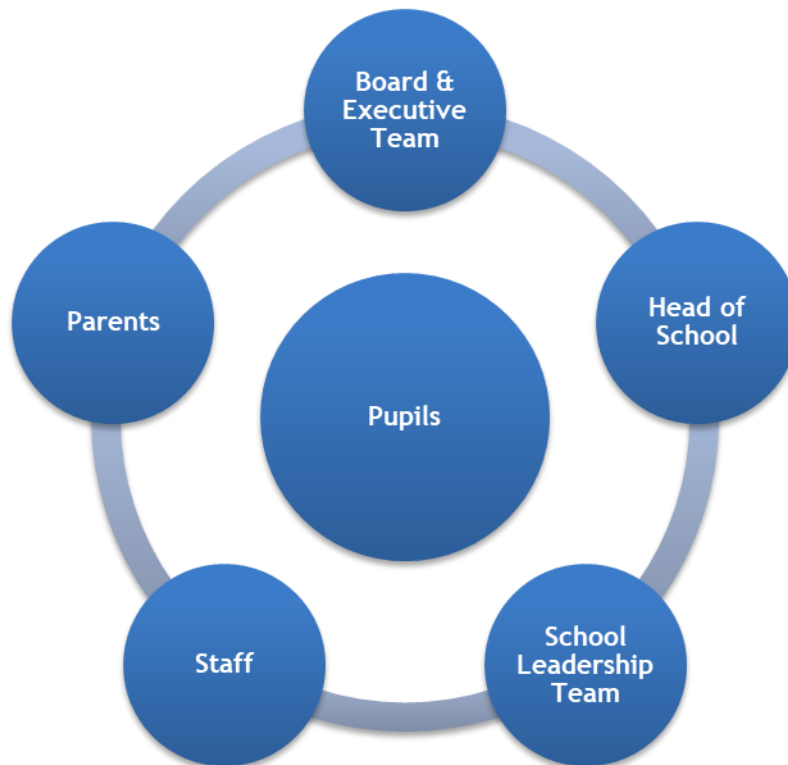


LEADERSHIP POLICY

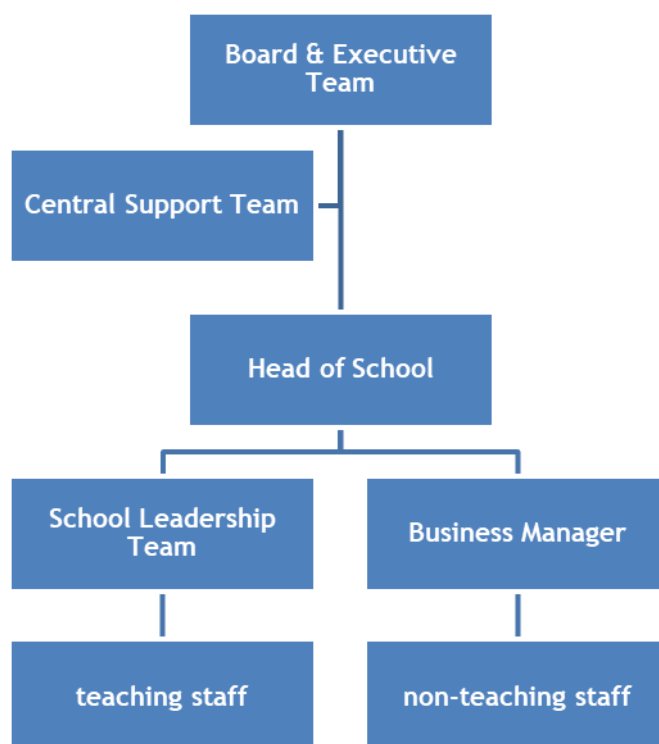
The Board, Wishford Executive, Heads and Senior Leadership Team / Senior Management Team of each school comprise the leadership of the Schools and the Wishford Schools group. The leadership team work within shared values and aims and recognise that their leadership and the schools only really flourish when teacher, pupil and parent leadership are allowed to develop and interact with one another and there is a climate of mutual trust and support within each School.

The following diagram represents the leadership philosophy of the School:

- Our pupils are central to everything we do. All leadership decisions are made with the guiding mantra of doing what is in the best interests of the pupils.
- Our schools will be most successful where our Board and Executive Team, Heads, Senior Leaders, Staff and Parents are working together to further the aims of the school in the interests of the pupils.
- Each person takes responsibility for themselves and their belongings as a minimum and is offered the opportunity to grow to take greater responsibility for others and aspects of the wider world.



The following diagram represents the hierarchy of leadership within the Wishford Group:



Whole School Leadership - (Board, Wishford Executive, Heads and Leadership Team) is facilitated through:

- stated mission, aims ,values and ethos
- Leadership Teams and teacher leadership
- Regularly reviewed policy
- Role and job organisation
- Daily running of Schools
- Development and operational planning based on evaluation
- Listening and decision-making
- Recruitment
- Actively promoting the well-being, achievement and personal development of pupils

Teacher Leadership is facilitated through:

- Willing and energetic staff who fulfil roles and responsibilities
- Commitment to leading teaching and learning
- Commitment to pastoral care; actively promoting the well-being and personal development of pupils
- Shared decision-making where possible
- Teacher appraisal and commitment to fulfilling objectives
- Training opportunities and inset
- Development and operational planning based on evaluation
- Supported ideas and initiatives within shared aims, values and ethos

Pupil Leadership is facilitated through:

- Opportunities for independence, initiative, making decisions, working collaboratively, engaging with learning, enthusiasm, a willingness for change and adaptability and confidence
- A desire to grow self-knowledge
- Pupil Councils, School Committees, Captain roles
- Keen pupils
- Responsibility and evaluation in own learning and behaviour
- Pupil voice
- Formalised leadership roles and leadership opportunities
- Training
(A list of pupil opportunities for leadership and training which is listed by each school individually)

Parent Leadership is facilitated through:

- A commitment to the shared aims, values and ethos of the pertinent School, including well-being
- The capacity to communicate constructively when there is a need to either in person or through designated representatives and the pertinent parent forum.
- Opportunities to come in and help and support the school

Opportunities for pupils to lead themselves in the Early Years

- **The self** - All pupils are asked to begin to and keep learning to take responsibility for themselves first and foremost, leading their learning and all that they do and begin to understand their role in leading their well-being
- Early Years Leadership roles to help with such as tidying up or decision-making
- Playing in concerts
- Taking leads and smaller parts in Early Years performances
- Buddy system between year groups to aid transition process or for visiting pupil
- Other as defined by each school

** Well-being is defined with reference to the Children Act 2000.

- physical, mental health and emotional well-being
- protection from harm and neglect
- education, training and recreation
- the contribution made by them to society
- social and economic well-being

Opportunities for pupils to lead themselves in Years 3 and 4

- **The self** - All pupils are asked to keep learning to take responsibility for themselves first and foremost, leading their learning and all that they do.
- Leadership roles In Years 3 and 4 as defined by each school
- Playing in concerts
- Taking leads and smaller parts in Early Years performances
- Buddy system between year groups to aid transition process or for visiting pupil
- Other as defined by each school

Developing responsibility

- Weekly posts to be given for responsibility such as
- Tidying the classrooms
- Ensuring the toys are put away.
- Watering the garden.

Opportunities for leadership in Years 5 and 6

- **The self** - All pupils are asked to keep learning to take responsibility for themselves first and foremost, leading their learning and all that they do.

- Pupil Buddies - For the first half term, new pupils are helped to identify places and learn staff names, rooms and procedures.
- Pupil Buddies are allocated on Taster days and Induction days to help familiarise with the site and to enhance the school experience.
- Buddy for visiting pupil as one off during term time - Pupils are matched to visiting pupils interests and academic ability.
- Snacks monitors are identified each day to help in preparing and clearing away.
- Year 5 and 6 Form Captains or other roles within the Form/Year Group.
- Other as defined by each school

Leadership opportunities in Years 7 & 8

See roles defined by Hatherop Castle for these Year Groups designed to develop independence, opportunity, leadership and responsibility

St Faith's Prep School

'Captain Roles' are known at St Faith's Prep as 'Prefect Roles'

'Pupil Buddies' are known at St Faith's Prep as 'Shadows' and

St Faith's Prep Year 6 pupils also have 'Prefectships'