# Framework for Ethical Leadership in Education: *applied* - **#5 Behaviour**

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

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| TRUST | *Teachers are trustworthy and reliable.*<br>We hold trust on behalf of children and should be beyond reproach. | **Schools are where society develops its young until they are old enough to take on the mantle of adult citizenship. All behaviour expectations can be easily explained as making for a better community and a better world.** | **The school's vision makes a commitment to develop good, self-motivated citizens. The Behaviour Policy explains how in clear, sensible and realistic terms. All behavioural interventions are follwed consistently and steadily.** | **Adults model authentically excellent personal and professional behaviour. They are reliably consistent in their approach and motivated by a desire to change the world for the better, child by child.** | *Young people trust that they will be treated predictably and consistently well by all adults, and that they are expected to repay this in their own positive behaviour.* |
| WISDOM | *Teachers use experience, knowledge and insight.*<br>We act calmly and rationally, serving our schools and colleges with thoughtfulness, propriety and good sense. | **We understand that dealing with children and young people requires patience and skill. We do not expect to generate good future citizens without effort and perseverance over time.** | **The school has a long-term view as a major contributor to community stability and hope. It is a reliable anchor, not given to moral panic or adoption of short-term practices Teachers fully understand consistent, long-term behaviour expectations.** | **Because the vision of the school is strong and shared, and behavioural practices and processes clearly oriented to eventually producing good citizens, all stakeholders know what to expect and can relax into fruitful collaboration.** | *The vast majority of pupils are well-disposed towards school and behave well. They understand how to avoid negative consequences. The very small minority who may be disaffected receive intensive support.* |
| KINDNESS | *Teachers demonstrate respect, generosity of spirit, understanding and good temper.*<br>We give difficult messages humanely where conflict is unavoidable. | **Teachers have a strong understanding of child and adolescent development. They know that young people make mistakes, and why. All systems are humane and developmental, not punitive.** | **The school demonstrates for young people that kindness is a necessary and life-enhancing virtue, not a weakness. The behaviour policy has the right blend of high expectations and opportunities to reflect and reset.** | **Staff demonstrate respect in every interaction. Good temper and laughter are normal across the school. Children's behaviour out of lessons is relaxed and friendly, highly inclusive and intolerant of bullying and cruetly.** | *Restorative justice approaches are used across the school and evaluated frequently with staff and students. Communication with families on behaviour issues is accurate and timely.* |
| JUSTICE | *Teachers are fair and work for the good of all children.*<br>We seek to enable all young people to lead useful, happy and fulfilling lives. | **In order to become useful and fulfilled adult citizens, all young people must develop their own good agency, attuned to the common good not just personal prosperity.** | **From admission criteria to the entire experience of school life, the school is fair and inclusive. Young people understand their interdependence. All young people are treated humanely including those with extra behaviour support.** | **Adults all work to promote the self-regulation needed for positive and active citizenship. They use the processes well to achieve this. Out-of-school placement is high quality and used sparingly. Permanent exclusion is used rarely.** | *Governance processes robustly scrutinise leaders' just actions: there is no messaging to restrict admitting children with additional needs, or actions to remove challenging children outside of transparent processes.* |
| SERVICE | *Teachers are conscientious and dutiful.*<br>Our actions protect high-quality education. | **Teachers are central to the development of young people and a better society. Their personal scholarship and professional skills must be respected and encouraged, so that teaching is an attractive and fulfilling profession.** | **Good behaviour is properly conceptualised, based the school aims. Cheap, quick-fix, panicky solutions are always rejected. High quality teaching by a stable, conscientious staff group underpins positive behaviour.** | **The developing of good behaviour and a model community is understood as requiring constant professional endeavour, with no room for short cuts or simplistic solutions. Shared time is given to reinforce shared goals.** | *Teachers are given much professional freedom in all aspects of their role. The best teachers – in all aspects of their role – share their knowledge with the less experienced. Teacher turnover is low.* |
| COURAGE | *Teachers work courageously in the best interests of children and young people.*<br>We protect their safety and their right to a broad, effective and creative education. We hold one another to account. | **Leading ethically even when it is difficult is a risk shared between schools, despite accountability measures which favour the admission and retention of easily-managed children from supportive families.** | **The school uses time and energy to help young people understand complexity so they may tackle it as thinking adults and reject oppositional or cheap solutions.** | **The school consistently and courageously resists panics and proxies to concentrate on high-quality stability, consistent behaviour management and excellent relationships between school, families and young people.** | *Processes are honest, predictable, clear and fair, proceeding steadily, even in the face of opposition. Leaders hold other leaders to account at FAP for the effect of their behaviour policies.* |
| OPTIMISM | *Teachers are positive and encouraging.*<br>Despite difficulties and pressures we are developing excellent education to change the world for the better. | **Schools are model communities, the seedbed of a better world. They are not socially conservative institutions.** | **A positive narrative is promoted across the school, no matter the present difficulties. Adults know that young people can learn self-motivated good behaviour. Positive behaviour is celebrated as an investment in the global future.** | **Staff like and encourage young people. They are professionally friendly and encourage them into their future as good citizens. They are honest about society and do not claim that examination results alone are enough.** | *Positive behaviour is celebrated with parents, who hear good news about their children frequently. Schools are model communities, the seedbed of a better world. They are not socially conservative institutions.* |