

Pupil Leadership

At Sandringham Primary School, we believe that the leaders of tomorrow must be nurtured through positive experiences today. Our curriculum includes themes around leadership; however, we believe that it is not enough just to teach about good leadership, but that it must be experienced. By creating a pupil leadership culture where children and young people take on key leadership roles, influence the organisation and get their voice heard, our core values are being reinforced: to **Inspire**, **Include**, have **Integrity** and **Exceed**.

We provide our pupils a wide range of opportunities to become confident and articulate leaders who can share their views to any audience and apply their leadership skills to real life situations within our community. We promote leadership in the broadest sense; developing confident individuals who are leaders at home, amongst their peers and friendship groups, their community and, later on, in the workplace.

Eco Ambassadors - Get Bright Day

As part of the Eco Ambassadors team, we wanted to raise awareness about being safe in the dark. So we planned a 'Get Bright Day.' We asked the children and staff to come to school dressed in brightly coloured clothes. We chose the brightest pupil from each class and also the brightest member of staff!

We planned and led a whole school assembly about 'Get Bright Day.' The message we wanted to get across to the children was...be bright and be seen - *"Hasenat, Year 6 Eco Ambassador"*

Charity Events

School Council - Children in Need Day

As part of the School Council's actions, we have decided to fundraise for a range of charities. Our first charity event this year was 'Children in Need,' where we asked children to come to school wearing yellow or spotty clothing. We raised £114 for a fantastic cause - *"Qian, Year 6"*

School Council – Christmas Jumper Day

Another Charity was raised awareness for was 'Save the Children,' where children and staff wore Christmas jumpers to school. We raised £297.50 for the international charity - *"Sophia, Year 6"*

Trust School Council – Santa Dash

Our local charities that we raised money for was 'Eve Merton Dreams Trust' and 'Shelter,' where we asked children to come in Christmas themed headgear and ran around the playground. We raised £321 for these two local charities – *"Alice, Year 5"*

The Leadership Competencies and Themes

Our Student Leadership Framework captures our intent to nurture and develop the leadership potential of all pupils and students through identifying core competencies for leadership. By Providing opportunities for the pupils and students to practise and develop these competencies, Sandringham Primary School empowers them to become capable and compassionate leaders in their future endeavours.

The Pupil Leadership Competencies are:

Responsibility and Dependability

- Responsibility: Instil a sense of responsibility by encouraging students to fulfil their commitments, take ownership of their actions, and be reliable.
- Resilience: Teach students how to bounce back from setbacks and challenges. Help them develop a positive attitude towards overcoming obstacles.

Initiative and Proactivity

- Initiative: Encourage students to take initiative and show leadership by volunteering for tasks, suggesting ideas, and taking responsibility.
- Decision Making: Teach them how to make informed decisions by considering different options, weighing consequences, and understanding the impact of their choices.
- Problem-Solving: Help them to develop critical thinking skills by encouraging them to identify problems, brainstorm solutions, and evaluate outcomes.

Collaboration and Teamwork

- Teamwork: Emphasise the importance of working together towards common goals. Teach them how to collaborate, share responsibilities, and support their peers.
- Adaptability: Teach them how to adapt to different situations and be flexible in their approach. This includes being open to change and learning from experiences.

Communication Skills

- Communication: Teach students and pupils how to express themselves clearly and respectfully. Encourage active listening skills and the ability to convey ideas effectively.

Respect and Empathy

- Empathy: Foster empathy by encouraging pupils and students to understand and appreciate the feelings and perspectives of others. This helps them become compassionate and inclusive leaders.
- Self-awareness: Encourage them to understand their strengths and areas for growth. Self-awareness helps in building confidence and self-regulation.

Organisation and Time Management

Academy-based and Trust-led initiatives and partnerships with external organisations provide the opportunities and experiences for Exceed's pupils and students to practise and develop these competencies through our **six leadership themes**.

The Leadership Themes are:

- 1. mental and physical fitness;**
- 2. creativity and expression;**
- 3. enterprise,**
- 4. equity & diversity,**
- 5. citizenship & responsibility,**
- 6. literacy & numeracy.**

The pupil leadership teams help to identify academy improvement priorities, monitor aspects of each academy including the Quality of Education, Personal Development, Behaviour and Attitudes and Leadership and Management.

In addition to contributing to their own academy, participation in leadership opportunities will contribute to achieving the **Exceed Diploma for Personal Development**.

In addition to this, pupils in all academies who demonstrate significant engagement and impact through demonstrating the **Leadership Competencies**, can be nominated for the **Exceed Ambition Award** and attend the annual awards and recognition ceremony.

Capturing and using pupil voice at Sandringham Primary School:

We ensure that our pupils feel safe to share their opinions and viewpoints gathered through:

- Pupil voice surveys
- Pupil Leadership Meetings
- Pupil voice suggestion boxes and feedback forms using Google Forms

The feedback is discussed at regular Pupil Leadership Meetings and is shared with academy leaders, governors and trust directors.

There are many leadership opportunities available; some of these roles are elected by peers, and some of these roles require pupils and students to apply for the role. For elected roles, pupils are asked to present a speech, leading to a democratic election. When students apply for a role, they are required to complete an application, either by completing a form or by writing a letter of application. They are then interviewed by the senior leadership team.

Contribution to academy improvement:

At the start of each year, each leadership team identifies up to three improvement priorities and develops a simple action plan alongside the staff member who leads that team.

Action plans and SMART goals must link to an academy priority so that pupil leaders can share their progress with their peers, for example, online updates, notice boards, assemblies, newsletters.

Pupil Leadership Summary:

Leadership Theme	Pupil Leadership Role	Leadership Role	Function	Established
Citizenship & responsibility	JLT Head of Citizenship and responsibility	Vice Principal	These pupils are responsible for leading school pupil-led school improvement priorities.	Term 1
Citizenship & responsibility	School Council Head of Citizenship and responsibility	Vice Principal	These pupils are responsible for leading school pupil-led school improvement priorities and contributing to the Trust's Student Council.	Term 1

	Chair of school council			
Enterprise Citizenship & responsibility	Exceed Student Council (Y5 & Y6 School Council)	Vice Principal	Represent their academy at the Exceed Student Council, hosted at Hallcross Academy on a termly basis which leads on sustainability	Term 1

			and local charity contributions.	
Mental and physical fitness Enterprise	Sports Ambassadors Head of Mental & physical fitness	PE Lead	Responsible for promoting healthy physical activity and PE in their academy. Roles can include leading games and activities for peers, representing the academy at sporting events, supporting at sporting events, and providing feedback to leaders about physical wellbeing and sports in their academy.	Term 1
Creativity and expression Enterprise	Art Ambassadors Head of Creativity and expression	Art Lead	Responsible for promoting creative and expressive arts in their academy. Fundraise for further resources for creative and expressive arts for peers. Provide feedback to leaders about mental health and wellbeing in their academy.	Term 2
Equity and diversity Enterprise	Diversity Ambassadors Head of equity and diversity	PSHE Lead	Responsible for promoting and celebrating diversity in their academy with a focus on protected characteristics. Provide feedback to leaders about how equity and diversity could be	Term 2

			improved and developed in their academy.	
Literacy & numeracy Enterprise	Reading Ambassadors Head of literacy and numeracy	English Lead	Responsible for promoting and celebrating Reading and literature in their academy. Fundraise for further resources. Provide feedback to leaders about how a culture for reading and literature could be improved and developed in their academy.	Term 1
Literacy & numeracy Enterprise	STEM Ambassadors Head of literacy and numeracy	Maths/Science Lead	Responsible for promoting all elements of STEM in their academy. Fundraise for further resources or experiences. Provide feedback to leaders about how STEM could be improved and developed in their academy.	Term 2

<p>Citizenship & responsibility</p> <p>Enterprise</p>	<p>Eco Ambassadors</p> <p>Head of citizenship & responsibility</p>	<p>Sustainability Lead</p>	<p>Responsible for promoting all elements of sustainability and environmental awareness in their academy.</p> <p>Fundraise for further resources or experiences.</p> <p>Provide feedback to leaders about how Eco could be improved and developed in their academy.</p>	<p>Term 1</p>
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