

Student Leadership at Kingsmead

At Kingsmead School we believe in nurturing innovation and high-quality learners through the development of personal growth and leadership. All students will be given the chance to develop their leadership skills and personality characteristics in preparation for a contemporary and challenging world. We strongly believe that leadership and personal development are connected; great leaders are people with good personal strength, resilience, innovation and mindfulness.

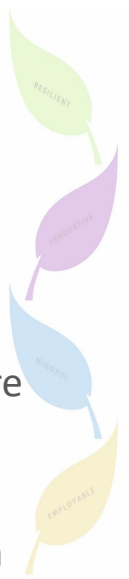
The qualities we develop allow students to live, collaborate and learn with others with a positive and mindful moral code. The programme enables students to recognise how to behave morally, for the right reasons and in the correct way.

At Kingsmead School we have a specific set of values that underpin all aspects of school life. Our values are *Resilience, Innovation, Mindful* and *Employability*

The aim of our programme is to make sure that our students are able to thrive and become their best self. We ensure students know what it is that makes a good and mindful person. This happens in a number of ways, some of which include:

- Working in and supporting the local community
- Understanding and following laws and rules
- Respecting and standing up for the rights of others
- Being mindful of others and their property
- Taking responsibility for their own actions

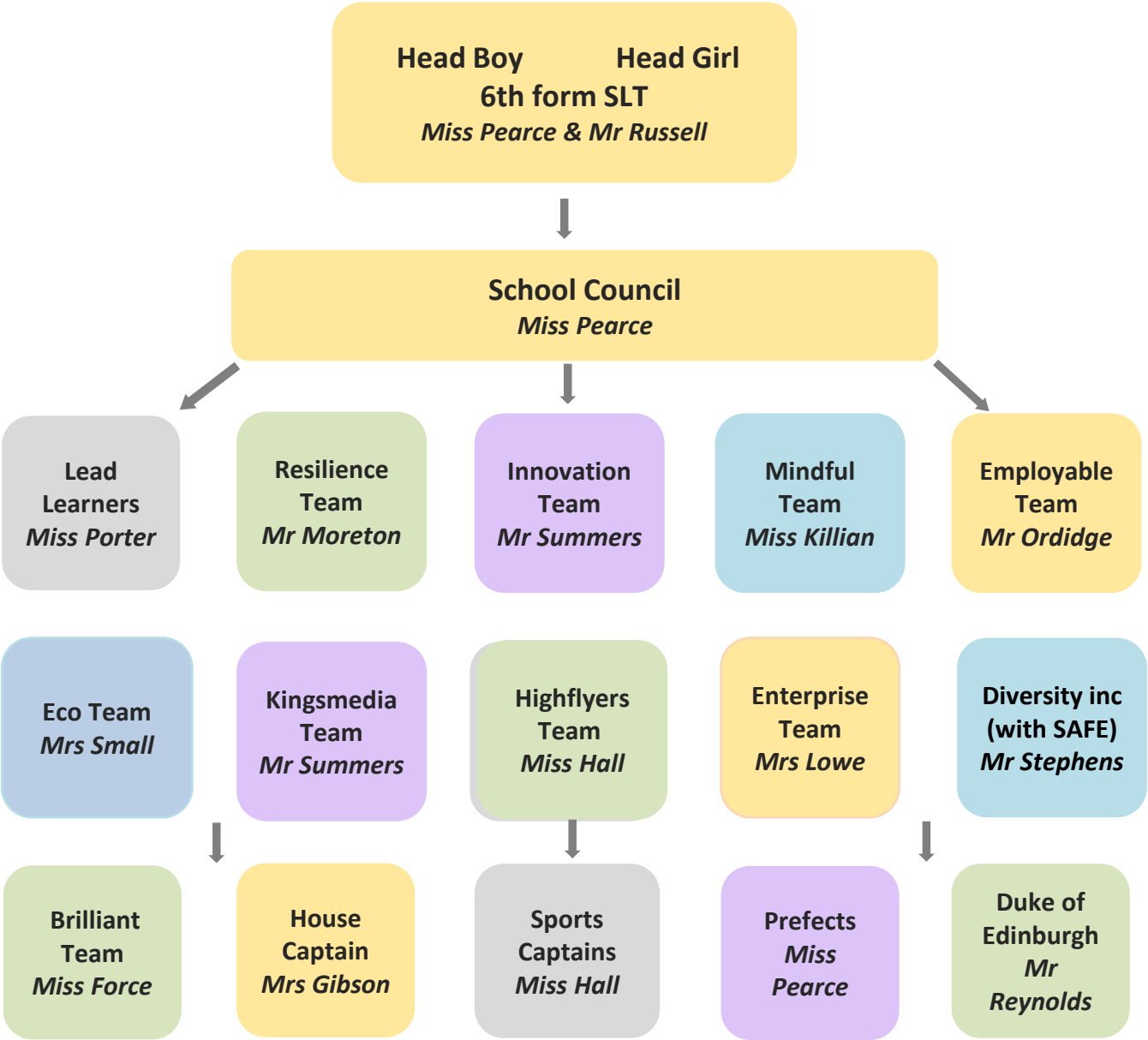
During the academic year all students are educated in leadership, public speaking, resilience, innovation, mindfulness and employability. They get the opportunity to take part in the democratic process, voting for representatives, leaders and captains. These tutorials and activities not only take place in lessons but in a purpose-built tutor group curriculum.



Our leadership activities are aimed at developing self-confidence, self-esteem and personal responsibility in our students. There are specific roles for which students apply and are then elected by means of a democratic process. Students are voted for by staff or by their peers depending on the role. The programme is designed to be student-orientated. Student leaders work closely with staff in order to prioritise issues and projects that are important to the specific year group or area.



There are a wide range of roles students can get involved in:



Student Leadership Accreditation



The Student Leadership Accreditation (SLA) is an innovative way of recognising students' leadership skills and the impact that they have in the classroom, across the school, and in the wider community.

Students assess themselves against this framework and then actively seek opportunities to advance themselves and gather evidence to showcase their new skills in a portfolio. Students can work towards the SLA at three levels: bronze, silver, and gold. This process encourages students to:

- Critically self-reflect on their own skills as leaders
- Work collaboratively to plan how they will meet the criteria and evidence it
- Organise and structure their evidence
- Peer assess others' work against criteria
- Aspire to take on increasingly challenging leadership responsibilities.
- To become more engaged and therefore autonomous learners, particularly those that are underperforming.

There are 4 steps to the accreditation process:

Step 1 – Self reflection

Students should assess themselves against the ten strands of the criteria grid. The levels are either bronze, silver or gold. After reflection students record the levels that they are currently at and then use this to plan their next steps.

Step 2 – Evidence collation and portfolio creation

Students will then need to gather evidence to prove they have reached the level they are aiming for. This can be from activities they have already done or it might require them to take part in some new activities so they can gather evidence for a particular strand. At least one piece of evidence should be collected for each of the strands. This evidence can be anything from letters and certificates to video stills and web screenshots. For each of the ten strands, candidates should write a supporting statement to supplement their evidence.



Step 3 – Peer moderation

When a group of students have completed their portfolios a moderation session should be set up. The peer moderators should go through the evidence provided by the other candidate for each of the strands, and assess whether the work reflects the skill level and if the evidence is clear.

Step 4 – External moderation and accreditation

Once all the moderation sessions have been completed and all is agreed, a sample of the portfolios are sent away to SSAT for external moderation. Accreditation will then be awarded.



SSAT Success Criteria Grid

	Strands	Level		
		Bronze	Silver	Gold
Developing myself	Commitment	Being punctual & regular	Being dedicated	Getting others involved
	Organisation and planning	Knowing what to do	Planning ahead	Organising a group
	Communication	Communicating within a group	Communicating outside a group	Communicating with a range of people including in public
	Being accountable	Being trustworthy	Having a responsibility	Having responsibility for success
Contributing to my community	Being a role model	Behaving well	Being respected	Being respected and helping others become respected
	Using my skills to help others	Recognising personal skills	Using skills to help others	Actively looking for opportunities to help others
	Understanding my community	Being aware of my community	Contributing to my community	Making a lasting contribution to my community
Working with others	Team working	Being part of a team	Working well in a team	Leading a team
	Presenting	Telling the audience things	Explaining things to the audience	Convincing the audience
	Challenge and reflection	Acting on others' comments to improve	Acting on self-reflection to improve	Acting on my own and others' reflections to improve at the same time

[SSAT Student Leadership Pack](#)

[Student Leader Application Form](#)

If you have any queries or would like to get involved please contact Miss L Pearce, Student Leadership Coordinator

l.pearce@kingsmeadschool.net



Student Council

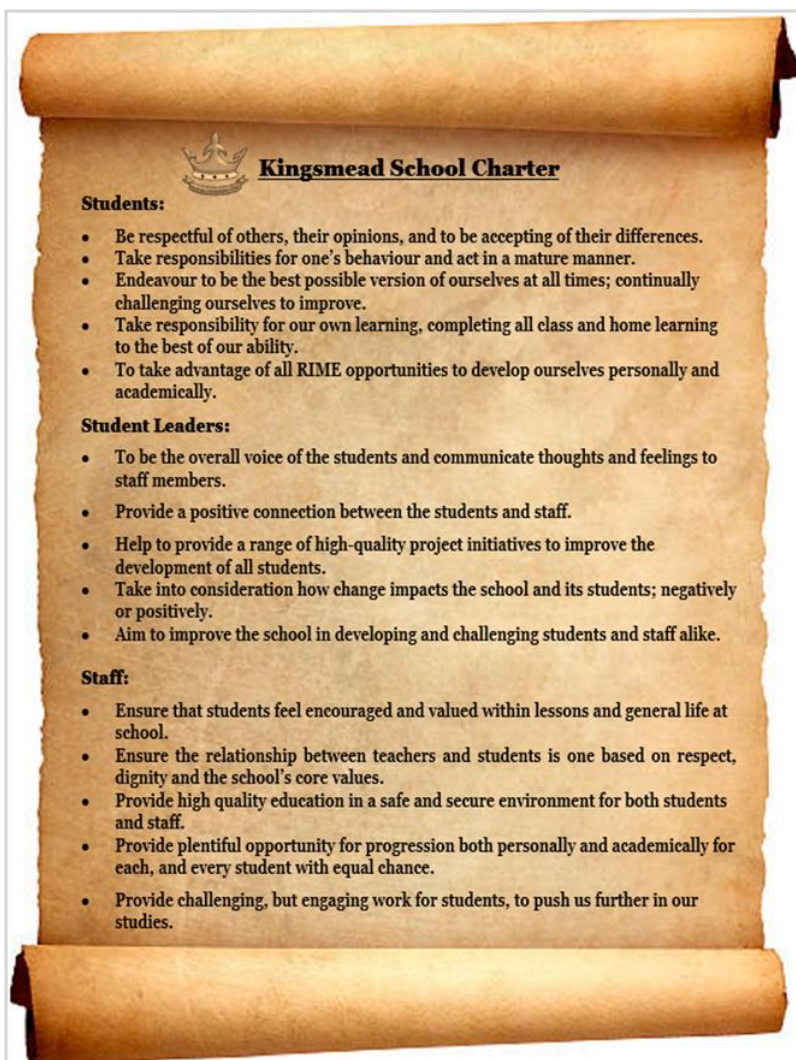


The Student Council is made up of a broad range of Kingsmead Students. This allows us to gain the opinions and judgments from students who have different talents, skills, abilities and passions.

The council is led by Miss Pearce along with the Head Boy and Head Girl. They are supported by the Deputy Head Boys and Girls, and the Sixth Form Leadership Team. Following them are 2 representatives from each of a student Leader teams, ranging from Lead Learners, Sports Captains and the Wellbeing Team etc.

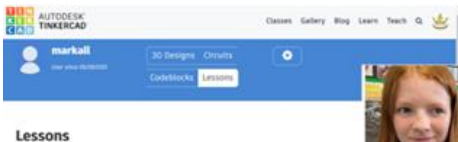
The council have devised their own School Improvement Plan using their own judgements and the areas highlighted by the School's Improvement Plan. Four targets, which link to the RIME values, are worked on throughout the year. Each one starts with intent, students plan what they can do to make improvements, this then follows through to implementation of their ideas, making those improvements and finally, students measure the impact their improvements have had, reporting to the Senior Leaders on a termly basis.

The student council were asked to design and deliver a Student Charter. Each member of the student council wrote their own set of criteria, what they believed were important expectations of the students, student leaders and the staff. These were collated, discussed and narrowed down to five expectations for students, student leaders and staff. We now have our own charter on display around the school.



RIME Funding

The students are the most important stakeholders in our school, so why should not they have a say in how the money is spent and how we shape our school. Therefore, we have created a RIME Budget account of £20,000. At three separate times throughout the year, staff will be able to apply for funding to help develop their initiatives and projects. The applications go through a short-listing process run by the Student Council and then a final presentation round, again judged by the Student Council. It gives the students a say in what they want and how the school is built. It gives them a responsibility and an input into what they believe is important. Students are each given a summary of the School Improvement Plan and a success criterion to judge the applications against.



3D printers in tech and computer science
£1240

Lighting and sound equipment to support publicity and the Blended Learning Platform

230 new books and library facilities
£1500



Last year they awarded £15,551.35 to 11 different initiatives. Computer science and technology were awarded £1240 to buy 4 3D printers, these were built by computer science and have since been used in year 10 and rotation lessons in technology, they have also set up a 3D printing after school club. The library was awarded £1500, buying 230 new books and the shelving to house them. You may have noticed our school has been making some fantastic videos and podcasts, and has captured amazing memories using photography, this is all down to Kingsmedia's RIME funding application for sound and lighting equipment. To help improve the school's numeracy, the Maths department applied for, and were awarded £1035 for 11 wireless tablets, allowing them to improve teaching, develop staff and complete live modelling, an excellent way to support students in their learning.

What other school can say they have a Murder House and a farm?! Well, the RIME Funding has helped buy equipment and resources for these, including ducks and goats. On open evening we had comments from parents such as, "WOW, I wish we had this kind of opportunity when I was at school" and "Can I come and be a student here, I'd love to study Criminology."

There have been smaller purchases too, £670 for music to buy portable speakers improving their lessons and productions, £85 for a metal detector to help foster the interesting of those who attend metal detecting club.

We have many after school clubs in his school and are leading the way against others in the area, one of the winning initiatives was to set up an AQA award scheme for students who attend clubs, they complete a series of activities in their areas and receive an accreditation for their efforts.





The biggest amount awarded was for 10 virtual reality headsets and 2 laptops costing £4000. These were used on the activity days and were loved by all the students, and staff, who had the opportunity to have a go. They are a bookable resource for all staff to use, enabling students to step into another world whether it be a human cell in science or a gallery and museum in art and history

The programme was truly successful last year and will continue to develop and grow. 100% of the student councillors believed it was a great opportunity and had a positive impact on the school. It gives them the chance to build and shape a school they want at the same time as gaining greater understanding of how leadership works and what it takes to run a school.

**10 x VR
Headsets and
2x laptops
£4000**



Teacher Statements:

“The Music Department decided to submit a bid to the RIME fund because the audio speakers in both the music classrooms were old and losing clarity. We also wanted a simple way to play examples of students' music performances on the computers in A02. We would have struggled to afford this new equipment within the music budget, but we knew would make a real impact to the learning of our students. The RIME application process came at the perfect time!

We had to complete a proposal form detailing the equipment we were bidding for and how we believed it would benefit Kingsmead students. A few days after we submitted the proposal, we received the news that we had been shortlisted and the next stage was presenting our pitch to the Student Council. During the presentation, the students involved were so well-informed and had some really insightful questions.

We were so pleased to have our bid approved and we were able to order the equipment straight away. It has made such a difference to the listening and extended writing activities to have high quality speakers in our classrooms and we are particularly pleased with the portable speaker which allows us to listen to music examples on any of the student computers.

Overall, the RIME fund bid has been a very positive process for the Music Department, and we are so grateful for the support of the Student Council.”

Mrs C. Williams



Kingsmead School

A PARTNER ACADEMY IN JOHN TAYLOR MAT

“Technology and Computer Science put a bid in for 4 3D printers, this is to advance both departments further and strengthen those cross curricular links between the 2 subjects. The future is CAD/CAM, using laser cutters and 3D printers to manufacture stuff and we thought it would be a great opportunity to train the students up for the future. Process involved writing a short statement linked to our proposal, including the costs of everything required, this was very straightforward to do and super exciting writing out why we as a team would want these 3D printers. This went through a process of elimination, and you then received an email which confirmed you had got through to the next round, which was the presentation round. We all stand in front of students for our jobs, however I felt a little nervous pitching this to the student leadership team. However, after the presentations, they deliberate on whether you will be awarded the money and luckily for computer science/technology we got the green light to buy the 4 3D printers! They arrived super quick, and the fun began, first we had to build the printers then we had to get them up and running. However due to COVID we are still yet to get the students to print their designs out but watch this space. Even during this lockdown, students are using the software which links to the 3D printers, so when they return, we can use them straightaway. The overall aim to run afterschool clubs using the 3D printers to print and programme models with computer science.”

Miss H. Andrews



Students listening to the teachers' presentation in the Leadership Hub



Farm Expansion
£1790.68





STUDENT LEADERSHIP JOURNEY



The Lyceum Society

Creating future leaders

KS5

RIME funding round 3

RIME funding round 2

RIME funding round 1

EPQ round 2 opens

Lyceum Society graduation

Student Leadership Conference

Interviews of student leaders KS3-4

YEAR 13

RIME funding round 3

6th SLT Write SIP

Application and appointment of Head Boy/Girl and 6th Form SLT

EPQ round 1 opens

RIME funding round 2

Student Leadership Conference

RIME funding round 1

Introduction of 6th Student Leadership and recruit 6th form student leaders

YEAR 12

Lyceum Society transition

6th form transition work

RIME funding round 3

RIME funding round 2

Student Leadership Conference

RIME funding round 1

Election of student Council

Reminder of Student Leadership and recruit student leaders

YEAR 11



KS4

Reminder of Student Leadership and recruit student leaders

RIME funding round 1

Election of student Council

RIME funding round 3

Student Leadership Conference

RIME funding round 2

RIME funding round 3

JSTOR Programme – Gold

JSTOR Programme – Bronze/Silver

YEAR 10

Reminder of Student Leadership and recruit student leaders

RIME funding round 1

RIME funding round 2

SSAT gold award

Student Leadership Conference

Election of student Council

Reminder of Student Leadership and recruit student leaders

ssat

YEAR 9

Reminder of Student Leadership and recruit student leaders

RIME funding round 1
Election of student Council

Reminder/introduction of SSAT accreditation for student leaders

RIME funding round 2

Youth Magistrates competition

SSAT silver award

RIME funding round 3

YEAR 8

KS3

RIME funding round 3

Youth Magistrates competition

SSAT bronze award

RIME funding round 2

Introduction of SSAT accreditation for student leaders

Election of student Council

RIME funding round 1

Student Leadership Conference

Student Leadership tutor sessions

High Flyers COBR Committee Day

Introduction into Student Leadership and recruit student leaders

YEAR 7

YEAR 6

Summer learning Leadership activities sent home

Young citizens



Wellbeing Leaders

The Wellbeing team is made up of different groups such as SAS, Diversity Inc and SAFE. We have a strong focus on inclusion, equality and respect for all.

Shield and Shelter (SAS)

Shield and Shelter is a programme of restorative justice for our young people in school. It comprises of approximately 40 students with representation from every year group. These are students who have bespoke training from our SAS mentor and are students who are dedicated to eradicate bullying and intolerance at Kingsmead. In most cases these are students who have experienced some form of antisocial behaviours and/or intolerance themselves and use their knowledge and expertise (with guidance and training) to work alongside students to support and enable restorative practice to be successful.

In response to harm or conflict, students are invited to share · What has happened · What they believe the impact has been on those involved. · What they think needs to happen to put things right or to make things better in the future. Restorative approaches are implemented in a whole school approach:

- Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve - behaviour, attendance, learning, teaching
- Increase - empathy, happiness, positive life skills,
- Reduce - exclusions, detentions, conflict, bullying, need for harsh sanctions.

SAS@kingsmeadschool.net

Diversity Inc

The promotion of diversity and inclusion is the responsibility of all members of our school. It is expected that we will all contribute to ensuring Kingsmead continues to be a safe, welcoming and a respectful environment, where there is equality of provision, fostered in an environment of mutual respect and dignity. We believe our value is in understanding that each individual is unique, recognising and appreciating our differences and commonalities to embrace the concept of diversity, acceptance and respect

Diversity Inc is a body of approximately 70 students who work together proactively to ensure that all students 'have a voice' and can live and work in a safe, happy and tolerant society. They promote inclusion and diversity regardless of Race, Gender, Colour, sexual proclivity. Diversity Inc meets regularly as a group to share ideas and opinions, to educate and debate and to plan activities to share whole school to promote inclusion. This has recently included working alongside Cannock local council to be a central part of Cannock's first pride event and producing Kingsmead's first diversity broadcast where members openly shared their experiences with the whole school community.

SAFE

'Kingsmead Safe' sits under the 'umbrella' of Shield and Shelter with the overriding principle that everyone has the right to live and work in a safe and happy environment and have the right to be protected from intolerance, injustice and ignorance.

'Kingsmead Safe' is a programme which protects students from harmful sexual behaviours such as peer on peer abuse, sexual harassment (verbal and physical) We strive to empower young people to speak up, and to develop and promote self-confidence, integrity and healthy interactions with their peer groups. Student leaders take ownership of promoting and delivering positive and healthy behaviours and raising awareness of how to respond and report.



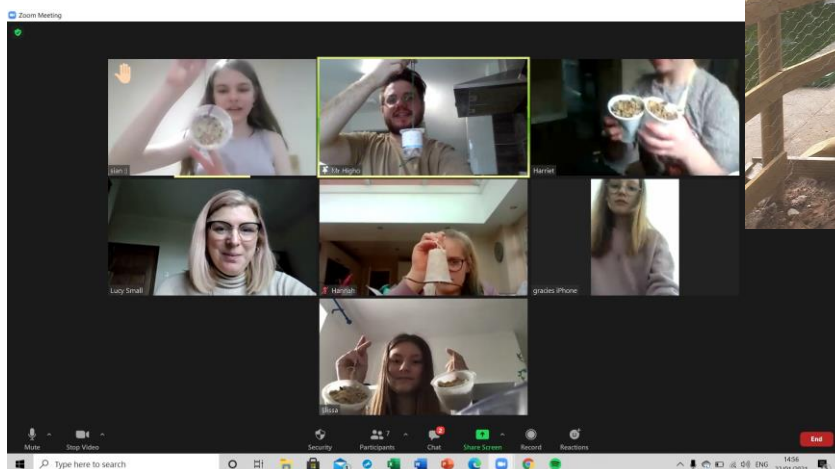
The Eco-Leaders at Kingsmead

The Eco-Committee at Kingsmead are proud to be part of student leadership tea, where mindfulness and a demonstration of employability skills has helped to develop high quality learners, who show a huge social responsibility in educating others about climate change. Our team, made up of all years, are proud to be part of a group who want to educate other young people on how to build themselves a brighter and more sustainable future. This enables all of the students who take part, an opportunity to develop their leadership, social and communication skills in preparation for their lives within the wider community and world, where we believe they will continue to promote their climate ethos and values in helping to make the conservation of the planet at the heart of everything they do.

We strongly believe that the development of individuality, identity and personality to enable the students to become rounded human beings is closely linked to the development of their leadership and personal skills; it is well identified that all good leaders have the skills to empathise, reflect, show resilience and innovation in driving new ideas forward and challenging the status quo. At Kingsmead we want our eco-committee members to really feel that they can change the world and that they can make a difference, not just withing their communities, but within the wider world, just like Greta Thunberg can!

Alongside all of this, we want our members to act like the role models they should, leading other pupils to have higher aspirations and to encourage others to have a curious mind. Our members are there to demonstrate that you should always have a voice and that its more than acceptable to stand up for what you believe in and to have a strong moral code.

The aim of the Eco-Committee is to ensure that the students have access to extra-education, an extra-curriculum and an extra-ethos that will give them a place and a purpose on an ever changing planet.



Highflying Leaders

The Highflyers programme aims to support, challenge, and inspire our more able students by creating a culture of raising aspirations, to give them the best possible chance of achieving their full potential.



Students who are part of the Highflyers Programme will receive opportunities which will stretch and challenge them and raise their aspirations for the future. Please see the learning journey on the following slide for more details.

Student Leadership

In KS3, students on the Highflyers Programme will complete the Student Leadership Accreditation, which is an innovative way of recognising students' leadership skills and the impact that they have in the classroom, across the school, and in the wider community. More details about the accreditation can be found on the school website.

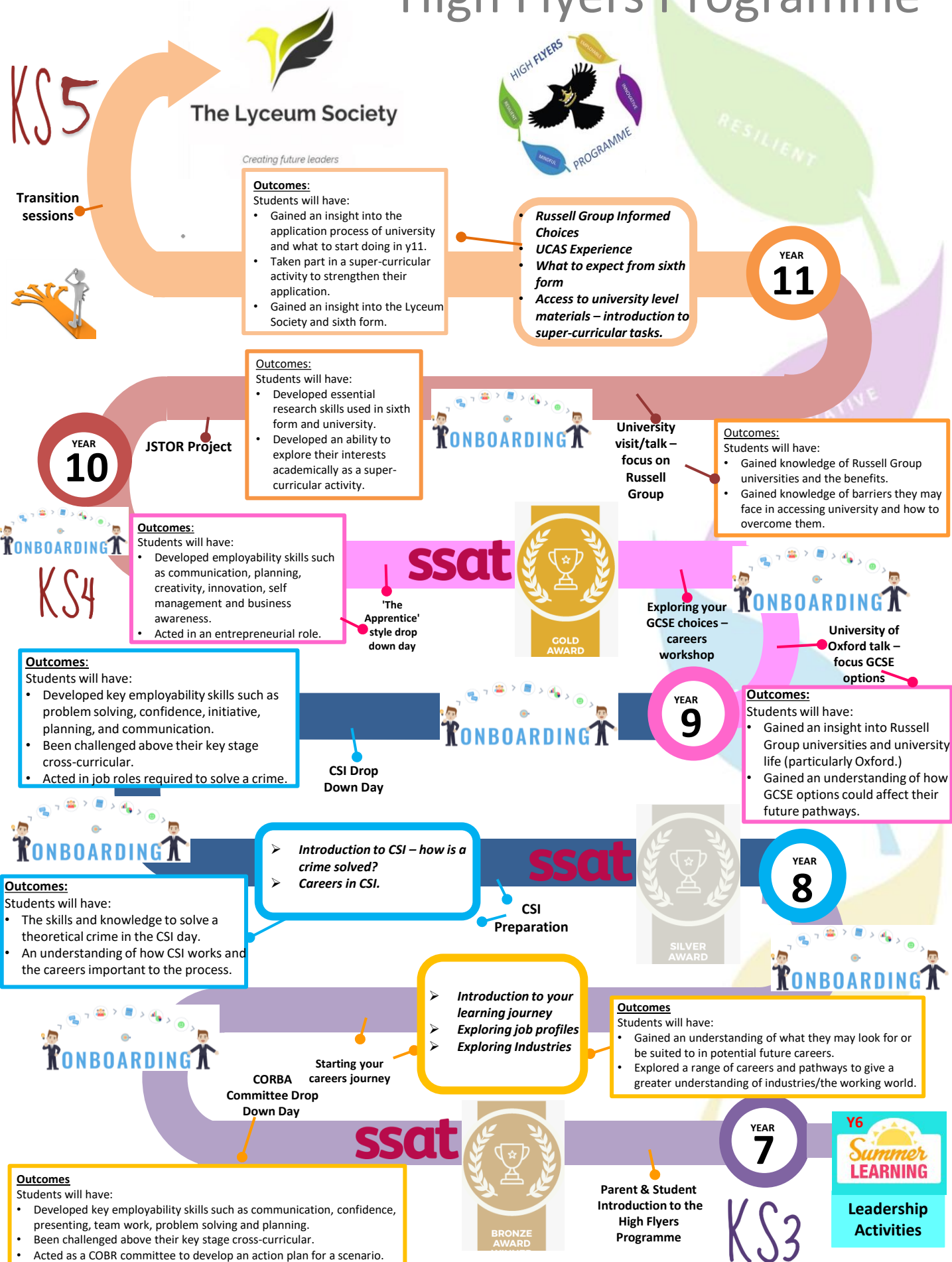
JSTOR

In KS4, the Highflyers students will then develop academic skills by using research platform JSTOR to develop the ability to effectively research their interests and develop passion for a subject through super-curricular activities in preparation for their academic future.

If you have any queries about the Highflyers Programme, please contact Miss Hall - r.hall@kingsmeadschool.net



High Flyers Programme



Resilience Leaders



Mackenzie – Year 10



Corey – Year 10

What they do?

Our two resilience leaders are based in and around PE. They act as role models for younger students and demonstrate why you should always challenge yourself physically, mentally and socially.

Mackenzie and Corey also reach out and speak to younger students who need a bit of a push or a gentle boost of resilience.

How can they help me?

Both of the leads will encourage you to accept a challenge. These students are winners, but also appreciate the challenges that happen along the way to success. They will help you with coping strategies when situations become over-whelming as well as model resilience skills which have helped them thrive academically and in sport.



Mindful Leaders

The mindfulness team meets every Monday break time to discuss ways that we can become more mindful and then we put our ideas into practice and see what impact mindfulness is having throughout the school by looking at students XP, kindness, school work etc.....

Examples of what we have done are:

- ARK Week – a week full of acts of random kindness by all in School
- Non-uniform days for charities
- Hot chocolate rewards
- Operation Christmas Child
- Escape room rewards
- Christmas Mindful day
- And so much more....



We will continue to support our students in developing their skills to become more mindful.



Kingsmead School
31 mins · 🌐

The final day of ARK week and the numbers are in... Overall we have completed 1415 acts of random kindness! Are we the kindest school in... See more



Kingsmead School
12 October 2020 · 🌐

Well to these #mindful year 7's who were able to attend a reward session with hot chocolate and snack for acheiving the most #mindful XP! Keep it up - you could be next!



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