

Rachel Broadley's Head Pupil
Manifesto 2020



Respect Ambition Community

Rachel

Why am I running?

I'm Rachel Broadley, a Knox student of 5 years and a Kings Meadow one of 4. The last 5 years have been tough, I won't lie, but with the support of the school and my peers I have gained **confidence** in myself and **respect** for others. I have also grown to be **ambitious** and have found a sense of **community** with my friends and teachers. My time at Knox has been brilliant but that's not to say it's been perfect, improvements can always be made and I want our school to be a place where people feel **safe**, **included**, and **confident** that they are making the right choices for them, and for their future. So I am running for the new S1s whose transition will be particularly difficult, for the pupils who struggle to find a good relationship with their teachers, for the pupils who will be struggling to cope with the stress of prelims and exams, and the pupils who don't know what path they want to take in school. If you are one of these people or care about someone who is, **VOTE RACHEL!**

Skills and Qualities



These skills make me perfect for the role of Head Pupil because my confidence would help me in **delivering my ideas to a group of people and leading assemblies**. My work ethic means I would **put in the effort** to make mine and other people's visions for the school a reality. Being cheerful makes me easily **approachable** and also means I would be able to take criticism without dwelling on it. Lastly being organised means I would be on top of my responsibilities all year long and that makes me **reliable**.

Key policies

- **S1 Bathroom for a Month**
- **Improving Teacher/Pupil Relationships**
- **S4 conference held by S6 pupils to help cope with prelim/exam stress**
- **Coursing Fair (S3/4/5)**

S1 Bathroom

During the first month of the new term I understand that S1s will be feeling confused and scared, even more so because of the unusual circumstances this year which have caused them to miss the usual introductory transition days. Something that was particularly daunting for me when I first arrived at Knox was the issue of sharing bathrooms with older students. Having discussed this issue with other pupils I have realised I wasn't alone in finding bathrooms nerve racking. A large majority of our S1s come from a school where each year group has their own bathroom and then suddenly they face the challenge of having to share a bathroom with pupils up to 6 years older than them. This issue could easily be solved by **giving our new S1 pupils the private use of either the business or computing bathroom for 1 month so they have time to adjust to their foreign environment**. After this initial 1 month period I would hope our S1 pupils have settled in enough for us to introduce the new challenge of using the same bathrooms as everyone else. Of course with the unusual circumstances this year it could take longer than usual for the new pupils to settle in, therefore if we sit fit we can review the 1 month period and extend it if we believe that would benefit everyone.

Improving Teacher/Pupil Relationships

Having a good relationship with your class teachers is extremely important because if pupils enjoy school and have good relationships with their teachers, they are more likely to engage in lessons. One thing I think would improve these relationships is encouraging pupils to reach out to their class teacher when they have a problem rather than feeling the need to go to their guidance teacher who they possibly won't know as well or have as close a relationship with. To do this I propose an idea I know another school has implemented and I would like to do this around October so our new S1 pupils can join in. During registration I would have teachers hand out slips of paper and would have **each pupil write down their name and the name of a teacher they would feel comfortable going to if they had an issue**. Then I would have a group (of teachers) sort through them and **hand them out to the teachers whose names pupils have written down**. This would encourage pupils to think about what teachers they would speak to other than their guidance teacher, and when the teacher received the slip of paper it would strengthen their relationship with those pupils.

S4 conference held by S6 pupils

One thing I remember from coming up through the school is the initial fear and burden of having prelims and exams during S4. For many pupils it is the first time they will have an experience such as this one and it can be overwhelming. In order to help put these pupils at ease and lessen their stress I would hold an assembly/presentation in October and again in April where I would introduce the event and do a short talk about my own exam experiences and then I would step aside so other **S5/6 pupils can do a short talk about their prelim/exam experiences and some tips they have for dealing with them**. Then after a couple of speeches I would have a short **question and answer section where any S4s can ask the older pupils any questions** they have. I remember being an S4 pupil approaching prelims and having so many fears and questions and I really think this event would help pupils who are approaching prelims or exams and are feeling the same way I did. I would like to hold this event one evening during the week so S4 pupils and their parents can attend and ask any questions because I think it would benefit the pupils if their parents knew more about the process, especially if this is their first child sitting exams.

Coursing fair (S3/4/5)

Something else over the last few years I felt could be improved is related to course choice. My experience of course choice is that pupils take a subject they have enjoyed in S3/4 without ever finding out too much about what content is included at the next level. This isn't always the case but for some pupils who lack confidence, don't have a strong relationship with their teacher or just aren't bothered about course content then this could be an issue. This then leads to recoursing in August or September when pupils realise they don't enjoy the subjects they have taken. To eliminate this issue I would have a **coursing fair where teachers are sat with the course outline of their subject at National 5, Higher and Advanced Higher so pupils can see exactly what the course they are interested in looks like. Pupils can wander around and ask teachers questions** that they might never have bothered to ask otherwise and this would reduce the amount of people changing courses after summer. Aswell as having teachers at the stalls I would love to have some pupils so there are a few people at every stall and they can also give a different perspective on the subject. Ideally I would have this fair take place in January. Of course people will always have to recourse because of their results, however this would reduce the number. During this event I would ideally like to have the other teachers and S6 pupils coordinate some sort of event for S1/2 pupils while their class teachers are busy at the coursing fair.

Of course this year will be unusual because of the current situation with Covid-19. Some of these ideas might end up impossible or may have to be adapted in order to adhere to social distancing or various other guidelines.

