



The Learning Away schools have developed a series of themed resource packs to help other schools plan and deliver **Brilliant Residentials**.

Find out more at: <http://www.learningaway.org.uk/>

Top Tips: working with student leaders

Bulwell Academy produced this Top Tips list to help their adult staff build strong and trusting relationships with student leaders:

- **Use words and actions** to make student leaders feel welcome.
- **Clarify names.** Make it clear what student leaders should call the other adults on the residential, and what other young people on the residential should call the student leaders.
- **Clarify appropriate behaviours.** Encourage adult and student leaders to maintain a friendly communication style between one another and with the young people participating in the residential. Leaders should nevertheless take care not to cross the line into 'mateyness' - this is a tricky balance to maintain for inexperienced student leaders, so be ready to advise and guide.
- **Role model good leadership to the student leaders.** This is the ideal opportunity for young people to learn how to act appropriately in a place of work; don't underestimate the power of this 'real life' experience for them.
- **Give clear instructions** to student leaders and ensure they have purposeful tasks for each individual session they are participating in. Be clear about who student leaders are taking instructions from and what they should do if they are unsure about particular aspects of the residential (e.g. is it a curriculum or pastoral issue?).
- **Recap and acknowledge progress.** Once student leaders are on task, re-visit them throughout the session and acknowledge the good work taking place. If further explanation or a recap of expectations is required then share these with the leaders, taking care to be considerate to avoid knocking their confidence.
- **Be aware of student leaders' needs.** Keep completed consent forms for student leaders with those of other participants and be aware of any additional requirements they may have – e.g. special needs, dietary requirements or home circumstances.
- **Plan down-time for student leaders.** Ultimately, the adult leaders are responsible for the care and well being of all young people on the residential, including the student leaders. Discuss and agree when student leaders will have free time and what they can or cannot do during this time.
- **Clarify who concerns should be escalated to,** should the conduct of student leaders require additional support – e.g. educational visit coordinator, Headteacher.