



KING'S LEADERSHIP
ACADEMY WARRINGTON

**Character
Counts!**

CREDIMUS

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education

Martin Luther King Jr.

If

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
'Or walk with Kings - nor lose the common touch,
if neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a success when done!

Rudyard Kipling

(With apologies for the small change!)

Our Mission

To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world.

Why is character education so important to the fulfilment of our mission?

If we wish to see each of our students 'succeeding at all levels and becoming successful citizens in tomorrow's world' it becomes essential that we ensure that each one develops sufficient strength of character to meet the challenges that he or she will face on their journey to adulthood.

A young person's 'character' is the summation of his or her values, attitudes and behaviours. Because those qualities are learned, they can also be purposefully taught. Good character doesn't happen automatically, and it's too important to be left to chance if our mission is to be successful.

What are our Seven Pillars of Character?

Our Seven Pillars of Character are best remembered through the acronym **ASPIRE**. They are:

1. Aspiration
2. Achievement
3. Self-awareness
4. Integrity
5. Professionalism
6. Respect
7. Endeavour

How we develop character in our students

All Y7 students have a brief course of study that introduces them to the Aspire Code and then most of our character development programme is based on:

- Consistently modelling the behaviours that we wish to see in our students
- Using consistent approach to how we communicate with students to reinforce the Aspire Code
- Using student leadership strategies to develop self-confidence and self-esteem
- Developing student confidence through public speaking
- Consistently applying regular routines and rituals to codify behaviours

Modelling the behaviours we wish to see in our students

Each day our actions are continually watched by our students and it is up to us to continually model the ASPIRE code that we wish them to follow.

Value	Behaviours
<p>Aspiration and Achievement</p>	<ul style="list-style-type: none"> ● On each of our classroom doors we display a poster which indicates the university that we attended and the degree we achieved ● We promote our favourite book on the same poster to demonstrate that 'love of reading' is one of the cornerstones of our success ● We readily participate in professional development to emphasise our aspirations in improving our pedagogical practice
<p>Self-awareness</p>	<ul style="list-style-type: none"> ● We regularly reflect on the quality of our professional practice through the use of the 'radar' self-reflection tool and our participation in peer-reflection groupings
<p>Professionalism</p>	<ul style="list-style-type: none"> ● We have a high sense of professional dress when in the academy ● We continually demonstrate the positive attitudes, high expectations, values and behaviours that we expect of our students ● We relate all inappropriate behaviour back to the academy's ASPIRE values which we view as antecedents for our social norms thus continually reinforcing the academy's culture
<p>Integrity</p>	<ul style="list-style-type: none"> ● We demonstrate integrity in our self-reflections ● We are honest in the feedback that we give to our students and colleagues ● We are honest in our dealings with parents and the wider community
<p>Respect</p>	<ul style="list-style-type: none"> ● We show respect to our students in the manner in which we interact with them ● Our values transcend religious and cultural differences and express our common humanity ● Our core values create a moral and ethical obligation for the way in which we behave
<p>Endeavour</p>	<ul style="list-style-type: none"> ● As an academy we operate longer hours to ensure the success of our students ● We make ourselves available on line for home learning support ● We work hard at our own professional development ● We will go the extra mile to ensure our students' success

Building Character through Dialogue

Character building is developed by commenting on the behaviour and not the student

	Affirmation	Corrective
Behaviour	'Thank you for opening the door for me Sean, that demonstrates good professionalism'	'Sean, good professional behaviour would have been to open the door for me. I know that you simply forgot but we are all professionals here'
	'Sean, that was a most respectful way you answered Daisy. Well done!'	'Sean, answering Daisy in that manner did not show her much respect. Being respectful is part of our honour code and I know you don't usually act this way'
	'Daisy, you behaved well in a difficult situation and showed great self-awareness. Well done'	'Daisy, I would like you to reflect on your behaviour. Was it professional? Did it show Sean respect? I know that you are very self-aware and I think that you can change those behaviours'
Working hard in class	'Sean, you have worked hard today and shown lots of endeavour and professionalism. Well done!'	'Sean, You have not demonstrated much endeavour or professionalism today. I know you want to do well and I need you to reflect on these behaviours'
	'Daisy, that is an excellent piece of work. You have obviously taken great care in putting it together. Well done!'	'Daisy, unfortunately this piece of work is not up to the standard that I expect of you. I know that you can work hard and show good professionalism and I would like to see these values demonstrated in your next piece of work'
Marking written work	<p>In marking work we follow a standard format</p> <p>WWW What went well</p> <p>BBB Become better by</p> <p>NS Next steps to be completed by the student</p> <p>'Sean, this is really a good piece of work. I really like:</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>To further improve you should consider:</p> <p>a)</p> <p>b)</p> <p><i>I think that your efforts have demonstrated great endeavour and professionalism (The student then completes the NS stage in response to your comments)</i></p>	<p>In marking work we follow a standard format</p> <p>WWW What went well</p> <p>BBB Become better by</p> <p>NS Next steps to be completed by the student</p> <p>'Sean, sadly this work is not up to the professional standards that I expect of you. You have made one or two good points such as :</p> <p>a)</p> <p>b)</p> <p>To further improve you should consider:</p> <p>a)</p> <p>b)</p> <p>c)</p> <p><i>I think that you need to show greater endeavour and increased professionalism in your next piece of written work. (The student then completes the NS stage in response to your comments)</i></p>

Building Character through Leadership

All of our leadership activities are designed to develop self-confidence, self-esteem and personal responsibility in our students

Activity	General responsibilities
Leader of the day	<ul style="list-style-type: none"> • Dismisses pupils from silent reading each morning • Coordinates the line up at various times during the day • Checks that the duty leaders are in place
Duty Leaders	<ul style="list-style-type: none"> • Community standards – Brush up leaves, keep a check on litter and ensure that the outdoor premises are smart • Active playground – Check equipment in and out during break and lunch time, ensuring it is returned at the end of break • Hall monitors – Maintain a tidy hall at break, lunch and ensure doors are kept closed
Daily Greeters	<ul style="list-style-type: none"> • Greet visitors • Coordinate their individual line on the yard and entrance to classrooms • Lead the mantra • Distribute hand-outs at the start of the lesson
Captains	<ul style="list-style-type: none"> • Sports Captains and Vice Captains • House Captains and Vice Captains
Student Parliament	<ul style="list-style-type: none"> • Represents student voice to staff and governors • Allowed informed comment on all pupil matters
ASPIRE Awards	<ul style="list-style-type: none"> • Awarded each week by peers in 'shout out' assemblies

Developing student confidence through public speaking

All students in years 7 and 8 follow a programme in public speaking. The aims of this programme are to help students:

- develop confidence when speaking in public
- improve their behaviours and reactions in social or public forums
- express him / herself clearly and articulately
- gain confidence in meeting new people
- to use language effectively
- to put forward a persuasive argument
- improve his / her body language when giving presentations
- to be able to deliver a convincing vision and align others with that vision

Consistently applying regular routines and rituals to codify behaviours

As an academy we firmly believe that 'structure liberates' and use a distinct set of routines to develop positive habits and behaviours in our students.

Around the academy

Activity	Routine or habit
Arriving each morning	<ul style="list-style-type: none">• Handing in home learning on arrival• Reading silently in the hall
Lining up in the yard	<ul style="list-style-type: none">• Waiting for instructions from the leader of the day• Checking each other's uniform to enhance professionalism and self-respect• Shouting ASPIRE to maintain a focus on our values• Standing silently in line to listen for notices• Walking in silence to the next lesson
Having lunch	<ul style="list-style-type: none">• Leaving space for an adult at each table• Displaying good manners at all times• Tidying all empty plates and litter away
Shout-out assemblies	<ul style="list-style-type: none">• Respecting others for their achievement

In lessons

Activity	Routine or habit
Arrival at lesson	<ul style="list-style-type: none">• Lining up quietly outside the classroom
Entering the classroom	<ul style="list-style-type: none">• Shaking hands with the teacher on entry to strengthen the bond between the teacher and the student• Going to the allocated seat• Putting coats and bags away quickly and quietly• Placing equipment on the desk• Standing behind their chair when ready• Reciting the mantra to focus attention as to why they are in the classroom• Completing the 'do-now' in silence to set a positive climate for learning
During the lesson	<ul style="list-style-type: none">• Not distracting other students through poor behaviour• Raising hands to answer questions

