Newton International Academy, Barwa

Primary Student Leadership Guidelines

An InternationalCommunityofLearners, Striving for ExcellenceandCelebrating Success

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NEWTON INTERNATIONAL ACADEMY | BARWA

Vision

An international community of learners striving for excellence and celebrating success.

Mission

We aim to provide the highest quality of education possible for our students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens. To achieve this, we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting, and caring atmosphere where teaching and learning are meaningful and developed. We will work in partnership with our staff, students, parents, and the wider community to achieve our vision

Newton Group Values

Overview

The student leadership team at our school will consist of the Head Boy, Head Girl, Deputy Heads, Subject Prefects, and General Prefects. This team will play a crucial role in fostering a positive school environment, acting as role models, and supporting both students and staff in various capacities.
Through leadership opportunities, students become positive role models who contribute meaningfully to the school community while promoting the Newton Group Values:

- Respect
- Honesty
- Transparent Communication
- Empathy
- Support
- Diversity
- Social Responsibility
- Personal Accountability
- Environmental Awareness

Our student leaders help create a safe, respectful, inclusive, and positive learning environment where all students feel valued and heard.

Through these leadership opportunities, students are encouraged to become active, responsible, and compassionate leaders who make a positive difference within the school and wider community - “Every Child a Leader, Every Action a Difference.”

Leadership Structure

Early Years & Key Stage 1
• Young Leaders (F2–Year 2)
• Environmental Leaders (F2–Year 2)
• Character Education Leaders (F2–Year 2)

Key Stage 2
• Student Council Representatives (Years 3–6)
• Prefects (Year 6)
• House Captains (Year 6)
• Ambassadors (Year 6)
• Environmental Leaders per class (Years 1–6)
• Bus Monitors (Years 5–6)

Prefect Roles and Responsibilities

General Responsibilities

- Role Modeling: Maintain high standards of behavior and appearance. Always arrive on time, wear a smart uniform, and ensure you collect DOJO for positive behaviour.
- Professional Conduct: Behave in a professional manner with peers and students. Ensure that friendships do not interfere with your judgment or duties.
- Collaboration: Work effectively with the Head and Deputies to complete all assigned duties and any additional tasks requested by teachers.
- Punctuality and Coverage: Arrive on time for all duties and ensure they are covered if you are unable to attend. Always wear a Hi-Vis jacket during duties.
- Reporting: Report the names of students causing issues during break times to the Team Leader or DHOP.
- Initiative: Present new ideas or suggestions to the committees or leadership team to improve the school environment.
- Badge Responsibility: Wear your prefect badge proudly and ensure its safekeeping.

Primary Leadership roles
Leadership is a quality that all students at Newton International Academy are encouraged and supported to develop. Students from Foundation to Year 6 take on the role of leaders of their own learning. Through the curriculum and our many extra-curricular activities, all students are encouraged to develop the skills necessary to be a leader. This ensures that all students perceive themselves as leaders and have the opportunity and confidence to take on leadership roles.

Student leadership roles are available for children from f2 - Year 6. They are challenged as individuals to develop a sense of vision and purpose as they take on responsibilities. They develop interpersonal and intrapersonal skills including communication, negotiation, teamwork and reflection. Students are given opportunities to develop the skills of active, reflective listeners who respond effectively as they work with others to determine and achieve collective goals.

The primary leadership roles are
Ambassadors (Year 6),
Student Council (Years 3 – Year 6),
Prefects (Year 6 students),
Character Education Prefect (Year 6),
House Captains (Year 6),
Young Leaders (F2 – Year 2),
Environmental Leaders (F2 – Year 6), and
Bus Monitors (Years 5–6).

NOTE: If any child of a leadership role receives an incident form / misconduct letter, they will lose their leadership title.

Primary Ambassadors
Primary Ambassadors are two chosen role models within our school who are keen to promote our school core values: Respect, Honesty, Transparent Communication, Empathy, Support, Diversity, Social Responsibility, Personal Accountability, Environmental Awareness. They have been selected because they really care about the well-being of the children in our school, treating others how they want to be treated and believe listening to one another is extremely important in moving the school forward.

In order to become a Primary Ambassador, the children go through a rigorous process (including a speech, letters of application and an interview). They must show they have the skills to be an effective Ambassador.

- Primary Ambassadors work with the staff and the children across the school supporting, helping and leading others.
- Setting an excellent example in behaviour, attitude, and learning, showing younger students what it means to be respectful, responsible, and committed.
- Speaking at assemblies, special events, and when visitors tour the school, acting as proud representatives of NIA.
- Assisting staff with important school events, supporting initiatives across the school (such as sports days, or themed weeks), and helping to motivate and guide fellow students.
- They create a duty rota for the prefects alongside the DHOP.

It is a huge achievement to be chosen to represent the school as an Ambassador and we feel that this role helps children show their leadership qualities.

Prefects

There will be a total of 10 prefects (one boy and one girl per Year 6 class). Each Year 6 leader will also be assigned a leadership focus area to support different aspects of school life and student leadership across the school community.

Those who are interested in applying will prepare and present a speech for their class. The teacher will then choose the two candidates.

- Prefects will have a number of playground duties where they will try their best to ensure that other students are where they should be at break times. These include break time buddies and after school support.
- Assisting the Year 1's and Year 2's with lining up at the end of break time.
- Helping staff maintain order around the school by reminding peers of expectations, modelling good behaviour, and assisting with transitions (lining up, assemblies, etc.).
- Demonstrating respect, responsibility, and kindness in all areas of school life, showing younger pupils how to follow the school's values.
- Assisting with Duties – Taking on responsibilities such as helping at events, guiding younger students, supporting staff with small tasks, and contributing to the smooth running of the school day.

Year 6 Leadership Focus Areas

To strengthen student voice, responsibility, and community involvement, Year 6 leaders may be assigned one or more of the following focus areas:

- Sustainability and Eco-Schools Leader
- Cultural and Diversity Leader
- Community and Charity Leader
- Sports and Healthy Lifestyle Leader
- Digital Citizenship and Online Safety Leader
- Learning and Academic Leader
- Events and Trips Leader
- Student Voice and Inclusion Leader
- House and School Spirit Leader
- Wellbeing and Positive Relationships Leader

Character Education Prefect

The Character Education Prefect is a Year 6 student leader who promotes the school values, positive relationships, wellbeing, and student voice across the primary school.

The Character Education Prefect works closely with staff and students to support initiatives linked to kindness, inclusion, responsibility, leadership, and personal development.

Responsibilities of the Character Education prefect may include:

• Supporting character education and wellbeing initiatives across the school.
• Promoting the Newton Group Values through assemblies, campaigns, and events.
• Encouraging positive behaviour, respect, and inclusion amongst students.
• Supporting younger students and acting as a positive role model.
• Assisting with awareness events linked to wellbeing, anti-bullying, leadership, and student voice.
• Working alongside the Student Council and leadership team to strengthen the positive school culture.

House Captains
Each house (Curie, Wright, Edison and Bell) will have one House Captain from Year 6.

- Encouraging good behaviour, teamwork, and respect among their peers, in line with the school's values.
- Support House Captains (staff) in all House Assemblies.
- Helping staff run house assemblies, competitions, and sports events, and motivating house members to take part.
- Acting as a link between students and staff, sharing ideas or concerns from their house members.
- Supporting younger students, cheering them on, and ensuring everyone feels included in house activities.
- They update the display board showing who is in the lead weekly.

Student Council
There will be a total of 8 members of the school council committee (2 per year group from Years 3-6). Those who are interested in applying for a School Council role will prepare a speech for their class. Each class will then vote for the two candidates who they believe will represent their class in the most positive way.

- Year 6 student council members lead student council meetings alongside the DHOP and Character Education Lead
- Sharing ideas, concerns, and suggestions from their classmates, making sure every child has a voice in school decisions. They act as a bridge between students and staff.
- School Council must attend 2 meetings per term after school (1:45pm – 2:30pm)
- Encouraging their peers to live by the school's values (honesty, respect, responsibility, and being a learner), supporting kindness campaigns, anti-bullying initiatives, and community projects that build strong character.

Young Leaders
The Young Leaders Program is an innovative initiative designed for Early Years (F2) and Key Stage 1 students, aimed at nurturing and identifying potential future candidates for the school council and prefect system. With one child from each class participating in KS 1 and 2 from F2 in the program, we strive to empower these young students to become exceptional role models, displaying strong leadership qualities and skills. Through a series of engaging activities, children will have the opportunity to develop crucial skills that will enable them to become effective leaders in the years to come.

F2 - 2 per class
Year 1 - 1 child from each Year 1 and 2 class.

Environmental Leaders
Environmental Leaders are student role models who help promote sustainability, responsibility, and pride in the school environment. Each class from F2 to Year 6 will appoint an Environmental Leader to support the school's Eco-Schools and sustainability initiatives.

Responsibilities may include:
• Encouraging recycling and helping monitor the classroom recycling bins.
• Promoting a clean, tidy, and organised learning environment.
• Encouraging students to take pride in their classroom and shared school spaces.
• Supporting environmental campaigns, themed weeks, and Eco-Schools projects.
• Reminding peers about responsible use of resources such as paper, water, and electricity.
• Supporting the "Caught Being Responsible" and "We Are Proud of NIA" initiatives.
• Acting as positive role models for environmental awareness and responsibility.

Bus monitors
At NIA, bus monitors play an important role in ensuring the safety and wellbeing of students during travel. They make sure that all students are seated and securely buckled before the bus departs. Throughout the journey, they help manage behaviour on the bus to maintain a safe and respectful environment. Any concerns or incidents they observe are communicated directly to Ms Ansonet, so that appropriate follow-up and support can be provided.

AMBASSADOR APPLICATION

Your task is to hand write a letter addressing the 3 criteria listed below. Set out as a letter. The format should include:

Dear Mr Nathan, Ms Ansonet & Year 6 TL

2 sentences explaining who you are:
e.g. My name is (your name). I have been at this school since Prep and have been involved in (list some of the roles you may have had).
e.g. My name is (your name) and my family has been a part of the Newton International community for the past 10 years. My sister Mary is in Year 3.

Paragraph 1: Addressing Criteria 1. Organisational skills
As part of your role you will be assisting and organising a variety of tasks. Include examples of how being organised has been key to past successes you have had. Make sure you give specific examples that will be relevant to the role of school captain.

Paragraph 2: Addressing Criteria 2. Communication Skills
You need to be able to work with a range of people of different ages, including students, parents, teachers and members of the wider community. You need good communication skills to work with others and also help to promote the school. Give examples of how you think you could do this.

Paragraph 3: Addressing Criteria 3. Being open to new learning experiences
You will learn a range of new skills such as conducting meetings, doing administrative tasks, running promotional campaigns and liaising with others. List how you would learn these skills to help you in the future, for example I'm a good listener, I take on constructive criticism and I'm open to new and challenging experiences. Please list some examples of past experiences.

Tips: Include examples from in and out of school. • Don't use headings in your letter • Use specific examples that set you apart from others – don't be general • Due on Applicants will first hand in their letter of application to the DHOP in an envelope clearly addressed. They will then receive knowledge of if they have been accepted to the next part of the interview process where they will then present a speech to their fellow year 6 students, classroom teachers and the management team.

After this, they will be called for an interview.