



HONLEY HIGH SCHOOL CHARACTER EDUCATION POLICY

Version	05.22	
Policy Author	Mrs E Lord, Deputy Headteacher	
Approved By	Mr P Greenough, Headteacher	Date: May 2022
Next Review Due By	May 2025	

Contents	Page
1. Statement of Intent.....	3
2. Legal Framework	4
3. Roles and Responsibilities	4
4. What is Character?	5
5. What is Character Education?	6
6. Character Education at Honley High School.....	6
6.1 Ethos	7
6.2 Values.....	7
6.3 Teaching and Learning	7
6.4 Assemblies / Form Time.....	7
6.5 Behaviour and Rewards	8
6.6 Student Leadership	8
6.7 Extra-Curricular Opportunities	8
7. Staff Training	8
8. Working with Parents and Carers	8
9. Monitoring and Review.....	8

1. Statement of Intent

At Honley High School we believe that education for character is integral to what we do. We believe there should be 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 our school's work all contribute to forming well-educated and rounded citizens equipped to deal with the challenges of an ever-changing world.

We have a statutory duty as part of our broad, balanced and ambitious curriculum to promote the spiritual, moral, social, and cultural (SMSC) development of students and prepare them for the opportunities, responsibilities and experiences of later life. Character Education contributes to this duty.

Through the successful implementation of this policy, we aim to ensure our students can:

- Make sensible, informed, ethical choices
- Understand the difference between right and wrong
- Take account of the common good in their actions
- Have high self-esteem
- Have excellent communication skills
- Be reflective, flexible and creative
- Embrace the opportunities available to them
- Develop a sense of belonging that allows them to have a voice and an influence in society
- Work independently and use their initiative
- Become positive role models for future generations
- Co-operate and work effectively as part of a team
- Contribute to a multi-skilled and flexible workforce
- Be enquiring, creative and independent thinkers
- Value and appreciate diversity and difference
- Demonstrate awareness of and concern for their environment

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 2002
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- DfE (2019) “Character Education” (Framework Guidance)

This policy also has due regard to the school’s policies including, but not limited to, the following:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- SEMH Policy
- RSE Policy
- Staff Code of Conduct
- Equality Policy & Objectives

3. Roles and Responsibilities

The school’s leadership as a whole is responsible for:

- Considering what Character Education means within the context of the school
- Determining what constitutes good provision and being accountable for the provision in place
- Reflecting on the practice within the school and seeking to continually develop and improve it as effectively as possible
- Enabling all students to participate in both the taught and wider curriculum through a clear understanding of students’ circumstances and any barriers and incentives to participation

The Headteacher is responsible for:

- Ensuring that those teaching or working with students understand the concept of Character
- Ensuring that clear and purposeful leadership, a strong ethos and high expectations of students, a good taught curriculum and wider curriculum and strong evidence-based pedagogy are in place to support the development of students' characters
- Ensuring that clear leadership creates a pervasive ethos of high expectations of behaviour towards others in and beyond the school community, underpinned by a clear understanding of the kind of young people the school wishes its students to become, and a strong sense of shared identity and belonging
- Developing an ethos that embodies a strong vision for character and personal development
- Ensuring that there is a wide and varied range of activities and experiences on offer for all students
- Taking into account the capacity and work-life balance of staff, to ensure that demands placed upon staff to deliver Character Education are proportionate and appropriate

All staff and volunteers are responsible for:

- Being aware of the different aspects of character and the enabling character traits that can improve engagement with school, attendance and educational attainment
- Being committed to helping drive equality and social mobility for the students they work with
- Helping all students to explore and express their character and build the skills they need for resilience, empathy and employability

4. What is Character?

The DFE's framework for Character Education identifies four aspects of Character, which can inform the way schools shape their wider provision for children and young people:

- 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

The framework also identifies four enabling character traits which can improve educational attainment, engagement and attendance:

- High self-efficacy
- Self-motivation
- Self-regulation
- Good coping skills, or resilience

5. What is Character Education?

The Jubilee Centre for Character and Virtue (University of Birmingham) defines Character Education as “all the explicit and implicit educational activities that help young people to develop positive personal character strengths or virtues.” Examples of positive personal character strengths, or virtues, include honesty, resilience, courage, perseverance and compassion. The aim of Character Education is to equip children and young people to lead flourishing lives, by supporting them to develop these traits.

6. Character Education at Honley High School

Character Education is embedded within our ethos, values and our curriculum. We address Character explicitly through our CREATE curriculum, rewards system, clubs, support and intervention, assemblies, form time and our Behaviour and Rewards systems. We hope that the experiences we provide enable our students to develop a set of character traits, attributes and behaviours that will lead them to success in education, work and life.

6.1 Ethos

At Honley High School we always focus on ensuring that we are the best that we can be. Our school motto is 'Nitimur in Excelsis' (Strive for the Highest). We pride ourselves on being a school where students should be kind, respectful, honest, and endeavour to succeed. These are key virtues we hold true and have become 'everyday language' within the school.

6.2 Values

The core values that we focus on as a school are:

- Collaboration
- Respect
- Endeavour
- Aspiration
- Tolerance
- Equality

6.3 Teaching and Learning

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

If we adopt a holistic approach, we are giving students the right tools to succeed in education and beyond. A student must have the emotional resilience that Character Education develops to ensure that they succeed and are ready for the next steps beyond high school.

The distinct aspects of Character and the enabling character traits are taught both explicitly and implicitly through our CREATE lessons (our PSHCRE curriculum) and across the curriculum through our focus on Metacognitive approaches.

6.4 Assemblies / Form Time

We have a well-established Theme of the Week programme based around the school values and character development. Weekly assemblies and daily form time reflections relate to the Theme of the Week. The form time programme also explores Social and Emotional Aspects of Learning and other character qualities.

6.5 Behaviour and Rewards

Our behaviour systems are designed to encourage and celebrate the development of positive character traits. We use Restorative Approaches to enable students to develop responsibility, self-reflection and conflict resolution skills. The rewards system is linked to the school values.

6.6 Student Leadership

Honley High School actively encourages students to engage with, discuss and reflect upon their civic and moral virtues through a wide range of student leadership opportunities, including School Council, Prefects, Reading Leaders, Numeracy Leaders, Student Librarians, Sports Leaders, Anti-bullying Ambassadors, Autism Ambassadors and a range of other roles.

6.7 Extra-Curricular Opportunities

Our school is proud to offer a wide and varied range of clubs, activities, trips and visits that support the development of our students' characters. All students are actively encouraged to take part in extra-curricular activities. All students have access to career-related learning and guidance to develop their employability skills. The school regularly invites in external presenters and visitors to support and enhance students' character development.

7. Staff Training

Staff play a vital part in developing the characters of our young people and must present themselves as role models for students to learn from. CPD sessions and meetings with staff reinforce the importance of Character Education alongside other aspects of SMSC. Questions around Character Education form part of the interview process for potential new staff.

8. Working with Parents and Carers

Communication through a variety of means including emails, letters, newsletters and social media aims to ensure that parents and carers are regularly informed and aware of the school's ethos and the importance of key character qualities. We actively encourage them to reinforce these values and qualities at home.

9. Monitoring and Review

The delivery and impact of Character Education is a continuous improvement process. There is no requirement to collect data on Character Education and no specific way in which to measure the impact.

We monitor and review the quality of our provision through the use of the [University of Birmingham's Evaluation Handbook for Schools](#) as well as our ongoing Quality Assurance processes, including (but not limited to):

- Internal and external review days
- Scheme of Work reviews
- rWalks (learning walks)
- Book looks and other work scrutiny
- Staff voice
- Student voice
- Parent voice
- Behaviour monitoring
- Attendance monitoring
- Monitoring and review of clubs, activities, trips and visits

The policy is reviewed every three years by the Headteacher or when changes are required – any changes made are communicated to all members of staff.

The next scheduled review date for this policy is May 2025. It will be reviewed alongside the SEND Policy.

The University of Birmingham Jubilee Centre for Character and Virtues Evaluation Handbook for Schools can be accessed via the following link:

<https://www.jubileecentre.ac.uk/1721/character-education/teacher-resources/evaluation-handbook-for-schools>