

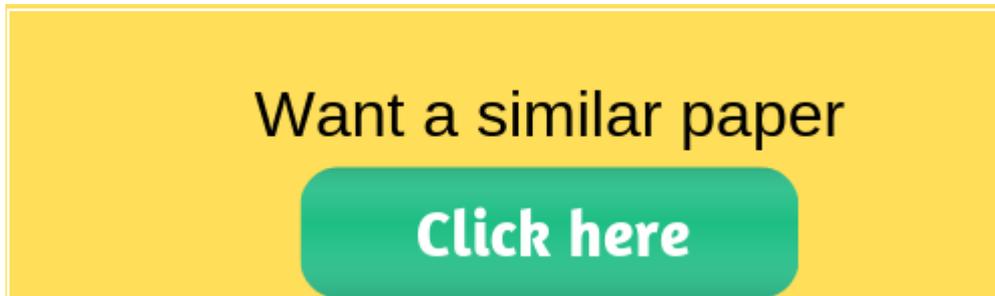
## Legal Entanglement Project Analysis: Moral and Legal Issues

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## Legal Entanglement Project Analysis: Moral and Legal Issues

### **Analysis of school strategies**

Every school aims at achieving some goals in students' development. Schools have a duty of care, a responsibility of ensuring that the students whom they enjoy a positive, safe, and motivating environment. Failure to which they can be sued for negligence in their role and the school can face numerous consequences. The teachers that a school has should have all the information about their learners such as the learning, mannerism, and health plights that would occur in a class and act upon them accordingly. Schools must ensure that students are free from danger and ensure that students enjoy a safe learning environment. They are thus obligated to conduct warrants and searches to maintain discipline and order in the school (Vogel, n.d.). This paper analyses the moral and legal issues in school strategies aimed at some goals or improvement plans.



Schools have a role to foster learning by ensuring that any learner who intends to cause problems in class are removed as well as those who may distract the learning process taking place. A school must also ensure that the property within their premises is not destroyed by unruly behaviors. These are achieved by enacting suspension, expulsion, or executing a permanent expulsion (Benninga, n.d.). Further, schools achieve their intended goals by enacting a zero tolerance policy that are aimed at ensuring that discipline is adhered to by all students so that teachers, students, parents, and staff comprehend the code of conduct that the school implements as relates to safety, discipline, and non-disruption of learning process in the school.

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<b>Strategy</b>	<b>Analysis of Strategies concerning Moral &amp; Legal Implications</b>
Fostering a Relationship of trust	<p data-bbox="699 439 1358 472">Schools have a right to assume the roles of parents.</p> <p data-bbox="579 512 1374 616">They then have to urge the relationship which students would have had with their parents(Gates, 2013). Schools are thus</p> <p data-bbox="564 656 1385 1055">legally and morally responsible to ensure that the wellbeing and care of learners are taken into consideration and provided with quality education. Schools should ensure that the students under their charge receive quality education, the aim and end of their programs are intellectual, moral, and socio-physical welfare of students. In addition, a school should aim to build friendly and</p> <p data-bbox="647 1099 1310 1274">cooperative relationship between learners and their parents/guardians in order to accord the parents vital information that would serve the students' interests.</p>

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<b>Strategy</b>	<b>Analysis of Strategies concerning Moral &amp; Legal Implications</b>
Supervising activities	<p>Schools are responsible for protection of their learners in awareness of any imminent harm towards the learners. In essence, the officials of the school would be liable to face legal consequences if they had foreseen a harm directed upon one of their students and failed to act aptly upon it. Schools bear responsibility for students whom they supervise their activities under pre-set rules(Gates, 2013). The school is not only responsible for the activities it approves but also ensuring that those supervising are duly qualifies. Thus the school instructors who are supervising activities should be ready and able to manage any occurrence in the activities by having the requisite expertise.</p>
Reporting child abuse	<p>By law, the school officials have a responsibility to report even the slightest suspicion of abuse. Apart from the school officials notifying the head of the school, they should report any suspicion of abuse to child protection authorities so that necessary action can be taken (Gates, 2013). Once such reports are made to the authorities, the school is prohibited from contacting the parents of the learners in the same matter as it will have been taken over by the authorities.</p>

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**Values in School Policies, Programs, and Practices**

Policy, Program, or Practice	A Critique concerning Social Justice, Equity, Confidentiality, Acceptance, and Respect Amongst Students & Faculty
Protection and learner welfare	<p>The policies on internet use, medicine administration, anti-bullying programs, confidentiality, and e-safety policies present various issues for critique (Segeren, n.d.). Social justice cannot manifest in a certain way nor can it manifest in particular set of instructional skills of the real world.</p> <p>{Citation}. While these policies seek to elaborate on <del>inequality</del>, bigotry, and discrimination, they should in fact aim at building a society whereby people can access resources equally and be able to gain equal treatment without regard to their races, gender, religion, and other socio-physical differences. Learners should be able to speak out their concerns on questionably unjust instances within them or those around them. Schools should provide safety and welfare for every learner is respect to the laws of the land. Schools should provide a platform upon which learners gain academic as well as cri</p>
Health and safety policies	<p>Whilst schools serve a vital role in maintenance of a safe and secure educational environment for learners,</p>

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**Policy, Program, or Practice**      **A Critique concerning Social Justice, Equity, Confidentiality, Acceptance, and Respect Amongst Students & Faculty**

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educators, and officials, the quasi-law policies bring complications of social justice when students are searched arbitrarily. Since the school officials are not trained well, it is not a social justice for the students and for anything they undertake. The confidentiality of students is interfered with and they may never be accepted by other students and their respect diminishes.

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School improvement policy      The monitoring, assessment, and quality assurance are only a detriment to the confidentiality of the learners(Blake, 2015). The target setting policies that schools undertake does not consider the views of the students and thus the acceptance is not met and also the school may not get the due respect.

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Environmental preservation policy      Among the social justice outcomes in schools should give an opportunity for students to engage in thoughtful discourses of what happens around them(Hytten, n.d.). Social justice demands that students that schools should enable students to recognize daily environmental plights and engage in critical brainstorming of ways to alleviate the

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**Policy, Program, or Practice****A Critique concerning Social Justice, Equity,  
Confidentiality, Acceptance, and Respect Amongst  
Students & Faculty**

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problems.

**General school policies**

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General school policies should be structured in such a way that the confidentiality of the students is enhanced, they are all treated with equality, students are able to accept each other, and respect each other as well as accept the leadership of the faculty by respecting it.

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**Upholding Values**

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Whereas undertaking the above values can be a tedious and wanting task, there are ways in which they can be upheld. Schools should by all means endeavor to become strong, deliberate, and retrospective voice for human morality that directs the rights and wrongs and talk in place of the silenced. The school environments should promote equity in provision of service (Hyttén, n.d.). The students should be exhorted to always stay aplomb to boost their confidentiality by freely engaging with other students irrespective of their differences. In order to instill the values of respect between students and faculties, schools should ensure that there is a connection between what they offer, what the students want as well as the views of the parents.

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## References

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