> •Lead assembly with peers and some teacher assistance. Follow established assembly format 	<ul style="list-style-type: none"> •Lead assembly and special events with peers. Assembly prefects to monitor the behaviour of the year and phase groups eg, giving directions to sit quietly
<p>Conduct a new student around the school</p>	<ul style="list-style-type: none"> •. Student Ambassadors and champions for the Academy Conduct a new student, parent or guest around the site. Explain a variety of academy initiatives and regular activities.
<ul style="list-style-type: none"> •Present acknowledgments of appreciation to helpers /visitors on behalf of the school 	<ul style="list-style-type: none"> •Present acknowledgments of appreciation to helpers /visitors on behalf of the school in a public forum
<ul style="list-style-type: none"> •Collaborate to produce a class 'web page'/newsletter. Facilitate editorial and production team. Publish content in conjunction with the academy's 'News Desk' representatives 	<ul style="list-style-type: none"> •Collaborate to produce a 'web page/newsletter'. As part of our learning platform. Manage editorial and production team. Publish and maintain content with the academy's 'News Desk' representatives, peer mentors, academy council and others in this process
<p>Co-lead peer support groups</p>	<p>Lead peer support groups</p>
<p>Elect leaders to be part of the year/phase council representatives, contribute to whole academy issues and feedback discussions and decisions made.</p>	<p>Elect leaders to be part of the year/phase council representatives. Organising regular meetings, chair meetings, table reports, working as a team and recording decisions and disseminating back information.</p>
<p>Peered reading and mentors for younger students</p>	<p>Peer Learning Mentors for younger students that support in specific classroom activity/project.</p>
<p>Students participate in the 'young leaders Academy Awards program</p>	<p>Students participate in leadership programs such as the 'Duke of Edinburgh' awards.</p>
<p>Students involved in interview panels for vacant teaching positions</p>	<p>Students involved and leading on interview panels for vacant teaching positions</p>

Good Practice:
Leadership responsibilities

The Academy council might need to create sub committees to deal with specific projects with specific responsibilities such as environment, media sport transport

Good Practice:
Leadership training

The Academy can work collaboratively with other primary schools and secondary schools to provide full day training courses for Student Representative Council members (SRC's). To train student leaders in specific

Good Practice:

Publicising your student leaders

A photo and brief profile of SRC members are displayed on the Academy council notice board as well as used for publication in school newsletters. It is important that all students know their SRC members so that effective communication and action occurs.

Good Practice:

Communication and profile

The academy will encourage SRC members to publish a regular column in the school newsletter and to conduct reporting sessions at school assemblies.

This encourages effective communication and develops a high profile for the SRC. It also enhances students' literacy and communication skills.

Appendix C

Development of Student Leadership within the Academy Student Council

Aim and Objective of structure

- To provide the students of all ages at the Khalsa Secondary Academy with a sense of “ownership”
- To give students the opportunity to demonstrate leadership qualities
- To give students the opportunity to voice their opinions on whole school matters such as curriculum, behaviour, school community issues and Academy specialism.
- To shape the running of the Inter House Competitions

Whole Academy Council (WAC)

Chaired by . Yousef Ali 2014/15

Two representatives from each tutor group, elected by students in the Tutor group.

Student Ambassadors

18 students from years 7 – 9. Head AmbassadorNavindeep Thandi Deputy Head Monisha Basra, Shivam Bhalla

Peer Mentoring

11 students, male and female from years 8 & 9. Meet weekly for supervision.

