

TARLETON ACADEMY

Statement of Ethos & Principles

Moral Code

- Treat others as you would like to be treated
- Be honest and fair
- Be generous
- Be loyal
- Show respect to others
- Respect all life
- Do not destroy our environment

We have adopted the Universal Moral Code, created by Dr KentM Keith, which is list of fundamental moral principles which we can live by.

As a school community, at Tarleton Academy we seek to live by the following principles:

- Mutual respect
- Effective learning
- Self discipline
- Service to others
- Forgiveness
- Best use of our talents

At Tarleton Academy we realize that good behaviour is a necessary condition for effective teaching and learning. The whole ethos of the school and the value set on each individual student is important in maintaining discipline. We realize that students learn best in a secure, ordered environment with set boundaries.

The key to an effective and successful school is good relationships within and between all the groups, which make up our school. All staff, students, parents, carers and governors have responsibilities in the creation of a happy well ordered school.

We acknowledge that it would be a mistake to see behaviour as somehow a separate issue to teaching, learning and the curriculum. Problems in behaviour in educational settings are usually a product of a complex interaction between the individual, school, family, community and wider society.

OFSTED reports have established that the factors most often associated with good behaviour are:

- good relations with mutual respect between staff and students;

- teachers' high expectations of their students' academic and social abilities;
- curriculum and teaching methods which are well matched to students needs with an active element of challenge;
- active involvement of students in their own learning and in the wider life of the school;
- nurturing of students growing maturity and self esteem;
- a consensus on essential values and norms consistently applied.

We recognize that it is our professional responsibility as staff and governors to ensure that the previous points are acted upon. The governors of Tarleton Academy will adopt the above statements.

Practical Principles

Equal opportunity and maximum inclusion

An individuals difficulties and needs can vary over time and in different settings. The school and individuals avoid 'labeling' students and young people.

All students have maximum access to the mainstream curriculum and students are educated, as far as possible, with their mainstream peer group.

Policy planning and action in the field of behaviour management is anti- discriminatory and conforms to the Equal Opportunity and Gender Equality Policies

All students are entitled to the support and protection of the schools Behavioural, Anti Bullying, Care and Control, Child Protection, Equal Opportunities, Race Discrimination Policies and the Gender Equality Policy.

Respect for all

Students and their staff have the right to have difficulties in behaviour in school addressed without prejudice.

All persons involved in difficulties in behaviour have the right to have their views and feelings taken into account at all times.

Policy and practice actively promotes mutual respect for school, parents and governors all staff and students.

Procedure and Practice

Following the implementation of the Education and Inspections Act 2006, the school has determined its own set of rules, which reflect the positive behaviour expected by the school.

These rules are made clear to students at the start of and throughout the year. The rules are clearly displayed in the classroom so that reference can be made to them whenever necessary.

Expectations and Rules

A GOOD LESSON AT TARLETON HIGH SCHOOL

To enable everyone to get on with learning quickly and to ensure everyone learns in the best possible way, these are the guidelines, which explain how everyone should behave in a classroom.

STUDENTS ARE EXPECTED TO

- Enter classrooms in an orderly manner.
- Wear the correct school uniform, including no jewelry.
- Arrive with the appropriate equipment to allow learning to take place.
- Stand quietly behind the desk /table with their coat off, phone switched off and homework diary out until they are asked to sit down unless asked to begin starter activities by the teacher.
- Sit in the classroom as directed by the teacher.
- Remember that chewing or eating is not allowed in the classroom.
- Behave in an appropriate way throughout the lesson.
- Avoid disrupting the learning of other students.
- Listen carefully to any instructions and explanations.
- Involve themselves in the lesson and answer questions wherever they can.
- Remain focused on the work in hand.
- Avoid distracting others.
- Avoid becoming distracted.
- Remain in place unless asked to move by a teacher.
- Work independently when given the opportunity.
- Collaborate well with others when asked.
- Listen respectfully to the views of other learners.
- Respect other peoples possessions.
- Produce the best work they are capable of.
- Ensure they know what is expected of them.
- Complete their expected lesson outcomes whenever possible.
- Reflect on what they have learned and achieved and always aim for improvement.
- Complete Homework and other assignments to deadline.

STUDENTS CAN EXPECT:

- An orderly lesson in which they feel welcome and safe.
- A proper introduction which explains what they will be doing and why.
- A clear explanation with questions that are open and challenging.

- A lesson that is as varied and well paced as appropriate for the topic.
- To be praised and rewarded for good work and behaviour.
- To be involved in the lesson.
- To be given chances to work on their own and in groups as appropriate.
- To be given work that is appropriate for their age and ability.
- To know what the criteria for success is for a piece of work.
- To know whether they have achieved the objectives for that lesson or piece of work and whether they have achieved the expected outcomes.
- To have a chance to reflect on what they have achieved and learned.
- To receive regular Homework that is relevant, meaningful and appropriate to their ability.

Staff and governors have a vital role to play as they are in the forefront of behaviour management. They have the closest knowledge of the students in their care and will wish to build up a relationship involving mutual support, trust and respect.

We expect staff to:

- Provide students with a good role model.
- Provide students with a framework of behaviour, which supports the whole school policy.
- Use positive behaviour reinforcement strategies; whole school, whole class and individual systems.
- Allow time for discussion with the student about positive and negative behaviour.
- Keep clear records using CMIS and no other method.
- To keep parents informed of positive behaviour in class or in school through any of the following methods:
 - Notes
 - Phone calls
 - E-mail
 - Text messaging
 depending on circumstances.
- To keep the Governing Body well informed regarding issues concerning behaviour management through the Head teacher.

We consider the partnership between home and school vitally important and as a school we value the support given to us by parents. Therefore we expect parents to:

- Be involved and supportive in helping us meet our aims through the Home School Partnership

Governors also have an important role in helping the school maintain good discipline. Therefore we expect Governors to:

- Recognise that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Support the Headteacher and staff in their implementation of this policy.
- Play a full and active role in ensuring our aims are met.
- Monitor regularly incident reports and actions taken in order to be aware of the effectiveness of this policy.

Sanctions

Although we aim for high standards of discipline at all times we acknowledge that no matter how effective a school might be, no matter how caring, imaginative, positive or willing there will be occasions when students will need greater help and support to achieve self discipline, respect and good manners that are called for. Therefore we consider it important to have certain sanctions in force throughout the school. It is emphasized throughout that the student is choosing the consequences as a result of their behaviour as set out in the Behaviour Policy.

Exclusions

In very rare cases it may be necessary to exclude a student for a time. This step will only ever be considered after all other possible avenues have been explored. If a student is to receive a fixed term exclusion then parents / governors and the LA will be informed. Very careful arrangements will be made to ensure that any student returning to school after exclusion is helped to behave appropriately. Fixed Term exclusions are limited to a maximum of 45 days in any school year. If after this time all attempts to improve the situation have met with no success, permanent exclusion may have to be considered. If a student is to receive permanent exclusion, then parents/ governors and the LA have to be informed, plus any other agencies working with the student. The parents have the right to appeal against the schools decision.

Supervision of Students

It is essential that we should at all times be in a position to say:

- We know where are students are
- We know what they are doing and why
- That they are under our supervision

Therefore teachers should never leave their classes unattended. In an emergency, staff should alert a colleague in a neighboring room to the fact that leaving the class is unavoidable and ask that it is supervised.

It is important that, in the interest of safety, students enter the school building in a calm and controlled manner. Teachers should be on the yard promptly to assume responsibility for their classes at the beginning of the day, at the end of break and lunchtime. Students should be dismissed from classes in an organized, rather than haphazard way.

If it is necessary to involve a personal development member of staff in a discipline matter, the personal development manager should be sent for. If the student has a green card the he /she should be allowed to leave the classroom.

Evaluation

We will monitor the effectiveness of this Statement of Ethos & Principles through the schools self-evaluation policy. Governors will review this statement annually.

Through this statement we seek to maintain our school ethos of care, courtesy and concern for one another thereby allowing the community to flourish.

Adopted by the Governing Body

Dated: June 2007