



# QUANTOCK

## EDUCATION TRUST

### Character Education

**LINKS:**

DATE: December 2020

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: Standards & Performance

AUDIENCE: all employees of the Trust

STATUS: Under review (non statutory)

DATE RATIFIED: March 2021

DATE OF NEXT REVIEW:

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## 1. Trust Vision & Values

- 1.1. The development of 'character' in the Quantock Education Trust is central to our vision and values, incorporating Christian and British values, and is integral to all aspects of a child's educational experience across our schools. It is also highlighted in our Trust Principles of Excellence, which drive the School Improvement model.
- 1.2. Our vision is: *To enrich life opportunities for all members of our Trust community, working and learning together with aspiration, ambition and care, in our schools and wider society*
- 1.3. Our values are:
  - Community; we listen to, influence and play an active role in our communities
  - Aspiration; we raise standards and provide opportunity for developing talents in all areas of life
  - Respect; we respect and celebrate the value and preciousness of each individual
  - Equity; we aim to enrich the unique life opportunities of all, overcoming barriers and achieving goals

## 2. Background

Taken from Department for Education [Character Education Framework Guidance 2019](#) (page 4).

- 2.1. Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. Indeed, these and other aspects of the school's work all contribute to forming well-educated and rounded young adults ready to take their place in the world.
- 2.2. Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life<sup>2</sup>. Character education contributes to this duty to promote SMSC. The duty applies to academies and free schools through the Independent School Standards.
- 2.3. The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- 2.4. Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned

provision for character and personal development can help promote good mental wellbeing.

- 2.5. From September 2019, Ofsted inspections recognise the importance of schools' provision for character education through its inclusion in the new judgement on Personal Development in all Section 5 and Section 8 inspections

### 3. Legal background/Equality

- 3.1. Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [Equality Act 2010: advice for schools](#). Schools should pay particular attention to the public sector equality duty (PSED) (s.149 of the Equality Act).
- 3.2. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).
- 3.3. Schools should consider the provisions of the Equality Act when making decisions on aspects of character education and co-curricular provision so that pupils are not unfairly inhibited from benefiting from this aspect of education on the basis of the protected characteristics.

### 4. Scope

- 4.1. This policy applies to all employees of the Quantock Education Trust.

### 5. Definition

- 5.1. **Personal growth for an enriched and fulfilling life through a planned holistic design of a child's educational experience.**
- 5.2. Our Trust definition seeks to align our vision, beliefs and values with the DfE statements listed in 5.4.
- 5.3. We believe that developing the character of each child in his or her formative years is as an essential 'building block' for shaping his or her academic and personal development. It encapsulates a child's appreciation and sense of self, others and the world.

Although there is no blueprint for character education, it is our belief that it is the contextual needs of the children, families and community that need to inform our Trust approach.

Character development has many facets, many of which overlap, but all are integral to and threaded through the culture, climate and ethos of our schools. Each has a clear tangible impact, being heard, seen, or felt across a school environment.

- 5.4. The DfE defines character education as follows:
- the ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered
  - the learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others
  - the acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience
  - an appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours
- 5.5. The DfE refer to a series of 'enabling character traits which can improve educational attainment, engagement with school and attendance'. These include:
- High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work
  - Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement
  - Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels
  - Having good coping skills (part of being able to bounce back) is associated with greater well-being
- 5.6. Our children and students have also contributed to our agreed definition of character development (See Appendix 1)

## 6. Aim of this policy

- 6.1. To demonstrate our whole Trust commitment to the development of character.
- 6.2. To build on and highlight all aspects of character development which are already embedded in the culture of our schools.
- 6.3. To convey our understanding of what character development is and of its potential for raising achievement through a process of promoting character attributes in line with our Trust vision and values.
- 6.4. This Trust policy does not aim to prescribe how character education should be delivered – it aims solely to set the Trust principles and expectations.

## 7. Principles

- 7.1. Character education is not a 'bolt on' element of the curriculum – it should be integral and recognised as being part of the 'DNA' of the school.
- 7.2. It must be understood clearly by students, staff and parents.
- 7.3. The design of programmes and activities should be planned conscious and deliberate, with the assumption that character; can be 'taught, caught and sought'.
- 7.4. There should be a common language relating to character development.
- 7.5. It should have an explicit and strong link with wellbeing = relating to the promotion of a healthy mind, body and soul.
- 7.6. It should be evident in every lesson and used to 'frame' pupil activities and foster independent thought, confidence and learning resilience.
- 7.7. It should not be part of a bureaucratic process.
- 7.8. It should be developed 'with' the staff and not 'done to'.
- 7.9. It should be responsive to external circumstances e.g. COVID.
- 7.10. It should incorporate a clear progression from age 4 through to 18.
- 7.11. It must be consistently applied across the curriculum and by all staff.
- 7.12. All adults must act as role models.
- 7.13. The Trust expects character development to be explicitly threaded through the following aspects of a child's education experience:

- Curriculum design including content and sequencing of knowledge and skills, teaching and learning and assessment
- Safeguarding
- School culture and ethos
- Behaviour management
- Enrichment
- Spiritual moral, cultural and social development
- Rewards and sanctions
- School calendar
- Relationships, Sex and Health education

Ultimately the outcomes of a programme of character development will be evidenced through the culture of our schools with children and young people clearly 'choosing' to behave well and knowing instinctively how to make good and appropriate choices.

- 7.14. The Trust does not recommend a formal assessment process relating to the impact of our character development programme, but does expect each school to evaluate the impact using a range of qualitative and quantitative measures including:
  - Performance outcomes – attainment and progress

- Attitudes to learning
- Participation in extra-curricular activities
- Attendance statistics
- Exclusion statistics
- Enjoyment of learning
- Pupil confidence
- Feedback from pupils, staff, parents and visitors
- Volunteering and commitment involvement

7.15. The Trust will use its website to showcase school achievements relating to character development.

## 8. Trust expectations

- 8.1. Each school should create a plan for working towards 'kitemark' accreditation - <https://character-education.org.uk/#kitemark>.
- 8.2. Ensure regular reinforcement and reminders about the significance of character education and how it relates to the school/Trust vision and values.
- 8.3. Plan for evaluation of the impact of character education using a range of measures (see section 7.14) and to reflect on an annual basis considering the current situation and next steps using our Trust evaluation form (see Appendix 2).
- 8.4. Each school has a name lead for Character Education.
- 8.5. The school lead for Character Education ensures that all staff undergo regular training and receive updates on Trust shared practice.



## Appendix 2 – Character Education Reflection & Next Steps

Reflecting on your current situation regarding character education, are there any potential next steps for you to consider in the areas listed below?

Issue to consider	Current situation	Next steps
A. What kind of school are we?		
B. What are our expectations of behaviour towards each other?		
C. How do our curriculum and teaching develop resilience and confidence?		
D. How good is our cocurricular provision?		
E. How well do we promote the value of volunteering and service to others?		
F. How do we ensure that all our pupils benefit equally from what we offer?		

In considering these questions, schools should be aware that there is no requirement for any data on character education to be sent to the Department for Education. There is no expectation that the provision for character education would generate new data for the school to collect, beyond any of the regular channels of internal accountability regarding pupils, curriculum, finance or staffing that the school chooses to utilise. Where schools wish to collate information, the principles of the [Making Data Work](#) report amount of data collected are helpful:

- The purpose and use of data is clear, is relevant to the intended audience and is in line with school values and aims.
- The amount of data collected and the frequency with which it is collected is proportionate