



CHARACTER EDUCATION POLICY

Date of Last Review – September 2020

Review Frequency – 1 Year

Review Date – September 2021

Person responsible for the Policy – P Swallow

Ratified by Governors - September 2020

Contents

Introduction	2
Objectives	2
What is Character Education?	3
How is Character Education included at Northampton School?	3
Ethos	3
Lessons.....	4
Assemblies	4
Character Development Programme (PSHCE).....	4
Talks.....	4
Enrichment	4
Leadership opportunities	4
Staff.....	4
Parents.....	4
How does Character Education support teaching and learning?	4
Monitoring and Evaluation	5
Equality Impact Assessment.....	7



Introduction

At Northampton Academy we believe there is a strong link between character and attainment. Northampton Academy does not limit its definition of pupil success to measurable outcomes such as examination results or attendance figures. Therefore, the aim of Character Education at Northampton Academy is to develop the confident and compassionate student, who are effective contributors to society, successful learners and responsible citizens: the flourishing individual. Flourishing is the aim of character education. To flourish means to fulfil one's potential. We must include a focus on Character Education and how we can help children's development of self-esteem, understanding and respect for others, an awareness of wider spiritual and cultural issues and the fulfilment of their potential. We have a role in ensuring that we develop our students holistically to ensure that they are well rounded individuals, ready for the next step. We want Character Education to be seen throughout the school including (but not limited to); displays, lessons, assemblies and ethos. A good teacher is a good role model. They encourage positive feelings of self-worth in all children. We believe strongly in the important role we play in shaping our students' future and through developing their character we are increasing their chances of success in life.

Objectives

Schooling should be a preparatory stage for adulthood. Schools play an integral role in helping children become responsible for themselves, for each other and for their world. Since we hold Character Education of such high importance at Northampton, we hope our students will be well rounded individuals when they leave and will be able to:

- make reasoned, informed and ethical choices
- have a sound understanding of right and wrong
- take account of the common good in their actions
- have high self-esteem
- be confident communicators
- be reflective, flexible and creative
- make the most of opportunities
- develop a sense of belonging that allows them to have a voice and to influence society
- have the ability to be independent and use their initiative
- be good parents and role models for future generations
- be co-operative, adaptable and able to work as a team
- contribute to a multi-skilled and flexible workforce
- be enquiring, creative and independent thinkers
- value diverse life-styles, cultures and faiths
- have concern for their environment



We also hope children develop a set of character traits, attributes and behaviours that underpin success in education and work. Our 'Five pillars' and key values we look to develop are:

- RESPECT
- DETERMINATION
- AMBITION
- INTEGRITY
- TOLERANCE

We understand this is only part of developing a young person character and explore and develop an array of values at the Academy.

What is Character Education?

Character Education is playing an increasingly important part in Secondary Education. This relates to children being given the necessary opportunities during their time at Secondary school to learn key life skills for their future. This includes many different areas: having good morals; being responsible for their own actions; being independent; being well mannered; and becoming active members of society.

How is Character Education included at Northampton School?

It is argued that Character Education is not only 'caught' through the ethos and values of the school, but can also be 'taught' through explicit lessons, assemblies and form time. As an Academy we also try to develop the 'sought' aspect, where students actively seek to develop their own character.

Ethos

We pride ourselves on being a school where students should be respectful, determined, ambitious, tolerant and have integrity. These are key character virtues we hold true. Staff have a firm, friendly and fair mantra with students to try and ensure that mutual respect is built between staff and students. We understand the need for staff to be excellent role model and to build positive relationships with students.

Respect, Ambition, Determination, Integrity and Tolerance

Our character values run throughout the whole school experience and we systematically ensure it is embedded across all areas. Some examples of this are:



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Lessons

Across the school each department has woven in bespoke Character lessons into their Schemes of Work at KS3. This ensures that students will be visiting different values across all subject areas. There are also bespoke Character lessons delivered throughout the curriculum in KS4. Character is prominent in every department curriculum intent and the whole school curriculum intent.

Assemblies

Throughout the school year there is a consistency in terms of Character values running throughout assemblies.

Character Development Programme (PSHCE)

There is a programme that runs in Year 7 - 10 that focuses on Character. There are different values that are visited regularly throughout each year. 1 hour a week is spent delivering this programme via Form tutors.

Talks

Every speaker who comes into the school will be asked to link their talk into our key character values.

Enrichment

There are a number of clubs and trips that run which have a focus on developing the character of students. For example there is a debating club which will see students focus on being respectful of each other's opinions.

Leadership opportunities

We promise to offer at least 1 leadership opportunity for every students, every year. Taking on a leadership role really helps to develop a students' Character.

Staff

We recognise that Staff play a vital role and have to be acting as role models for students to learn from. There are regular messages/sessions with staff about the importance of character education and the role that they play. Questions around Character Education will form part of the interview process for potential new staff and all staff have to complete CPD each year on Character development.

Parents

Parents play a crucial role within the process. We ensure that parents are aware of what we are trying to do and actively encourage them to reinforce these character values at home.

How does Character Education support teaching and learning?

Character Education helps children to grow up as responsible, independent, open-minded members of society but it also enhances their learning across the curriculum. By teaching character, we are encouraging children to develop skills that are necessary in almost every lesson in school.

If we develop the student holistically from Year 7 we believe that we are giving them the right tools to not only succeed in life but when it comes to examinations in Year 11 they will feel 'ready'. A student must have the



emotional resilience that character education develops to ensure that they succeed and are ready for the next steps.

Monitoring and Evaluation

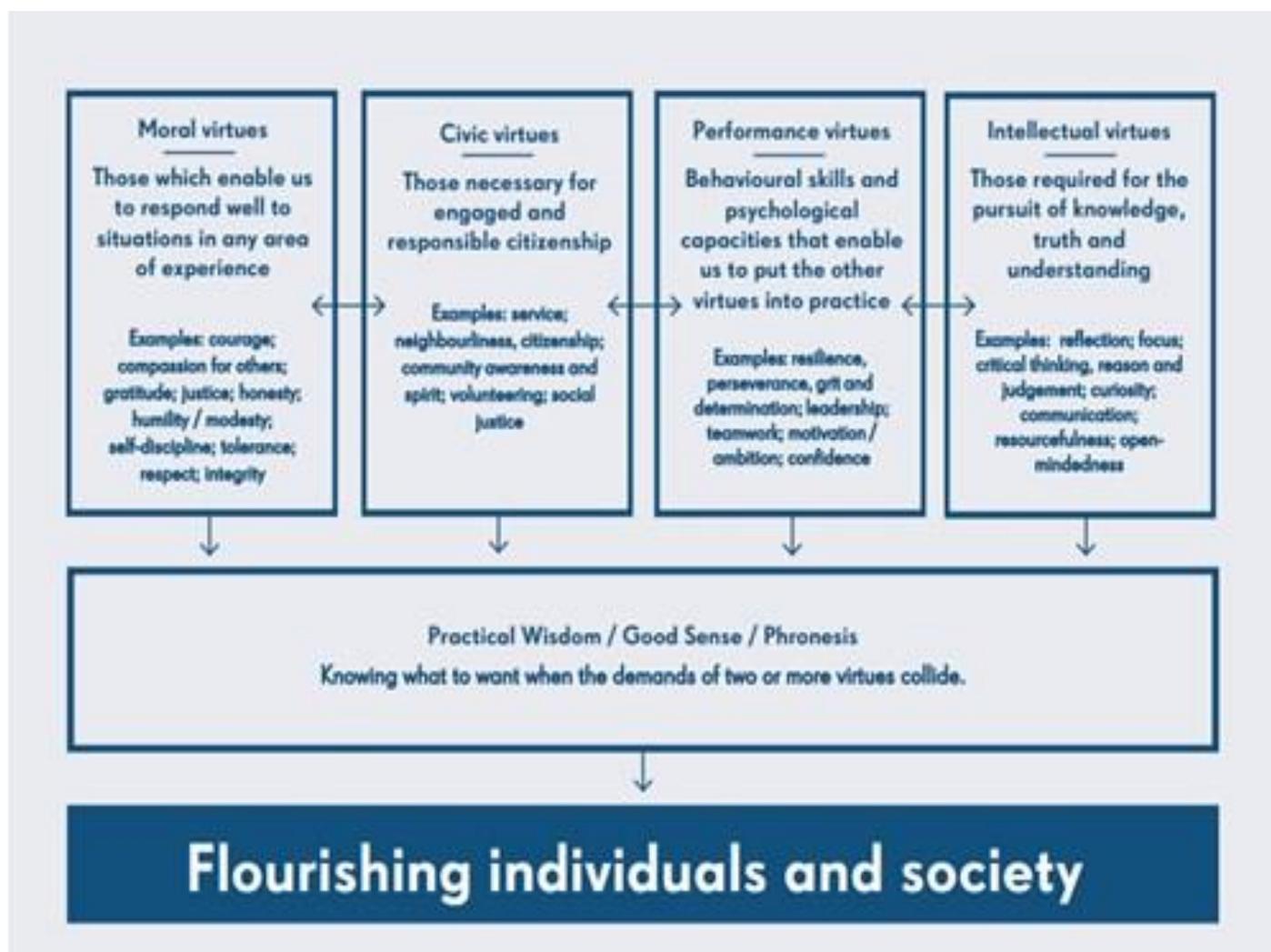
The delivery and impact of Character Education is a continuous improvement process. There is no one specific way in which to measure the impact but we triangulate a variety of different processes/methods including:

- School evaluation tool (Jubilee Centre)
- Coverage of scheme of work
- Staff feedback
- Student feedback
- Parental feedback
- Increased children's knowledge and understanding
- Behaviour issues
- Attendance issues
- Through the ethos of the school
- Students work/display



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination



Equality Impact Assessment

We have a duty to consider the impact of changes on groups with Protected Characteristics (race, disability, age, sex, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership). An EIA needs to consider:

- *Would the change impact differentially on pupils/ staff with protected characteristics? Positively or negatively?*
- *How do I know that?*
- *What could I do to mitigate any differential or negative impact?*
- *Is this still the right thing to do?*

WHAT ARE THE OVERALL AIMS OF THE CHANGE? WHY ARE YOU PROPOSING IT?	The aim of this policy is to provide a framework to ensure that the policy has the procedures and guidelines in place to ensure that all stakeholders are fully supported.
GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	Everybody is included within this policy, and all groups are given equability in regard to their needs and provisions.
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?	This has a positive impact on all groups with protected characteristics as they are ensured equal treatment and provision based on their needs. Risk assessments may be carried out to ensure that this is the case and provisions maybe altered to accommodate specific needs.
WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	No negative impact to having this policy
IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	No negative impact to having this policy
RECORDING FINAL DECISION	This policy will go to governors for approval

Incorporate any actions identified into overall academy level strategic/ action plans, as appropriate.

