



Department
for Education

Character Education

Framework Guidance

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Summary

1. This document is new non-statutory guidance to schools¹ on character education and development for pupils.
2. This guidance is based on recommendations from the advisory group on character established in April 2019, chaired by Ian Bauckham CBE and with members including headteachers and the leaders of teaching trade unions NAHT and ASCL. The group's recommendations draw on a written call for evidence held between 27 May and 5 July 2019 and a series of meetings with stakeholders, including teachers, headteachers, parents, voluntary sector organisations, businesses, and young people themselves.

Expiry or review date

3. This guidance is due to be reviewed in November 2020.

Who is this publication for?

4. It is intended for use by school leaders and teachers when considering the rationale for character education and some wider aspects of personal development, and the practicalities of provision and delivery.

¹ References to schools mean all publicly-funded schools including academies and free schools, Pupil Referral Units, alternative provision settings, special schools and privately-funded independent schools.

Background

5. 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.
6. 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 life². Character education contributes to this duty to promote SMSC. The duty applies to academies and free schools through the Independent School Standards.
7. 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.
8. 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.
9. 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.

The Six Character Benchmarks

10. These benchmarks summarise the most important features of good provision for character education and are intended to assist schools in evaluating their own work and planning for development.

A. What kind of school are we?

- How clearly do we articulate the kind of education we aspire to provide?
- How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?
- How effectively do we create a sense of pride, belonging and identity in our school?

² [Section 78 of the Education Act 2002](#)

B. What are our expectations of behaviour towards each other? • Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding? • How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy? • How well do we promote a range of positive character traits among pupils?
C. How well do our curriculum and teaching develop resilience and confidence? • Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society? • Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?
D. How good is our co-curriculum³? • Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones? • Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc.) • Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time? • Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?
E. How well do we promote the value of volunteering and service to others? • Are age-appropriate expectations of volunteering and service to others clearly established? • Are opportunities varied, meaningful, high-quality and sustained over time? • Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and

³ In this guidance 'co-curriculum' is used to refer to planned provision that the school makes for pupils which sits alongside lessons.

ready to contribute to society?

F. How do we ensure that all our pupils benefit equally from what we offer?

- Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.)?
- Do we enable young people from all backgrounds to feel as if they belong and are valued?
- Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?

11. School leaders will want to consider character education in the context of their own school against these benchmarks so that they can evaluate the nature and quality of their current provision and determine their aspirations for future development. It is for individual schools or trusts to decide what constitutes good provision and to be accountable for it. It is important for school leaders to reflect on practice in their institutions and seek to develop and improve it as effectively as possible.

12. When considering these questions and the wider character provision in schools, the capacity and work-life balance of school staff should be taken into account. The responsibilities and demands placed on staff need to be proportionate and should not lead to additional workload. Considerations of use of directed time, remuneration, personnel and resources should be made before embarking on any course of action. School leaders may wish to consider using the [workload reduction toolkit](#) to review current practices in their schools. The toolkit was developed by school leaders, teachers and other sector experts. It provides accessible materials, including practical advice, tools and case studies that school leaders, teachers and other staff can use to address workload issues in their school.

The Definitions of ‘Character’

13. Character education is not new. Schools in a survey by NatCen Social Research and the National Children’s Bureau⁴ used a wide variety of curricular and extra-curricular activities to provide character education, including: assemblies, subject lessons, dedicated character education lessons, sports, performance arts clubs, outward bound activities, hobby clubs, and subject learning clubs. These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability.

⁴ Research for the Department for Education by NatCen Social Research and the National Children’s Bureau: [Developing Character Skills in Schools](#), August 2017

14. Character is a complex concept with a number of overlapping facets. We identified four important aspects, 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; and
- 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.

15. Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. A literature review for the Education Endowment Foundation and Cabinet Office found that:

- 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; and
- Having good coping skills (part of being able to bounce back) is associated with greater well-being⁵.

16. Other studies have suggested that:

- schools which develop character well help drive equity and social mobility for their pupils⁶.

⁵ [The impact of non-cognitive skills on outcomes for young people](#), Leslie Morrison Gutman and Ingrid Schoon, Institute of Education, 2013

⁶ [Out of school activities during primary school and KS2 attainment](#), Jenny Chanfreau, Emily Tanner, Meg Callanan, Karen Laing, Amy Skipp and Liz Todd, Centre for Longitudinal Studies, Working paper 2016/1, Institute for Education, University College London

- Access to character development opportunities in schools can lead pupils that take part to be highly motivated⁷, report fewer absences⁸ and have lower levels of emotional distress⁹, amongst other outcomes.

17. The importance of character education is reflected in Ofsted's inspection arrangements. As with other aspects of education, the best character education does not happen by chance, but is the product of clear and purposeful leadership, a strong ethos and high expectations of pupils, a good curriculum and co-curriculum and strong evidence-based pedagogy. The six benchmarks proposed in the guidance are intended to reflect these features of good schools.

Rationale for the benchmarks

18. While schools are not the only environments where pupils develop character, they are significant ones. There are at least three main ways in which schools can ensure pupils' character is developed:

- 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 pupils to become, and a strong sense of shared identity and belonging. The school's ethos embodies a strong vision for character and personal development which may include resilience and self-regulation, virtues education, social behaviours and learning about the importance of long-term commitments.
- A well-designed curriculum ensures that pupils grow incrementally in justified self-confidence in their ability to learn and make progress in mastering appropriately rigorous content. Pedagogical approaches, taking account of the best research and evidence, as in the Department for Education's [Early Career Framework](#), support the well-designed curriculum by ensuring its effective delivery, and professional development for teachers focuses on these priorities.
- Alongside the school's ethos and taught curriculum there is strong provision for co-curricular activities. The programme is designed to focus on high quality activities across a wide spectrum of different domains (for example cultural, creative, sporting, physical, service-oriented, volunteering) which enable pupils to participate over time, learn and improve in their chosen activities and compete or perform as appropriate. Participation is enabled for all pupils in the school, including the least advantaged pupils, through a careful understanding of the most common barriers to participation. Activities which offer pupils experiences which they would not otherwise get, taking into account their

⁷ [The power of social and emotional skills](#), OECD Skills Studies, Skills for Social Progress, 2015

⁸ [Using Social-Emotional and Character Development to Improve Academic Outcomes: A Matched - Pair, Cluster-Randomized Controlled Trial in Low- Income, Urban Schools](#), Niloofar Bavarian et al, Journal of School Health, 2013

⁹ [Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects](#), Rebecca D Taylor, Eva Oberle, Joseph A Durlak, Roger P Weissberg, Child Development, July/August 2017

background and home circumstances, are prioritised. With any additional provision, school leadership teams should take into account how they will be resourced.

19. The Omnibus Survey of pupils and their parents/carers found that 70% of state-school secondary pupils took part in clubs inside school regularly and 69% took part in clubs outside of school regularly¹⁰. The Social Mobility Commission has reported that opportunities to participate in extra-curricular activities are driven by the school attended, gender, ethnicity and geographic location, but that household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport¹¹. Research by the Jubilee Centre for Character and Virtues found that individuals who first get involved in service under the age of 10 were more than twice as likely to have formed a habit of service than if they started aged 16–18 years, and they are also more likely to be involved in a wider range of service activities and participate in them more frequently¹². In their inspections of schools under sections 5 and 8 of the Education Act 2005, Ofsted will be considering both the quality and range of provision and whether the least advantaged pupils take part in the co-curricular offer^{13 14}.

20. Schools have an important role to play in ensuring that they offer a good range of co-curricular opportunities and that, critically, barriers to participation are minimised so that all pupils are able to access them, including the school's least advantaged pupils. Typically, barriers to participation in extra-curricular activities include:

- The direct cost of an activity and or the associated costs of equipment or transport;
- Difficulties in managing family logistics: for example, if children in the same family are at different schools, parents or carers need to make additional arrangements for children not attending the activity and schedule individual travel plans; and
- Concerns about physical safety of children travelling unaccompanied from school to another venue, especially if in a different neighbourhood.

21. Parents, especially those on low incomes, welcome extra-curricular activities for their children which take place at, or very near to, their children's school.

¹⁰ [Omnibus survey of pupils and their parents/carers](#), Research report wave 4, Sarah Knibbs, Lucy Lindley, David Swordy, Jane Stevens, Sam Clemens: Ipsos MORI, Department for Education, September 2018

¹¹ [An Unequal Playing Field](#): Extra-Curricular Activities, Soft Skills and Social Mobility, Michael Donnelly, Predrag Lažetić, Andres Sandoval-Hernandez, Kalyan Kumar and Sam Whewall, Department of Education and Institute for Policy Research, University of Bath, 2019

¹² [A Habit Of Service](#): The factors that sustain service in young people, James Arthur, Tom Harrison, Emma Taylor-Collins, Francisco Moller, University of Birmingham, 2017

¹³ Education inspection framework <https://www.gov.uk/government/publications/education-inspection-framework>

¹⁴ School inspection handbook <https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Equality

22. 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).
23. 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).
24. 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.

Next Steps

25. 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 co-curricular 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?		

26. 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.

Annex A – where to get help

The following is a non-exhaustive list of organisations, which support character education and development in children and young people:

Organisation	Description	Contact
Archbishop of York Youth Trust	The Archbishop of York Youth Trust was established by Dr John Sentamu, Archbishop of York, in 2009. The Youth Trust is founded on Christian values and is inclusive to all in its ethos and activities. They believe that every young person is unique, of great worth, and has the potential to change our communities for the better. They exist to empower young people to serve their generation, putting the needs of others before themselves, as displayed in the life of Jesus and people from many faith traditions. The Young Leaders Award (YLA) is a fully resourced leadership and character education programme designed to be delivered by teaching staff within the classroom.	www.archbishopofyorkyouthtrust.co.uk
Arts Council for England	Involvement with arts and culture is crucial to imagination, self-expression and creativity in young people. It also develops the skills that fuel the success of the UK's creative industries, and that will result in the next generation of creative talent across the country. The Arts Council works with the Department for Education, Department for Digital, Culture, Media and Sport, cultural organisations and artists, schools, cultural partners, broadcasters, local authorities, Higher and Further Education institutions and other partners to ensure the provision of excellent art, museums and libraries for all children and young people.	www.artscouncil.org.uk
Association for Character Education	ACE is a not for profit membership organisation. It is a community for schools, organisations and individuals interested in character education to share expertise and practice. The organisation supports schools, teachers and other educationalists to develop and promote character education responses that enable young people and societies to flourish.	www.character-education.org.uk

Organisation	Description	Contact
	It does this by: • Supporting teachers and other educators to develop a vision and strategy for the enhancement of character education in their school / organisation • Demonstrating the value of character education to teachers, other educational professionals, policy makers, parents, employers and other interested parties Raising the profile of character education in the UK and demonstrating its effectiveness at supporting other whole school aims including attainment, behaviour and careers	
Association for Physical Education	The Association for Physical Education (afPE) is the only representative PE Subject Association in the UK. They promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity influencing developments at national and local levels that will impact on pupils' physical health and emotional well-being. They provide quality assured services and resources, and valuable professional support for our members and the physical education, school sport and physical activity sector.	www.afpe.org.uk
Careers & Enterprise Company	The Careers & Enterprise Company link schools to employers to help deliver world-class careers support for all young people. Through a national platform, they bring schools and businesses together to provide students with their entitlement to skills acquisition, engagement with employers and inspiration to engage with their studies.	www.careersandenterprise.co.uk

Organisation	Description	Contact
Combined Cadet Forces	CCF units in schools give young people the life skills and self-confidence to take charge of their lives so they can reach their full potential at school and beyond, including in employment. The aim is to enable the development of personal responsibility, leadership and self-discipline by offering young people a broad range of challenging, exciting, adventurous and educational activities.	www.combinedcadetforce.org.uk
Duke of Edinburgh	The DofE charity works with organisations across the UK to help young people gain essential skills, experience, confidence and resilience to successfully navigate adult life.	www.dofe.org
Jack Petchey “Speak Out” Challenge!	Jack Petchey’s “Speak Out” Challenge! is a programme managed and delivered by Speakers Trust, the UK’s leading public speaking organisation and is supported and funded by the Jack Petchey Foundation. Their aim is to amplify young people’s voices by building confidence, developing skills and creating platforms for young people to share their stories and ideas to empower not only themselves but each other. In this way, they champion effective communication to use in education, employability and social change.	www.speakoutchallenge.com
Jubilee Centre	The Centre is a research centre based in the School of Education at the University of Birmingham The vision for the Centre is not simply to research past and present attitudes to character and virtues, but shape the future attitudes and behaviours of the British people. It aims to enable British people to explore their character and virtues and, if and where required, transform them. The Jubilee Centre <i>Framework for Character Education in Schools</i> sets out the Centre's position on character education, what it is, and why it is important. It calls for all schools to make explicit how they go about	www.jubileecentre.ac.uk

Organisation	Description	Contact
	developing pupils' character. The <i>Framework</i> was first published in 2013, with the latest iteration being published in 2017.	
Girlguiding	Helping girls aged 5 – 18 to try new things that teach them about themselves, their community and their world. Girlguiding introduces girls to a world of new opportunities, challenges and fun. As well as trying activities in their meetings, girls choose from interest badges related to things they want to know more about.	www.girlguiding.org.uk
National Citizen Service	NCS is a life-changing programme open to all teenagers aged 15-17 to discover who they are and what they can do. NCS is a four-phase programme specifically designed to provide young people with all sorts of new experiences, confidence and skills to boost UCAS statements or CVs. Programmes are run with partner organisations across the country, using local knowledge and unique expertise to support and inspire young people on their journey. They also work collaboratively with charities, not-for-profits and private sector organisations to enrich the experience for everyone who takes part, as well as your wider community.	www.ncsyes.co.uk
Premier League Primary Stars	Premier League Primary Stars uses the inspiration and fun of sport to connect pupils' learning to the world around them, by bringing learning to life with free curriculum-linked teaching resources.	www.plprimarystars.com/for-schools
Premiership Rugby	Premiership Rugby have launched their educational resource for schools with the character element due to be launched later in the year.	www.premiershiprugby.com/

Organisation	Description	Contact
	Ahead of the Rugby World Cup 2019, @premrugby launched Premiership Rugby Champions, a brand-new education app for primary school teachers. iOS download – https://apps.apple.com/app/id1478124831 Google Play - https://play.google.com/store/apps/details?id=com.goodbarber.prlchampions	
PSHE Association	PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Curriculum, research and resources are available online and outline how PSHE education helps schools fulfil their statutory responsibilities, and how high-quality PSHE education contributes to success in Ofsted inspections.	www.pshe-association.org.uk
Red Cross	Neutral, independent and impartial, helping people that need it the most in the UK and internationally. Staff and volunteers help anyone, anywhere in the UK and around the world, get the support they need if crisis strikes from hiring a wheelchair or dealing with loneliness, to adjusting to life in a new country.	www.redcross.org.uk/get-involved/volunteer
Scouts	The Scouts believe in preparing young people with skills for life. They encourage young people to do more, learn more and be more through teamwork, leadership and resilience – skills that have helped Scouts become everything from teachers and social workers to astronauts and Olympians. They help young people develop and improve key life skills.	www.scouts.org.uk/home

Organisation	Description	Contact
	Scouts believe in bringing people together, by celebrating diversity and stand against intolerance, always. They are part of a worldwide movement, creating stronger communities and inspiring positive futures.	
Sport England	Sport England is responsible for grassroots sport in England. Their strategy <i>Towards an Active Nation</i> sets out how we will work with national and local partners to ensure everyone in England can benefit from sport and physical activity. They are working to ensure children and young people from the age of five are able to enjoy the benefits of sport and physical activity. Enabling them to feel more motivated, confident and able to get active – which will also increase the likelihood of being active later in life.	www.sportengland.org
Step up to Serve	The #iwill campaign brings together hundreds of organisations from all sectors to embed meaningful social action into the lives of young people across the UK. Social action includes activities such as campaigning, fundraising and volunteering, all of which create a double-benefit – to communities and young people themselves.	www.iwill.org.uk
The Speakers Trust	The Speakers Trust unlocks potential through the power of communication. The vision is for every young person to be able to speak confidently and to be heard. They provide a toolkit that allows young people to enjoy speaking up. When they see that they can speak and be heard, they gain the confidence to take on other challenges and seize every opportunity to use their voice.	www.speakerstrust.org
Young Enterprise	Young Enterprise works directly with young people, teachers, parents, businesses and influencers to help build a successful and sustainable future for all young people and society at large.	www.young-enterprise.org.uk

Organisation	Description	Contact
	Through hands-on employability, enterprise and financial education programmes, resources and teacher training, they aim to reduce youth unemployment, help young people realise their potential beyond education and empower a generation to learn, to work and to live.	
Youth Sport Trust	Youth Sport Trust are a national children's charity passionate about creating a future where every child enjoys the life-changing benefits that come from play and sport. Their mission is to pioneer new ways of using sport to improve children's wellbeing and give them a brighter future.	www.youthsporttrust.org
Youth United Foundation	Youth United Foundation's purpose is to ensure that every young person, regardless of background or location, has the opportunity to become a member of a uniformed youth group. Uniformed youth organisations offer young people a plethora of skills and experiences, laying the building blocks for young people to overcome a number of barriers in order to be the best that they can be. The Foundation's network works directly with 1.5 million young people, aged 4-24. They are currently delivering a programme to create 5,500 new places across their Network for young people experiencing disadvantage, supported by 750 new adult volunteers	www.yuf.org.uk

Annex B – case studies

The following case studies illustrate for each benchmarking question how some schools have delivered character education.

Benchmark	Example
What kind of school are we?	Dixons Kings Academy, Bradford A mixed secondary school, which serves a deprived area of Bradford with 40% of pupils on free school meals at any time in the past 6 years. It has adopted the values of 'Integrity, Diligence, Civility' central to all aspects of its work. These underpin the school's strong and positive culture, and individual pupils are able to cite and fluently explain the values and what they mean for the life of the school. They also understand their importance both for school life and life beyond school. The school's excellent pupil behaviour and high academic achievement spring from the values which inform its culture. St Joseph's Catholic Primary School, Ross on Wye, Herefordshire The school caters for children between ages 2 and 11. In June 2018 St Joseph's introduced a new, whole school initiative - a simple but challenging statement of the qualities they seek to develop in pupils. The pupil profile is made up of eight pairs of virtues, which act as a practical model for forming and educating the whole child. Every half term, a new pair of virtues is introduced to the school community through newsletters, assemblies, curriculum evenings, the school website and social media accounts. This communication aims to reinforce and share the importance of recognising and demonstrating these virtues consistently throughout each day. The understanding of these virtues is then further developed by each class through the use of scripture and recognisable stories to enable pupils to relate this to their everyday lives. Pupils can demonstrate their understanding, giving examples of how they do this in given situations as part of their everyday lives. Each class celebrates what they have learned by sharing their work and understanding with the school community at the end of each half term as part of a virtues celebration assembly. To further develop understanding of these virtues, the school celebrates individual acts of virtuous behaviour by publicly rewarding the pupil with value beads and explaining why they have earned this.

Benchmark	Example
	Each week the House with the most value beads is recognised and rewarded. This has had a significant impact on positive behaviour throughout the school. Although the pupils maybe focusing on one pair of virtues per half term, all of the other virtues are also recognised, referred to and promoted. Surrey Square Primary School, South London A primary school with 44% of pupils eligible for free school meals. Its mission is to achieve personal and academic excellence, with personal excellence achieved through the teaching and modelling of seven values (Responsibility, Respect, Enjoyment, Community, Perseverance, Compassion and Excellence) which shape every aspect of school life. Each value has its own character and story. Each half term there is a focus on one of the values. Weekly whole-school assemblies introduce them, followed by half-hour class-based assemblies that use puppets, films, books and smartboard lessons to bring the value alive. Work on the value is also embedded within the subject curriculum. Each pupil has their own Core Value Journey Book. Systems for recognition and reward are based on the values. Stickers for each value are awarded, with children asked to describe exactly what they did to earn that particular sticker. There are certificates at celebration assemblies to celebrate good choices, and 'Special Delivery' postcards are sent home to let families know what a child has achieved. Pupils annually assess how well they are doing in discussion with their teacher and record their cumulative progress from Year 1 to Year 6. Older children can become school ambassadors for a core value; they write an application describing how they demonstrate it and go through a formal selection process involving interviews.
What are our expectations of behaviour towards each other?	The London Oratory School, Fulham A state-funded Catholic secondary school. The approach to character education here has been to create a culture of virtue and to do so through cultivating the virtues both within and outside of the curriculum. The school focuses on one of the particular virtues - Faith, Hope, Charity, Prudence, Justice, Temperance and Fortitude - each term. By engaging all staff in the process the school hopes to promote a common language of character/virtue throughout the school. In the first term the focus has been on Fortitude and all staff have been encouraged to be more conscious of promoting this particular virtue within their subject teaching which are supported through resources such as articles, worksheets, short films and discussion questions related to fortitude and categorised by subject. The approach is tailored to particular age groups, and pupils appreciate seeing

Benchmark	Example
	the virtues practised by their teachers. A key aspect of the approach has been encouraging and supporting staff in modelling the virtues, the classroom provides plenty of opportunity for this. City of London Academy Highgate Hill, Highgate, London The school opened in September 2017 as a mixed, all-ability, non-denominational academy, inheriting four cohorts (years 8 to 11) from what was previously Mount Carmel Catholic College for Girls. It now has over 400 pupils, including boys, with over 70% eligible for pupil premium. All schools within City of London Academies Trust are different but each school subscribes to the same ethos and high expectations for exemplary behaviour. Indeed, within the City of London Academies Trust 'Foundations of Excellence' exemplary behaviour lies second only to belief-led leadership as the second priority in their 5 step approach to creating outstanding schools. At Highgate Hill, staff are consistent in implementing their behaviour policy and systems. Consistency of behaviour management is achieved through regular training, positive relationships, regular reinforcement and direct feedback. Simple behaviour systems, set out in the schools' behaviour policies, are also key and outline the expectations of the school, the rewards for meeting expectations and the consequences for not doing so. At City of London Academy Highgate Hill, a crucial element in improving behaviour around the building has been the implementation of line ups in which students are escorted quietly to class after break and lunch. This ensures that the class is together, lessons start on time and corridors are quiet allowing other classes to continue without disruption. This creates a calm atmosphere during lesson time and after breaks. This approach reinforces the school's core values: • Altruism: acting in a kind, selfless manner towards others • Respect: respect for yourself, your peers, members of staff, your family and the community • Tenacity: showing resilience in your work at all times The school says that the impact on the individual students, their academic outcomes and their life chances can be seen through the percentage of students achieving strong GCSE passes in Maths and English improving from 33% to 48% with many more progressing to A level. Parents and the local

Benchmark	Example
	community can see this improvement and unsurprisingly the academy, which was previously attracting less than 50% of its approved pupil numbers, is now heavily oversubscribed.
How do our curriculum and teaching develop resilience and confidence?	Treetops Specialist School and College A special school for 300 pupils aged 3 to 19 with moderate learning difficulties, located in Grays, Essex, decided to focus on resilience and character education as a priority for their pupils. The school has introduced a pupil activity passport, based on the ‘My Activity Passport’ from the DfE, but with more detail. The passport was split into Key Stages. Within each Key Stage the activities are split into five sections: Sport, leisure and outdoor learning; Creativity and performing; Skills for life; Community; and World of work. The inclusion of skills for life was partly due to feedback from parents/carers and ex-pupils of the school who said that this is an area they feel that the pupils need to develop, as it is vitally important for their future prospects. The project has been developed with staff input, settling on six key activities for each area for each Key Stage and included in the passport. Dates and photographic evidence of the activities pupils have undertaken are added to the electronic passport, which can be printed for pupils to keep at the end of each Key Stage. In addition to ‘My Activity Passport’, the school used resources from ‘The Key’ and the ‘Every Child Should’ campaign article by Anita Kerwin-Nye to develop their passport. Cobham Free School, Surrey Cobham Free School opened in September 2012 as a single form entry junior (4 -11 years) school and became an all-through school in 2014. The school operates over a number of sites but will ultimately operate on two sites - a Lower School for Reception and Key Stage 1 pupils, and an Upper Junior and Senior School in purpose-built premises for Key Stage 2 pupils through to age 18. The school has a traditional, academic curriculum and a strong focus on music, sport and extra-curricular activities, with high aspirations for all students, regardless of background. The school aims to prepare each child for their future, giving them a strong foundation in numeracy, literacy and a full range of other traditional subject areas, as well as the skills to succeed in life. It works on the basis that students need a knowledge-based curriculum to ensure they have solid foundations across a range of subject areas, and that a structured, well-planned curriculum, which offers appropriate progression and builds on prior learning. This approach, through the acquisition of

Benchmark	Example
	new knowledge, is highly motivational for pupils, and the scope for achieving mastery builds confidence and self-esteem. The school also runs a Breakfast Club open to all pupils from 7.45am, and a staff-run Study/Homework Club is available until 4.30pm for senior and junior school pupils, where staff can help support pupils' learning, as well as a broad range of extra-curricular activities after school each day free of charge to all pupils.
How good is our co-curricular provision?	Bennett Memorial School, Kent A large non-selective Church of England school. It gives high priority to the co-curriculum and places particular emphasis on music, sport, challenge and service to others. To maximise the contribution that music makes it appointed a non-teaching director of music with the unique responsibility of developing musical activities and singing. All members of years 7 and 8 are in a choir. The Duke of Edinburgh Award was chosen as a way of ensuring that all pupils in years 10 and 11 undertake sustained voluntary work, learn a new skill, take part in sport beyond lessons at school and go on a challenging outdoor expedition. Almost all pupils take the Bronze award at school organised by a non-teaching DofE leader and supported through trained parent volunteers. Bonus Pastor Catholic College, Greater London A mixed secondary school for ages 11-16, which wanted its pupils to develop into well-rounded citizens, with a variety of skills, which can be recognised by colleges, universities and employers. The school compiled about 60 enrichment experiences and extra-curricular opportunities into a list called "The Charter". "The Charter" is displayed around school, printed in student planners, and discussed in regular assemblies. Pupils work through completing the progressively difficult activities, which helps develop their determination and resilience, along with challenging them to try new things and push themselves further. These activities are recorded and monitored by members of staff with pupils receiving their Charter Badge when they have undertaken 20 activities, and they can go on to be awarded Bronze, Silver and Gold awards if they go further. Pupils who are not participating are identified, surveyed and interviewed to understand the barriers these pupils may face and targeted solutions are put in place.

Benchmark	Example
	“The Charter” has contributed to the positive ethos of the school, and the school believes it has contributed to increased attendance above the national average and higher than local and national P8 and A8 scores. The school’s NEET figures have been consistently below average (often at 0%) with an increasing number of students, and most importantly pupil premium students, getting into 6th forms. King’s Leadership Academy Hawthornes, Bootle, Merseyside The Academy is part of a Trust which introduced a Combined Cadet Force (CCF) under the Cadet Expansion Programme. The initiative was intended to promote positive beliefs and habitual behaviours for attendance, as well as strengthening the positive attitude to learning displayed by students with the intention of promoting social mobility. Further objectives included increasing opportunities for physical activity, character development and the chance of exposure to experiences rich in cultural capital. The programme has a capacity of 24 students per year group from Years 8-11, meaning that the total cohort has grown to 96 students. The cadets parade weekly at their school for two hours during the school day: timetabling this during the school day broadens the curriculum and removes obstacles to student participation. Cadets contribute to the vibrant culture of the school by leading their fellow students at formal occasions throughout the academy year and by setting the standards for behaviour which permeates the classrooms. With the positive impact on the Academy’s climate of education already evident, the military ethos model has since been transferred across to other schools within the Great Schools Trust. Aspects of the CCF programme have also been adapted and introduced into the Alternative Provision Unit situated in one of the Trust’s schools, providing the most at risk students with a military ethos and leadership-based training opportunities.
How well do we promote the value of volunteering and service to others?	Victoria Academy, Barrow-in-Furness, Cumbria A mixed Primary Academy, which has been engaging their pupils in volunteering in recent years; bringing businesses and schools together to develop meaningful learning opportunities, anchored in life beyond the school gates. The area struggles with high levels of obesity and has one of the worst mortality rates in the UK so, three years ago, their Clinical Commissioning Group (CCG) came to them to explore how children could be involved in improving the health of their community. Working in collaboration, the school and CCG developed a project that would involve six local schools, including

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	two in the most deprived wards, whose Year 5 pupils became ‘mini-researchers’ into public health and prevention approaches for their communities. The benefits of this work have been wide-ranging, from introducing new schools in the area to the benefits of community service, to empowering students to solve real problems and make a difference, helping them to become more organised learners, as well as improving their ability to make informed choices about their health and wellbeing. Swavesey Village College, South Cambridgeshire A village college and academy school where volunteering is embedded into the daily lives of pupils. Before they leave the school, every pupil will have taken part in a volunteering experience. Students take part in extra-curricular clubs, hold leadership roles within school, help run reception, and organise and conduct litter picks. Every year, each of the school's six Houses pick a charity that they will raise money for over the course of the academic year. Through a variety of activities, they together raise a combined total of around £10,000 a year. To provide focus and recognise achievements the school uses the PLEDGES model (Participation, Leadership, Environmental, Diversity, Giving, Excellence, Service) and students work towards bronze, silver and gold PLEDGES badges, presented at the end of each term. The Archer Academy, Barnet A non-selective school, which aims to develop its students into young adults who take responsibility for themselves, value others, and be the best that they can be. This involves incorporating opportunities for students to volunteer and see the value of this to themselves and others. Year 10 students take part in a volunteering project as part of their Citizenship GCSE coursework. The school also actively promotes participation in the National Citizen Service (NCS) programme and has had a large number of Year 11 students volunteer as part of this, as well as working with NCS to bring volunteering into the curriculum for younger years: for example, Year 9 pupils recently piloted a day of activity which involved identifying issues they would like to address and developing a plan to raise awareness and tackle their chosen concern.
How do we ensure that all our pupils benefit	Carr Manor Community School, Leeds A through school of 1,327 pupils, ages 5 to 16. 69% of pupils are from ethnic minorities and there are 61 different first languages spoken by the children. 43% of children live in the 10% most deprived

Benchmark	Example
equally from what we offer?	postcodes in England, and 64% live in the 30% most deprived areas. They have 27% of pupils with SEN. The school uses four core values: know our children well; partners in learning; character for learning; enjoy and achieve. This means that all activity in the school must contribute to developing character. A central strategy for character development is their coaching model, developed over 14 years. The coaching model involves all adults in the school, teaching and non-teaching staff, each of whom is responsible for a small vertical group of 8-12 children in Years 1 to 5 and Years 6 to 1. Groups meet three times a week for check-in, check-up and check-out sessions, with a total of 4,680 minutes a year devoted to coaching. This is the central contact point for children and ensures that they are known well. Pupils consistently report that their coaching group “feels like a school family” and is a place of support, encouragement and peer mentoring. Coaching creates a secure base that increases the resilience of individuals and the relationships within the school. Coaches liaise with parents to support pupils’ learning, including working with parents when children are managing difficulties or significant challenge. All staff are trained in Tom Lickona’s “Heart, Head, Hands” model of character education so that they are able to use all the opportunities that coaching circles create for character development, for example developing self-regulation, encouraging effective communication and preventing escalation of conflict. Walsall Academy, Bloxwich North, Walsall, West Midlands The school is in a zone of multiple deprivation, designated as a ‘New Deal’ area. The school roll is 1,200 with an all ability intake at Year 7 and a thriving sixth form. Lessons are typically 2.5 hours long, with a longer day allowing for enrichment activities. All pupils and staff use the same venue at the heart of the Academy for breaks. Every day, students are out of the classroom learning in different environments from art galleries to waterfalls and car manufacturing plants. All 208 pupils in Year 7 have an induction course at the Outward Bound Trust, and through fundraising there is no barrier to any student taking part. This course is the catalyst for learning. The Academy’s assessment procedure gives time for the students to reflect and set targets every half term, using <i>Kolb’s Experiential Learning Cycle</i> as a basis. As students progress through the school they may choose to attend further Outward Bound courses, refining their skills and taking on more challenging tasks, for example, taking courses designed to raise participation in education and raise aspiration, or learn about sustainability through projects

Benchmark	Example
	undertaken in the Academy over an extended period of time. Every time a residential takes place, no matter where it goes, the students are filmed and interviewed. These films are shared with the whole Academy on the weekly broadcast. This develops a sense of community and sharing of experiences, with the older students coaching the younger ones as they embark on a residential course. The Academy bids for funding on an annual basis for those parents who find it difficult to contribute towards the costs of visits. No student is ever disadvantaged due to their parent's financial circumstances. Pupil premium funding is used to support students in the lower school and bursary funding in the sixth form. The Governing Board keep a close eye on the costs of visits and costs are kept low by price matching and shopping around with tour companies. The Compton School, Barnet The Compton School is a mixed academy school situated in Barnet, North London. The school places high emphasis upon developing students' literacy and oracy and works alongside the Speakers Trust, a national charity which has expertise in helping young people communicate more effectively, to deliver Jack Petchey's Speak Out Challenge. This programme is delivered as part of the normal school day to every student in Year 10 so that all students have the chance to develop their confidence and skills in public speaking. As well as giving them the opportunity develop these skills, the programme gives students the opportunity to perform at school, regional and large scale events in the West End with appropriate levels of support and supervision. Wherever cost might be a barrier to an individual taking part in events outside the school, the Speakers Trust works with the school to support the student. The value of the Speak Out Challenge is not only that it helps develop confidence, resilience and oracy skills, but that it helps to broaden students' cultural capital through understanding and respecting different views, faiths and values



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