

## **Student leadership and the House System**

Student leadership lies at the heart of improving our school, enabling young people to realise their potential. It builds the necessary skill, confidence and motivation for young people to engage directly in the wider improvement of the learning experience. It enables students to become advocates for their own needs and the needs of others'. Student leadership lies at the heart of building a sense of community and trust in school and builds effective relationships. We believe everyone has the potential to exercise leadership whether or not they are in formal positions.

The goal is to have students understand what is involved in ethical and effective leadership, and to assess and develop their own abilities so that they are more confident and able to demonstrate leadership when required.

## **Vision and Values of Student Leadership**

We aim to contribute to the development of people who are equipped to participate in a dynamic society. We aim to promote a culture of active citizenship, involving students in various activities, encouraging them to take responsibility for their own and others actions. We will acknowledge and reward those students who accept the challenge.

### **We aim to fully represent the school values**

1. The highest expectations and a genuine sense of pride
2. Developing healthy and safe lifestyles
3. Developing lifelong skills
4. Respect for others
5. Realising potential

## **Taking responsibility to achieve**

Within school our students are taught to work as part of a team through their tutor group, year group and House structure. As a result, a positive working relationship exists between students and staff.

The De Montfort School is committed to developing the whole person. The experience and opportunities available to our students are broad and reflected in the wide range of school and after school activities on offer.

Many of our young people take on specific leadership roles, whether that is within the House structure, as peer mentors, paired readers or prefects. This process of developing responsibility starts as soon as a student enters the school. We encourage our students to both participate in activities and to develop their own individual leadership skills. Student leaders are responsible, along with the students, governors and senior leaders, in shaping the school's development.

### **House structure**

The popular House system offers great opportunities for students to both participate and lead on the sports field, on the stage, as an artist, cook or designer, to name but a few. Integral to the house ethos is a wide range of leadership opportunities for students including: Head Boy/Girl and Deputy Head Boy/Girl (the senior and junior executives), House leaders, House Captains, Faculty Learning Ambassadors and subject Ambassadors.

**There are four Houses; Shackelton, Mandela, Curie and Dahl.**

### **Leadership structure**

#### **Recruitment**

Roles are recruited by separate means. A democratic election will be held for the executive positions supplemented by an interview with senior staff. Year 13 and Year 8 students should make an expression of interest to the Student Leadership team.

## *Senior & Junior Executives*

House Leader	House Leader	House Leader	House Leader
House Captain	House Captain	House Captain	House Captain
House Learning Ambassadors	House Learning Ambassadors	House Learning Ambassadors	House Learning Ambassadors

Learning Ambassadors

### **Elected roles**

Students may stand for nomination in House elections once a year. The applications are vetted and then interviews may follow to secure a place on the student leadership team.

Identifiable by:

#### **Executive:**

A House leadership tie and a shield worn on their blazer in platinum

#### **House Leaders:**

A House leadership tie and or a shield worn on their blazer in House colours

#### **House Captains:**

A House leadership tie and a shield worn on their blazer in House colours

#### **House Faculty Ambassadors**

A House leadership tie and a House colour shield worn on their blazer with the faculty stated

#### **Learning Ambassadors**

A white bar worn on their blazer with the faculty stated

## **Learning Ambassadors and House Ambassador Roles**

Are nominated by staff on an annual basis and are chosen for each teaching group. Staff will select students who have demonstrated an exceptional attitude to learning and a willingness to help others succeed.

## **Prefects**

Students may apply to be a prefect in year 8.

- To supervise other students and promote good behaviour
- Arrive at the start of break to the canteen area and patrol throughout break /lunch time.
- If you are absent you should find someone to deputise for you.
- Ensure and promote appropriate behaviour.
- Ensure students place all litter in the bins.
- Ensure students respect other students, the environment and furniture.
- If they fail to do so you should persuade them why it is important we look after the school and each other.
- Any breach of these rules is C2
- You have the authority to report them to the member of staff on duty or me.
- Act as student ambassadors
- Engage and canvas opinion and ideas on key decisions within the school community, encouraging greater understanding and communication between students and staff.
- To be generally pro-active around the school site

## **Tutor representatives**

Students may be selected by the tutor, or the tutees, to represent their form and year group on the student council.