



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Children as Leaders Policy 2026

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Rationale

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At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 29: *Goals of Education: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.* and Article 12 *Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.*

Introduction

At Marlow C of E Infant School, we recognise that our children are the leaders of the future and therefore we provide a range of opportunities for children to develop their leadership skills, even at this young age.

From early on, we aim to embed the understanding in our pupils that they have the power to change the world. As a school we want to inspire our pupils to recognise and demonstrate this and in turn we hope that they will inspire others along the way.

Pupil voice is valued and promoted – each academic year, pupils are given a platform to express the views of their school to help shape its development. We encourage all of our pupils to embrace the wide range of opportunities available to them – and always seek to find new ways that we can further empower our pupils. This enables our pupils to develop as

individuals, as a community and grow the school as a whole, thus fulfilling the school's Christian vision.

Group	How is it formed?
School Council	2 children from each KS1 class across the school. Children put forward their names each year, in each class, if they want to become school councillors and are then elected by the class.
Eco Warriors	2 children from each class across in KS1. Elected by their class
Rights Respecting Ambassadors	2 children from each class across KS1. Elected by their class
Playground leaders	At the end of Year 1 the children are invited to apply for a role as a playground leader helping all children and leading games at lunchtime.
Worship leaders	Year 2 children who help to plan and lead worship. This leadership role happens at 2 levels: Whole school festivals and celebrations: all year 2 pupils are involved in planning and leading one of these services during the year.; Daily school worship: All Year 2 children take a turn to introduce the worship, lead the school in prayer, choose songs etc.
Art Councillors	Children from each class across the school are asked to put their name forward and are elected by their class
Science Councillors	Children from each class across the school are asked to put their name forward and are elected by their class

Children as Leaders at our School

Our children thrive on taking on responsibility and leading by example. Many of these roles involve the children giving up a little of their own time, usually during playtimes, and this is something which they love to do as they relish supporting and enthusing others socially and academically. Our pupils also take on leadership roles within their classrooms in addition to the roles detailed below.

Appointed Pupil Leaders

1. Worship leaders:

Every week, 2 children from a Year 2 class are chosen to lead School Worship for the week. They are responsible for opening the worship, leading a prayer, choosing songs and closing and dismissing classes with the support of the headteacher or the teacher leading the worship.

In addition to the daily School Worship, over the course of the academic year, Year 2 children are all involved in planning and leading a whole school service from start to finish. These services consist of Harvest, Advent, Epiphany, Candlemas, Easter, Pentecost and of course the end of year service.

Elected Pupil Leaders

In order for the children to gain a practical understanding of the rule of democracy, we hold elections for the whole school roles. All elections happen at the start of every academic year. Due to the age of the children the class teacher will carefully explain the role to all children, in age appropriate language, before the vote takes place to ensure the children understand.

1. School Council:

Every year children in the 4 Key Stage 1 classes put their name forward to be considered as a school councillor. The children who would like to be considered will talk to the class briefly about why they would like to be a school councillor. The names are then put to a class vote.

2 children from each class are then elected and remain in the post for the academic year.

The school council team meet once every term to address how the school is running and discuss what else could be done to make the school a better place. Many incentives from these meetings have already benefited the children e.g. resurface the playground and new playground paints.

The School Council have a significant role in planning the yearly pupil survey and is led by a teacher within the school.

2. Eco Warriors:

Every year children in our 4 Key Stage 1 classes put their name forward to be considered as an Eco Warrior. The children who would like to be considered will talk to the class briefly about why they would like to be an Eco Warrior. The names are then put to a class vote.

2 children from each class are then elected and remain in the post for the academic year.

The Eco team meet regularly each term to decide on the topics they wish the school to focus on. They have developed the following Eco Code (Eco Star) and are committed to working on the UN Sustainable Development Goals. Closer to home, they ensure our 'outdoor learning' environment is useable and safe and they have helped to develop and maintain, with help of some parents, our 'wild world'. The Eco team lead school worship at least twice a year to prompt a concern or start a campaign.



3. Rights Respecting Ambassadors:

Every year children in our 4 Key Stage 1 classes put their name forward to be considered as an RRS ambassador. The children who would like to be considered will talk to the class briefly about why they would like to be RR ambassador. The names are then put to a class vote.

The RR Team focuses on the importance of the UN Convention on the Rights of the Child. It ensures that the Convention runs alongside the other work the school does and supports the school's vision, celebrating the uniqueness of everybody and supporting the rights of children. They lead a School Worship at the start of each school year to remind all children of the Convention and what their rights are. During the year, with the support of a member of staff, the team organises other special days which highlight one or more of the articles. These have included Anti-bullying week and Parliament Week and raising funds and awareness for a number of charities.



4. Art Councillors:

This is open to all ages and abilities in art. It is important to note that 'art' can encompass music, cultural and spiritual and so just being good at art is not part of the job description. 2 children from each class form the Art Council.

The art councillors meet once a term with the lead adult and work to develop a whole school initiative. They share this with the school through a worship when appropriate. The team have been responsible to art galleries and whole school performances in the past. They support and develop the work the school does for the Artsmark award.

5. Science Councillors:

This is open to all ages with the school and 2 children from each class are elected by their class to be science leaders. They work closely with the lead teacher and help the school sustain and develop their science quality mark. They help arrange our annual science week and explore new experiments in science that the rest of the school can try. The science team meet once every term.

Volunteer Leaders (appointed following application)

1. Playground Leaders:

At the end of Year 1 the children are invited to learn more about the playground leader role and are given a chance to apply for being a leader in Year 2. The children who apply will become a playground leader and will be trained to support others and help and lead games via the support of our MDSA lead Mrs Simons and via a team building morning.

Once a playground leader, they are expected to work with Mrs Simons and the MDSA team in leading larger playground games, smaller 'box games' such as skipping, balancing etc. and ensuring the reflection and canopy area is used appropriately throughout lunchtime. They are also expected to be role models, setting an example and supporting the younger children on the playground and field.

Adult support is provided each lunchtime for the children taking on this role.

Character development

"Character education is not new. Schools in a survey by NatCen Social Research and the National Children's Bureau used a wide variety of curricular and extra-curricular activities to provide character education, including: assemblies, subject lessons, dedicated character education lessons, sports, performance arts clubs, outward bound activities, hobby clubs, and subject learning clubs. These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability".

DFE Character Education Framework 2019

At Marlow C of E Infant School, we are proud to be developing our character to ensure that we are meeting the needs of all children and adults in our school. We consider character education in the context of our school against the DFE's framework and guidance so that we can continue to evaluate the nature and quality of our current provision and determine our aspirations for future development. We reflect on our practice regularly and set aspirational but achievable targets to ensure development and improvement are constant factors.

Archbishop of York Young Leaders Award

Our school is a Archbishop of York Young Leaders school. All children in the school have participated in this programme at least once during their time with us. Pupils explore the concept of leadership through activities, games, stories about and the impact of great leaders in society.

They learn about the importance of serving others and link this to our school value of Service. Considering how to bring change to the local community is a central piece of work that this programme includes and children look at what they can do to serve others and bring about change. Finally, every child in the school participates in an action project. Each year group chooses an act of service that they want to perform in the community and then they carry it out.

Through this programme the children learn about leadership, teamwork, kindness and service. They learn that 'small steps lead to big changes', and 'be the change you want to see.'



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