



**BRETHERTON ENDOWED CE PRIMARY SCHOOL
Character Education – Learning Behaviour Policy**

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Vision

“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love”

At Bretherton Endowed, we will walk in the footsteps of Jesus, ensuring our Christian values inform our approach to all areas of school life. Our children will learn a richly rewarding school life, at the heart of the local community, through a varied curriculum and a range of enriching extracurricular activities. Our children will grow through their time at school, becoming socially intelligent, emotionally mature, and mentally resilient. Our children will achieve in pursuing their passions and deepening their skills, through the provision of excellent and wellresourced and supported teaching.

‘I can do all things through Christ who strengthens me’, Philippians 4:13

At our school, we all agree that outstanding behaviour is more than just the actions listed in a policy but that good character can be ‘caught’, ‘taught’ and ‘sought’. Character is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct.

Character education is designed to help our pupils to develop positive personal strengths called virtues. Our Education with character curriculum aims to develop the following:

Intellectual virtues: Character traits necessary for discernments, right action and the pursuit of knowledge , truth and understanding.

Moral Virtues: Character traits that enable us to act well in situations that require an ethical fresponse.

Civic virtues: Character traits that are necessary for engaged responsible citizenship, contributing to the common good.

Performance virtues: Character traits that has an instrumental value in enabling intellectual, moral and civic virtues.

Our character virtues are :

Caught....through positive school community, formational relationships and a clear Christian ethos

Taught....through the curriculum using teaching and learning strategies, activities and resources.

Sought....through chosen experiences that occur within and outside of the formal curriculum.

“Good character is not formed in a week or a month. It is created little by little, day by day. Protracted and patient effort is needed to develop good character’ Heraclitus of Ephesus

At our school we seek to develop, build, recognise and celebrate good character in everyone.

Our Education with Character Curriculum Vision is to ensure:

- 1) Each child has a right to character education
- 2) Character is caught through role modelling and emotional connection, committed leadership, school culture and ethos and central
- 3) Character education is taught through direct teaching of character providing rationale, language and tools to use both in and out of school
- 4) Character is sought freely to pursue a better life
- 5) Character is educable- it is not fixed, and can be developed
- 6) Good character is the foundation for improved attainment, better behaviour and employability but more importantly flourishing society
- 7) Character is developed in partnership with parents, families, faith, and other community organisations

The development of character empowers pupils.

1) Character that is caught

Our Church of England distinctiveness drives our character education and the school environment contributes to its delivery.

How our school setting creates this

- Our school is a well cared for, safe and well designed physical environment which promotes a sense of belonging
- It is a collaborative, supportive and aspirational learning environment that strikes a balance between academic progress and whole child development.
- Our positive spiritual, moral, social and cultural environment encourages staff and pupils to root their character development in their personal beliefs and world views.

How our vision creates this

- All stakeholders are involved in and lead our vision and values
- Our mission statement affirms our priorities and in particular 'growth'.
- We have a shared value of the language of character which encourages consistent communication and reflection
- We establish clear ethical and moral expectations for staff and pupils linked to our Christian values
- We ensure equality and inclusion to demonstrate a commitment to character education for all.
- We recognise and celebrate examples of good character and consider this when recruiting or inducting new staff.

All staff recognise their role in supporting character education by recognising their role as moral exemplars, consistently setting a positive example through their own character. They understand and support the school's character education approach.

Teachers acknowledge their influence as character educators, facilitating character education both within and beyond the classroom. They engage in professional (internal and external) development and support pupils through pastoral care and mentoring offering them guidance.

Leaders including Governors drive and maintain a whole school character education approach, providing support for pupils and staff and continually evaluate provision.

2) Character that is taught

At Bretherton Endowed, our curriculum is designed and delivered to teach character education. In our school character education is taught through:

- A discrete focus on character values and learning behaviours
- Existing subjects , identifying opportunities to include character and values within the curriculum
- Personal health social and emotional, financial and relationships education including citizenship to teach what is needed to be an active and responsible citizen
- Religious education , using our Christian foundation to develop personal beliefs and world views to explore character, Including worship by bringing the whole school community together through a shared language.

Teaching and Learning

Strategies for teaching may include; discussions- teacher guided and pupil led interactions ; independent learning encouraging pupils to think critically and take responsibility for own development ;reflective learning; co-operative learning involving pupils working together , encouraging teamwork and communication; enquiry based learning encouraging curiosity so pupils can ask and answer open ended questions and experiential learning giving pupils the opportunities to be active learners through well planned experiences.

Resources

Character can be developed through stories; moral dilemmas, current affairs, debates, literature; themed weeks/days, school trips, sports, creative arts; drama and journalling.

3) Character that is sought

At Bretherton we believe character can be sought through chosen experiences that occur within and outside the planned curriculum.

We passionately believe in offering enrichment both within and outside the school day to broaden pupil's passions and interests. We will do this through:

- Opportunities for pupil leadership
- Thriving extra curricular activities
- Plan organised school events which allow pupil to show character
- Residential trips that provide challenge in a new environment
- Have inspirational visitors in school
- Encourage pupils to engage with school initiatives, charities and social action

We actively look for community-based experiences and initiatives as well as making a change in the wider world. We do this through:

- Offering school led social action experiences that promote social awareness which enables pupils to make positive differences to their community and themselves

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- Encouraging pupils to independently participate in community led social action
- Encourage pupils to make commitments to volunteer, whether this be in class, pupil voice groups, in school or their community
- Recognise and celebrating pupils participation in the above
- Support pupils in exploring their role as active citizens.

Aims of the Policy

Our Education with character curriculum aims to:

- 1) Promote core ethical values/ virtues based on good character underpinned by our Christian Ethos.
- 2) Define character comprehensively to include thinking, feeling and behaviour
- 3) Use comprehensive, intentional, proactive and effective approach to character development
- 4) Create a caring school community
- 5) Provide pupils with opportunities for moral action
- 6) Provide meaningful and challenging curriculum that respects all learners, develops their character and helps them succeed
- 7) Strives to foster pupil's motivation
- 8) Engages the school staff as a learning and moral community that shares responsibility for character education
- 9) Foster shared moral leadership and support of character education
- 10) Engage in families and community members as partners in the character- building effort
- 11) Evaluate the character of the school, the staff's functioning as character educators and the extent to which pupils manifest good character.

"Character virtues should be reinforced everywhere: on the playground, classrooms, corridors, interactions between teachers and pupils, in assemblies, posters, headteacher messages and communications, staff training and in relations with parents and families"

The Jubilee Centre Framework for Character Education in Schools.

Our Character Education Virtues include our 8 chosen Christian Values

Intellectual	Moral	Civic	Performance
Critical thinking	Respect	Service	Confidence
Curiosity	Compassion	Community	Determination
Reasoning	Courage	Commitment	Motivation/ challenge
Independence	Thankfulness	Volunteering	Control
Reflection	Honest	Friendship	Perseverance
Resourcefulness	Humility	Understanding	Resilience
Developing memory	Integrity	Hope	Leadership
	Truthfulness		Collaboration

Words in blue are our 8 chosen Christian values

Words in green are taken from our 'Mental Toughness: Practical Classroom Activities to Help Young People Cope with Stress, Challenge and Change by Katherine Muncaster' 4 C's

Words in yellow are taken from our 'Thinking Classrooms: Metacognition Lessons for Primary Schools by Katherine Muncaster' resource and their animal links.

Words in pink are taken from 'Growth Mindset Lessons: Every Child a Learner, by Katherine Muncaster' resource.

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All three of the resources above are woven into our 2 year cycle PHSE curriculum.

Our Character Education framework is contained in Appendix 1

Our character education core offer is contained in Appendix 2

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.



Headteacher : Mrs Alison Moxham

Chair of Governors : Mrs P Aspden

www.brethertonschool.org.uk