



THE 'EAGLE' SCHOOL ETHOS & STANDARDS

Updated: November 2019



Drop a pebble in the water:
just a splash, and it is gone;
But there's half-a-hundred ripples
Circling on and on and on,
Spreading, spreading from the centre,
flowing on out to the sea.
And there is no way of telling
where the end is going to be.

Drop a word of cheer and kindness:
just a flash and it is gone;
But there's half-a-hundred ripples
circling on and on and on,
Bearing hope and joy and comfort
on each splashing, dashing wave
Till you wouldn't believe the volume
of the one kind word you gave.

~By James W. Foley~

'The most important factor in determining the best outcomes for pupils with learning difficulties is not the type but the quality of provision.'

'..key factors for good progress were: the involvement of a specialist teacher; good assessment; work tailored to challenge pupils sufficiently; and commitment from school leaders to ensure good progress for all pupils.'

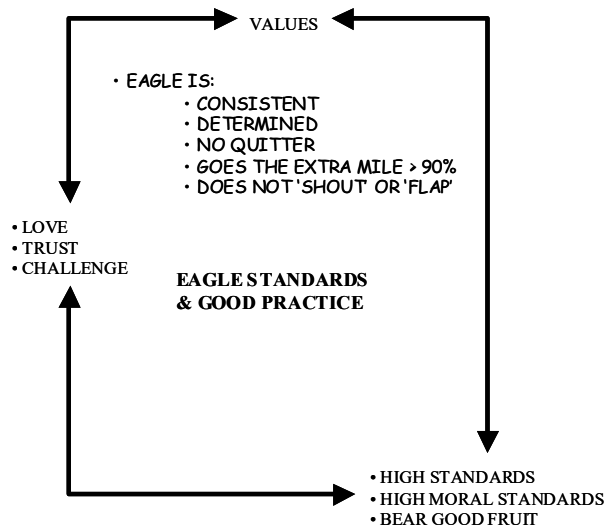
Ofsted: Inclusion: does it matter where pupils are taught? July 2006

TRAINING EAGLES

The Red Rose School is 'training eagles' capable of soaring above adversity and making good out of any difficulties facing them.



Establishing good self-esteem lies at the very heart of how to teach pupils with SpLD. The ethos of the school will be central to setting the enabling environment to improve pupils' self esteem. Based on the foundation of Christian principles and after many years in operation, it was agreed that the school would endeavour to define its ethos, based on the foundation of Christian principles, as follows:



Biblical References:

Values:

Is 40:31

'but those who hope in the Lord will renew their strength. They will soar on wings like eagles: they will run and not grow weary, they will walk and not be faint.'

Love; Trust; Challenge

Deut 32:11

'He shielded him and cared for him - like an eagle that stirs up its nest and hovers over its young, that spreads its wings to catch them and carries them on its pinions.'

High Standards; Bear Good Fruit

Ps 103:5

'Who satisfies your desires with good things so that your youth is renewed like the eagle's.'

Ez 17:7

'It (the vine) had been planted in good soil by abundant water so that it would produce branches, bear fruit and become a splendid vine.'

VALUES

The following 'Values' are taught by the school:

Pupils are taught that it is important to have a vision for their life but that action is needed to make it a reality. They are taught that love of others is more important than love of self. Also it is important to make life as uncomplicated as possible (don't tell lies or gossip), that it is to be enjoyed and that being unselfish and having a 'giving' heart is better than a 'taking' heart.

Vision	
Action	
Love	
Uncomplicated	
Enjoy	
Selfless	

Am I a 90% or 10%er?

LOVE, TRUST & CHALLENGE

Just as the eagle shields and cares for its young, the school shields and cares for the pupils in its charge. Due to their learning difficulties, all of our pupils have felt previous 'failures' or have been bullied and, as such, it is essential that they feel safe and unthreatened in their new school environment. Just as importantly, our pupils must learn to trust again – this can only be done by staff establishing a loving and caring relationship with each child in their charge.

When the eaglet reaches maturity the mother eagle '*stirs up its nest and hovers over its young, spreads its wings to catch them and carries them on its pinions*'. In reality, she takes the nest out from under her eaglet and pushes it over the cliff face. Having never been out of the nest before, the eaglet tumbles towards the ground but before it hits the ground she catches it and carries it back to the cliff face. However, before the youngster has a chance to say 'thanks mum', it is once again pushed over the cliff face. This process is repeated until nature takes over and the eaglet spreads its wings and flies for the first time.

This analogy epitomises the challenges we must set for our pupils. Once they feel safe and 'strong', we will start to stretch (challenge) them until the time comes when they can 'fly' on their own – this done, our job is finished and they can either reintegrate back into mainstream school or go on to college.

SET POSITIVE BOUNDARIES

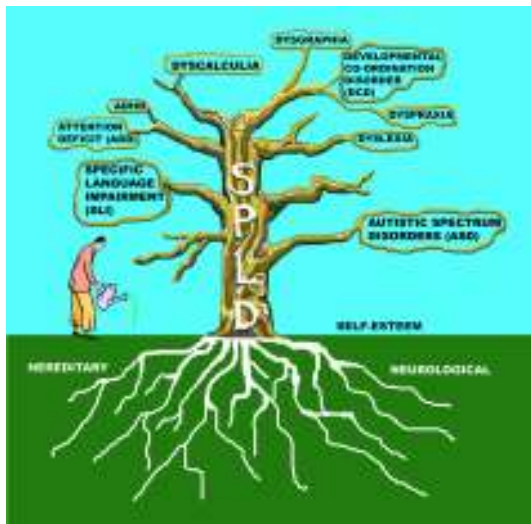
As such our pupils must be set 'boundaries' that they understand. In many cases, past school experiences have set boundaries based on the 'don't do this & that' set of negative rules. We will set boundaries based on positive attributes where we will tell our pupils that we 'love' and value them. We will be a school who 'goes the extra mile' to trust, listen and understand. We will



be a school who believes in the potential within each pupil. Within this positive framework we will be a school who 'labels the act and not the child'.

Just like the eagle we will be consistent and determined. We will not quit but, as a consequence, we will expect our pupils to set themselves high standards and expectations. And like the eagle we do not expect either our staff or pupils to shout or flap about aimlessly like chickens.

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As shown to the left, SpLD may be thought of as a tree. The trunk of the tree is the SpLD continuum, the branches of the tree are the various areas of difficulty which may be encountered when a person is assessed. The roots of the tree are the brain. So, for example, when a person is assessed as dyspraxic one should think of the associated branches, say, co-ordination, organisation and speech and language, as being much thicker than the other branches. Of course, some of the other branches may not exist at all.

Similarly, when looking at persons with mild to severe dyspraxia, one should think of the associated branches going from short to longer.

The ground that the tree grows from is its foundation and can be viewed as the person's self-esteem and self-concept. If the foundation is weak or the tree is not fed, it will wither and eventually die. Similarly, poor self-esteem and self-concept an/or high anxiety or anger will prevent a person from overcoming their difficulties.

OUR CONTEXT

Within the above framework by placing the child holistically at the centre, ripples form affecting his/her personal and social development, academic achievement and feelings of safety and well-being. Within the sphere of personal development we include: self-esteem, self-worth and self-control; values; independence and the ability to organise themselves. In social development



we include: relationships with others; behaviour in a variety of situations; local and global citizenship, race and other cultures.

The degree to which we can positively influence his/her personal and social development and well-being will have a proportional effect on his/her academic achievements.

POSITIVE INFLUENCE FACTORS

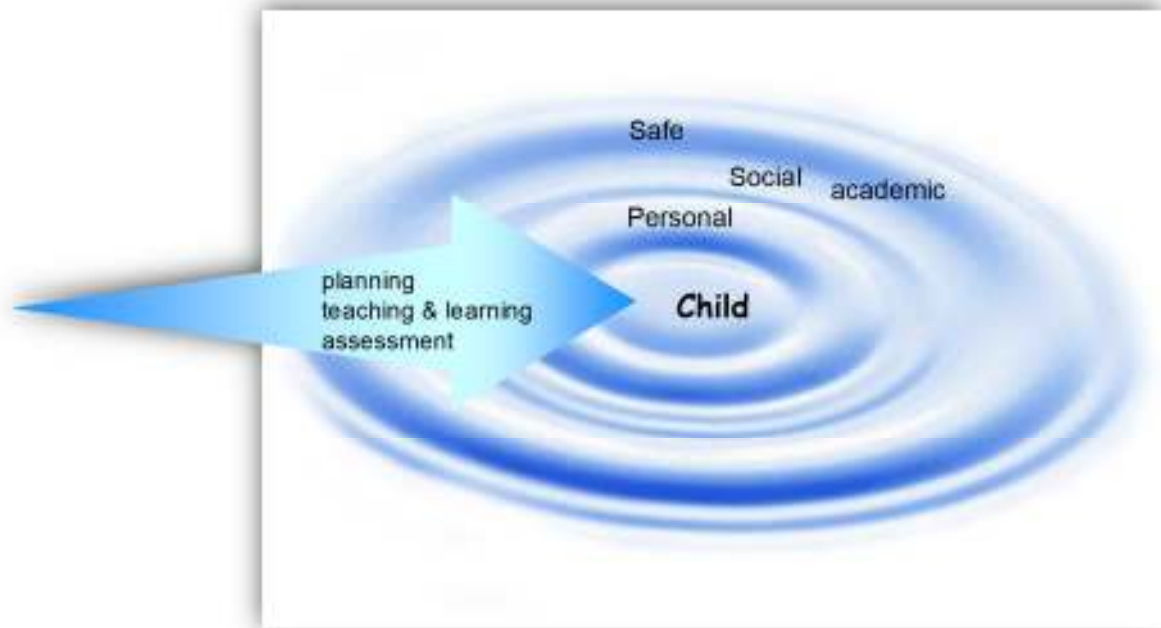
Key success factors in providing a positive influence are:

- Establishing relationships which make the child feel respected, loved, trusted and wanted
- High expectations in work effort, behaviour and continuous progress should be the norm not the exception



- All staff and, in particular, teachers should always strive to make the learning environment motivating, enjoyable, challenging and all teachers should not be afraid to be risk takers.
- Teachers should adapt the curriculum to meet the changing needs of the pupil
- Teachers should break through barriers to learning





PLANNING, TEACHING & LEARNING, ASSESSMENT

Given the above stated holistic environmental framework or 'child-centred' ethos, the next key factors are the quality of our planning, teaching and learning and assessment. The School sets a minimum high standard for each with associated monitoring and evaluation to ensure that the standards are maintained.



CHILD NEEDS, EXPECTATIONS & OUTCOMES, LEARNING STYLE

Again within this holistic framework which influences our planning, teaching and learning and assessment, the child's changing needs can be determined and met on a short to long term basis. Moreover, our high expectations will yield high outcomes in terms of personal and social development and academic achievement/progress.