

**Consilium Charter**

***Partnership, Opportunity and Integrity.***

***Mission statement:***

***‘Consilium Academies has an inclusive partnership with our communities where lives are enriched by providing care, experience and opportunity’.***

Consilium Academies operates this Charter following our mission statement and aims. We believe that we have a distinctive ethos and we are committed to working with our academies to ensure that this is realised on a daily basis.

**Our Aims:**

* To ensure that everything we do has a focus on helping children and young people to succeed to their potential academically, socially and emotionally.
* To instil a passion for life-long learning and continued improvement; so that our academies, staff and students can grasp their aspirations and ambitions.
* To focus on the development of the whole child; by providing exciting and challenging learning and extra-curricular opportunities and experiences.
* To create a family of academies that is inclusive and embraces diversity, where all members of the community feel supported, inspired and empowered to succeed.
* To ensure that all stakeholders are seen as partners in our work with the communities we serve.

**Partnership**

Our academies will work in partnership with each other and with our stakeholders seeking and acting upon feedback provided by them. This will include systems to gather information from:

* Students (Student Voice)
* Staff (Staff Voice)
* Parents (Parental Surveys).

The Trust will also work in partnership with its communities and external organisations. We are committed to being held accountable by our partners. This accountability should be intelligent.All our academies and the Trust will welcome quality assurance that is constructive and developmental. This will be provided internally by the Trust (senior trust staff and Trustees), by external agencies commissioned by the Trust and by external agencies such as Ofsted We value feedback from our partners but think that it is important our academies are also measured against the issues they are addressing in their communities.

The Trust will create internal data that provides an accurate and true reflection of an academy’s performance that will take account of the following:

* Students placed on roll that have rarely/never attended the academy.
* In-year student transfers or those permanently excluded by other academies and welcomed into the Trust and, as a consequence missed a significant amount of teaching time for examination courses.
* Students that have spent extended periods of time hospitalised and/or have had significant illnesses during examination periods.
* Those whose attendance below 50% (despite numerous interventions) who are deemed school refusers or persistent absentees as a result of physical or mental health problems.
* Students not in school for any legal reasons who have not had access to home education.
* All students attending our academies and accessing a full curriculum will aspire to progress and attain at least in line with national averages. Those who don’t should have a ‘back-story’. There will be no excuses for academies that do not deliver appropriate challenge, educational experience and outcomes.
* We will place a strong emphasis on how effective our academies are in enabling students to access the next appropriate stage of employment, education or training.
* The Trust will evaluate the impact on vulnerable students that have been integrated into our academies.

All academies will analyse performance data for those who attend regularly e.g. 95% plus. Attendance below this figure will have a markedly adverse impact on progress and attainment. This will provide a valid internal measure of performance. The Trust considers the above as legitimate reasons for adjusting performance data and will provide appropriate information to share with our stakeholders accordingly.

**Partnership with Students:**

* All staff will treat our children and young people with dignity and respect at all times. This is about how we meet, greet, control, engage with and show interest in our students. Staff should focus on the quality of control, not the exactness of obedience.
* All our academies will provide a pastoral support structure that supports the varied needs of our students and engages with parents.
* Support agencies will be used effectively to support any issues regarding the physical or mental health of our students. All our academies will provide good quality personal, social, health and sex education as part of the curriculum. This will be provided developmentally.
* Appropriate curriculum time will be devoted to Physical Education to support health and well-being.
* Students will be provided with high quality careers guidance through academy staff and appropriate external agencies. There will be a commitment to forging strong links with colleges, universities, apprenticeship and other providers.
* All academies will have events to celebrate the achievement of our students.

**Partnership with Staff:**

* The Trust will use the ‘Workload Reduction Toolkit’ as a guide to sensibly managing the workload of teachers and NJC staff. Practical and proportionate approaches to dealing with data, marking, report writing, observation and appropriate guidance on how the 1265 hours will be used. This will link into the pattern and use of training days.
* All academies and the Trust will celebrate, congratulate and acknowledge the work of staff through staff meetings, briefings and personal thanks and acknowledgement.
* The Trust should provide a comprehensive range of professional development opportunities, including those for career development within the Trust.

**Opportunity**

**Opportunities for Experiences:**

We will aspire to provide the following opportunities as an entitlement during their time in one of our academies, to develop their social capital. These are Consilium’s ten opportunities:

* A cultural event (a Shakespeare play, a classical concert/opera, visit a major art gallery)
* A major sporting event.
* An educational residential visit (national or international)
* An outdoor education experience that is challenging. (there needs to be an adrenaline rush)
* An opportunity to play a musical instrument.
* Providing a reference or literature book as a memento/token of their time at the academy. This will have the academy and Trust logo on the inside cover.
* An opportunity to spend time with students with a different cultural background.
* Supporting a charitable activity.
* A visit to a regional university.
* An opportunity to be involved in voluntary/community event that could be externally accredited e.g. Duke of Edinburgh Award.

Providing appropriate experiences impacts more strongly on social mobility than raw outcomes.

**Opportunities in the Curriculum, Teaching and Learning:**

* To provide a challenging curriculum that is sequenced and developmental and has a common core structure through all our academies.
* Our academies will provide a curriculum that provides academic challenge delivered in an engaging manner. This will include good academic rigour.
* High quality vocational subjects will be provided as part of the curriculum.
* Students will be encouraged, as far as possible, to participate in subjects that support specific aptitudes.
* All students should be encouraged to participate in at least one extra-curricular activity. We would like to encourage the view that additional activities be perceived as part of the wider curriculum experience, eventually abandoning the term ‘extra-curricular’.
* The curriculum should be viewed as an experience, not as a timetable; pupils should have time to enjoy the breadth the curriculum offers before making choices.
* Teachers across the Trust will be encouraged, through our networks and electronic resources to share resources and schemes of learning to support classroom activities.
* All opportunities should be taken to engage in ‘fieldwork’ in its widest sense.
* PE lessons should develop fitness, skill and a life-long commitment to physical well-being.
* Art and Technology lessons should encourage creativity and independence and not be over-evaluative.
* Science will be topical and use experimentation at every opportunity.
* Vocational courses should have relevance to supporting the local community and local economy. Courses will not be followed simply because they add value to external progress measures.

We do not wish our academies to work towards an examination at the expense of experiencing a broad and balanced education.

**Integrity**

All of our academies have a comprehensive intake. Most have a high proportion of disadvantaged pupils. The Trust has a commitment to inclusivity and to supporting students with the best possible care and guidance. We will, wherever possible, provide wider opportunities for students through financial support, improving attendance and ensuring they remain in school and on roll. This is not the same as saying we will not exclude. Exclusion will be used as a last resort in line with the Trust’s supportive Behaviour Policy.

All academies will review pupils they are requested to take on in-year transfers (Fair Access) using Consilium’s guidelines.

**In Summary**

Consilium Academies will work in ***partnership*** with its stakeholders and external organisations to continue to develop relationships that will enhance educational experiences. Constructive feedback will be used to shape our improvements.

The Trust is committed to providing ***opportunities*** and broadening horizons through good quality teaching and stimulating experiences. We believe that the curriculum and the way in which that curriculum is taught should be engaging and challenging.

Consilium Academies is an inclusive Trust that promotes well-being in a caring and nurturing environment. We will operate with ***integrity*** in everything we do. The Trust will align systems and procedures in those areas where intelligent alignmentmakes sense, is cost-effective and where all evidence supports such alignment. We will do this at the same time as maintaining the individual identities and traditions of our academies. The Trust will adopt a framework of intelligent accountability to measure its successes academically, socially and in terms of the wider experiences students are able to access.