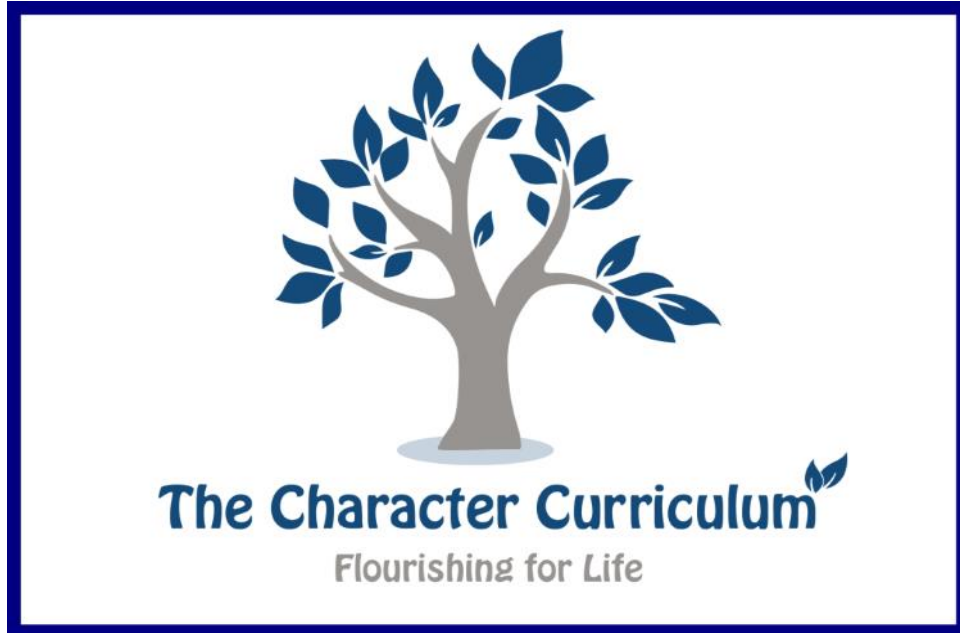


Framework Principles of Character Education at Castle View Academy



“ Character virtues should be reinforced everywhere: on the playing fields, in classrooms, corridors, interactions between teachers and students, in assemblies, posters, head teacher messages and communications, staff training, and in relations with parents ”

(University of Birmingham, Jubilee Centre for Character Education)

Rationale

Aims:

- to contribute to strategies for raising achievement, especially by increasing motivation
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to encourage participation in continued learning including higher education and further education
- to develop enterprise and employability skills
- to reduce drop out from and course switching in education and training
- to contribute to the economic prosperity of individuals, communities and the local area
- to meet the needs of all our students through appropriate differentiation
- to focus students on their future aspirations
- to involve parents and carers

In the end, as Aristotle said

What we are most anxious to produce is a certain moral character in our fellow citizens, namely a disposition to virtue and the performance of virtuous actions ”

Key Principles for Character Education – The Castle View Way

- Character is educable, and its progress can be assessed holistically
- Character is important: it contributes to human and societal flourishing
- Good education is good character education
- Character is largely caught through role modelling and emotional contagion: school culture and ethos are therefore central
- A school culture that enables students to satisfy their needs for positive relationships, competence, and self-determination facilitates the acquisition of good character
- Character should also be taught: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school
- Character should be developed in partnership with parents, employers and other community organisations
- Character education is about fairness and each child has a right to character development
- Positive character development empowers students and is liberating
- Good character demonstrates a readiness to learn from others
- Good character promotes democratic citizenship and autonomous decision making

So, we need to change the language and approaches we use to role model good character education:



Our Pillars of Character

Our Core Values:

Ambition – We are ambitious for all

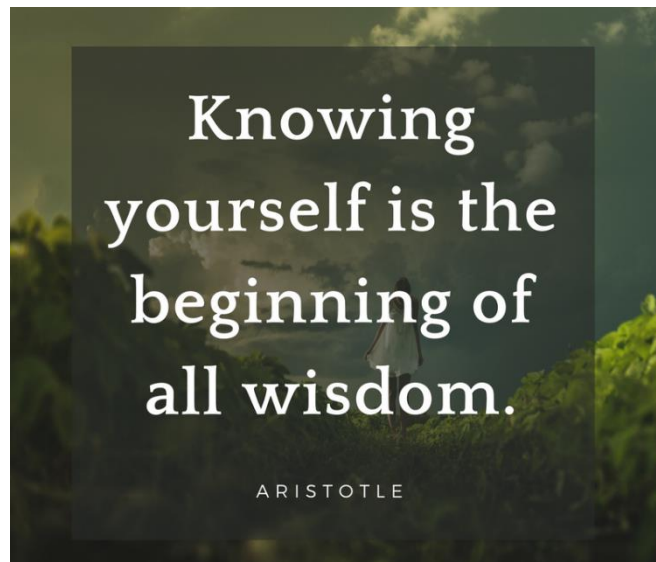
Determination – We are determined to succeed and achieve ‘excellence in all we do’

Kindness – We are committed to recognising the ‘best in everyone’

These values should be seen throughout the academy, extolling the following virtues:

MORALITY	THINKING	CIVIC	PERFORMANCE
COURAGE	AUTONOMY	SERVICE	CONFIDENCE
JUSTICE	CRITICAL THINKING	DUTY	DETERMINATION
HONESTY	CURIOSITY	COMMUNITY AWARENESS	MOTIVATION
COMPASSION	JUDGEMENT	NEIGHBOURLINESS	PERSEVERANCE
GRATITUDE	REASONING	VOLUNTEERING	RESILIENCE
HUMILITY	REFLECTIONS		TEAMWORK
	RESOURCEFULNESS		

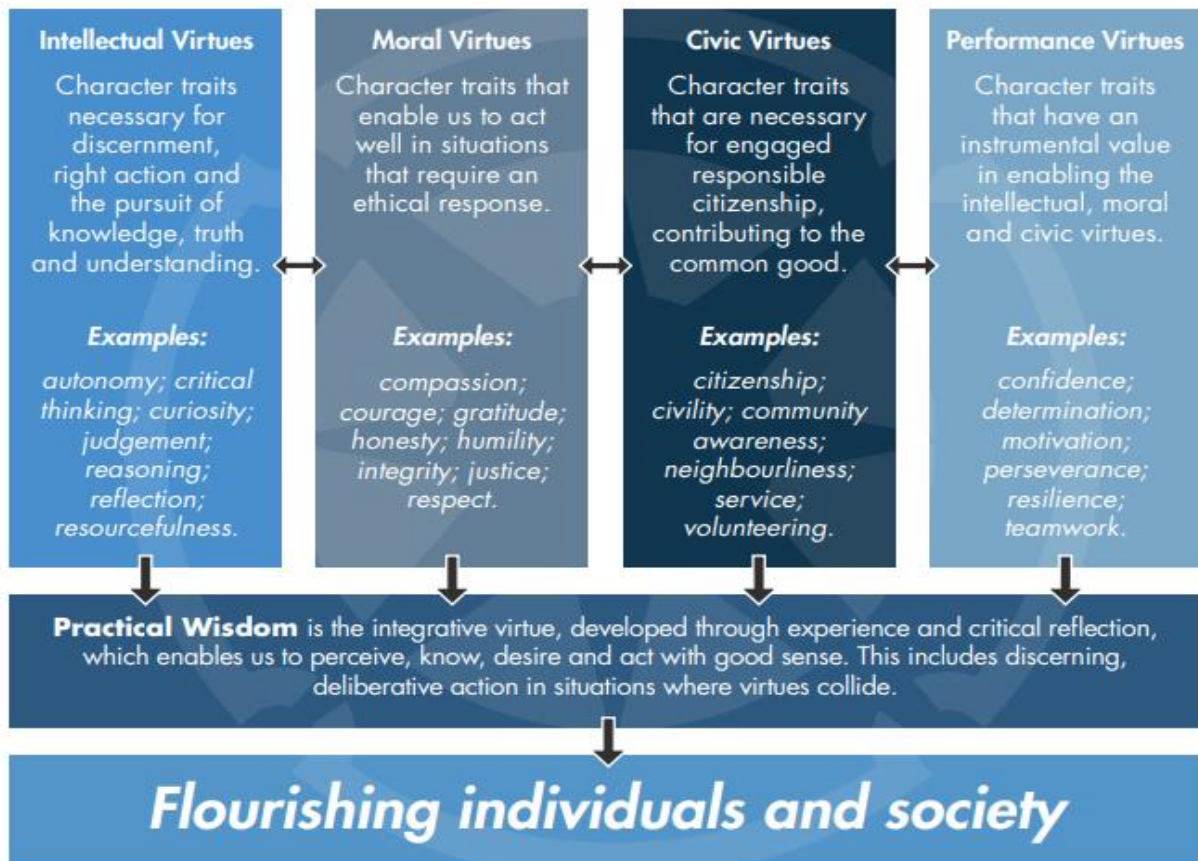
Helping to form these in young adults are central to any good education.



The CVA Character Offer will use the following framework:

1. Traits Soft skills – (e.g working with or in groups)
2. Intellectual “pursuit of knowledge” – Critical thinking
3. Civic Service – Contribute to the common good
4. Performance – Developing confidence and determination

THE BUILDING BLOCKS OF CHARACTER



To do this, the offer will be:

- **Caught:** the school community of both staff and students provide the example, culture, and inspirational influence in a positive ethos that motivates and promotes character development.
- **Taught:** the school provides educational experiences in and out of the classroom that equip students with the language, knowledge, understanding, skills and attributes that enable character development.
- **Sought:** the school provides varied opportunities that generate the formation of personal habits and character commitments. These help students over time to seek, desire and freely pursue their character development.

Verbal and Non-Verbal Reminders for Students and Staff

If we wish to develop character in school, then clearly respect and kindness must be reflected in the language we use. Of course, everyone is a human being, and no one is perfect, so the list below is an illustration of some virtues that, as an academy, we must maintain to develop character in all students.

Approachable:

- Staff welcome students to the class with a smile and acknowledgement
- Sense of Humour to laugh at self

Highly inter-personal approaches:

- Show respect
- People friendly
- Calm
- Concerned – wanting the best for all
- Fair and consistent
- Considerate

Ownership of Reactions:

- Accept that everyone, including themselves can make mistakes
- Can apologise when appropriate

Encourage 'Can-Do' Approaches:

- Enthusiastic
- Positive Outlook – finds solutions to problems
- Resilient – bounces back from any form of setbacks
- Self-Motivated

Only by modelling the expectations and behaviour, will good virtues and character building be 'caught'.

Our Offer

Caught:

The school community of both staff and students provide the example, culture, and inspirational influence in a positive ethos that motivates and promotes character development.

Examples:

1. Student Voice – Prefects
2. Student Department Leaders & Focus Group Prefects focus on each Character strand
 - a. Student Council in Year groups – topics defined
 - b. Students contributing to community and clubs
3. Culture – Kindness – Carefully consider the language we all use
4. Assemblies – **Prefects to contribute**

Taught:

The school provides educational experiences in and out of the classroom that equip students with the language, knowledge, understanding, skills and attributes that enable character development.

Examples:

1. MY ASPIRE: An online portal that will allow us to get to know our students better. Part of the ETHICS Programme.
2. Assembly programme: **Prefects to contribute** 'THOUGHT OF THE WEEK' recorded and submitted into assemblies.
3. Mapped from departments/subjects
4. The Academy Passport – 'Character at Home' Offer
5. Character sessions as part of the Ethics offer to explore the context and the relevance of beliefs and virtues

Sought:

The school provides varied opportunities that generate the formation of personal habits and character commitments. These help students over time to seek, desire and freely pursue their character development.

Examples:

1. MY ASPIRE: Using a series of surveys to discover the interests and hopes of each child. Providing a steer on the Co-Curricular offer all students would want and Career advice. Run as part of the Ethics lessons offer (as homework initially)
2. Clubs and enrichment/lockdown challenges by the Prefects.

3. Tailoring the co-curriculum to their needs
4. The Pupil Passport: Co-curricular tasks that are personal to the student and are independent. It will form the **Homework tasks for Ethics/ PSHE** as a way to submit and develop their portfolio.

“Good habits formed at youth make all the difference” - Aristotle