

Character Education and Development at Shirebrook Academy

Audit and Action Plan

In November 2019 the Department for Education published guidance to schools on Character Education and Development for pupils.

At Shirebrook Academy there is no tension between the academic curriculum on the one hand and outstanding wider personal development on the other. Indeed, these aspects of the Academy's work contribute to forming well-educated and rounded young adults ready to take their place in the world.

Character education at Shirebrook Academy is the product of a strong vision with high expectations of pupils, a broad and balanced curriculum and co-curriculum and strong evidence-based pedagogy.

Shirebrook Academy provides many opportunities to help young people to explore and express their character and build the skills they need for resilience, empathy and employability.

Character is a complex concept with a number of overlapping facets. The DfE have identified four important aspects, which can inform the way schools shape their wider provision for children and young people:

1. 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.
2. 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.
3. 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.
4. 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.

Our Mission Statement states that one of our goals is to foster the **values and character traits** that make us fully rounded adults who make a positive contribution to our community – **compassion, honesty, integrity, courage, kindness**.

Ofsted recognises the link between character and successful outcomes for young people. Ofsted define character as:

“A set of positive personality traits, dispositions and virtues that informs pupils motivations and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society”.

At Shirebrook Academy we have an established character education programme that includes, but is not limited to, the provision of a personal development curriculum across all year groups within the Academy delivered weekly with additional drop-down days, external speakers and visits throughout the year. Students are provided with opportunities within the co-curriculum to develop their character through participation in activities such as:

- CRESST – empowering students to manage their own conflict resolution
- Ambassadors
- Junior Leadership Team
- Fundraising
- Leading Events
- Youth council
- Sports Leadership
- Duke of Edinburgh

Issue to consider	Current situation	Next steps
<p>A. What kind of school are we?</p>	<p>The Academy’s vision embodies a strong ethos for character and personal development.</p> <p>Shirebrook Academy aims to be: “A community of inspiration, excellence and opportunities for all to grow”</p> <p>Good qualifications are obviously vital for a young person’s future, they are the keys that open doors to further and higher education and employment. But we strongly believe that education is about much more than passing exams. It is about developing skills that we need at work and for future study – communication, team work, problem solving, organisation, self-discipline, leadership.</p> <p>It is developing a love of learning that will last a life time and approaching learning with a ‘growth mind-set’ that makes us see mistakes and failure as a natural part of learning.</p> <p>It is about fostering the values and character traits that make us fully rounded adults who make a positive contribution to our community – kindness, compassion, courage, honesty, integrity.</p>	<p>Ensure the vision informs policy and practice and is widely, shared, known and understood by all stakeholders</p>

	<p>It is about learning how to live a healthy, happy and fulfilling life. Planning for the future and taking control of our own life.</p> <p>It is about making the most of experiences, broadening minds & developing interests in the world around us – that might be sport, music, art, theatre, foreign travel, charity work – doing things we have never experienced before and might not get the chance to experience if not through school.</p>	
<p>B. What are our expectations of behaviour towards each other?</p>	<p>The Academy has high expectations of behaviour towards others in and beyond the school community. There is a strong sense of shared identity and belonging within the Academy.</p> <p>Students are encouraged to ‘live by’ the 5 Ps being Present, Punctual, Prepared, Polite and Proud.</p> <p>Present – if you are not here you are missing out Punctual – lateness is not only rude, it disrupts learning Prepared – you need to not only have the right equipment and school dress but be mentally alert, rested and ready to learn every day. Polite – if you treat each other with politeness and respect we can make the world a better place and Proud - take pride in everything you do. By doing the right thing we can be proud of our efforts and achievements, individually, as a school and as a community.</p> <p>Students are rewarded achievement points for showing character traits - compassion, honesty, integrity, courage, kindness.</p>	<p>Continue to review and refine the Inclusion and Behaviour policies to ensure that reasonable adjustments & support are in place to ensure all students can meet the Academy’s high expectations</p>
<p>C. How do our curriculum and teaching develop resilience and confidence?</p>	<p>Curriculum intent:</p> <p>The curriculum at Shirebrook Academy aims to prepare students for life, learning and work beyond age 16.</p> <p>In order to achieve the curriculum is designed to:</p> <ul style="list-style-type: none"> • To ensure students experience a broad ranging and full educational experience beyond exam preparation • To open students’ minds to life beyond their immediate environment and experience 	<p>Build greater fluency & coherence into the curriculum through inter subject communities that develop curriculum connections in order to strengthen student</p>

	<ul style="list-style-type: none"> • To challenge students to be ambitious for themselves and their community <p>A rigorous academic curriculum is available for all students. All students study at least one language and some study two. All study a full 3 year KS3 curriculum and received a full experience of Arts, Technology, PE as well as Ebacc subjects. This experience allows students to make informed decision at KS4 based on a platform of sound knowledge and understanding of the full curriculum.</p> <p>All students are entitled to the following Personal Development Curriculum:</p> <ul style="list-style-type: none"> • PD days – 5 days per year for the whole school to suspend normal timetable and focus on Personal Development themes aiming to develop resilience and confidence. • PD lessons – one lesson per week for Y7-10 delivered by form tutors. • Tutor time, Assemblies, and extra activities such as trips and theatre performances as part of the PD programme. E.g visiting speakers from the Police, Universities, mock elections, school council. • A programme of university visits and engagement with the local HEPP are designed to encourage more students to consider applications to university and increase confidence. • Work experience is a key part of our Careers Education programme. All students spend two weeks on placement at the end of Year 10, this opportunity develop skills and confidence for future progression. <p>Curriculum implementation:</p> <p>The curriculum at Shirebrook Academy ensures that pupil’s self-confidence in their ability to learn grows as a result of making progress and mastering appropriately rigorous content.</p> <p>Students have their own personal learning journey which begins from the moment they start at Shirebrook Academy. Pedagogical approaches used</p>	<p>learning and confidence across subjects.</p> <p>Embed metacognition strategies and growth mindset within the culture.</p>
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	<p>across the Academy take in to account research and evidence. 'Growth Mindset', metacognition initiatives and Personal Development lessons encourage the development of independent learning skills and resilience in students.</p> <p>Professional Development:</p> <p>CPD and Curriculum Development Time is focussed on ensuring that KS3 Schemes of Work, resources and teaching are appropriately challenging to build upon the raised expectations at KS2 and prepare students well for the challenges of KS4. Metacognition activities are developed within SoWs and staff share strategies during teacher briefings.</p> <p>Impact:</p> <p>Monitoring, Evaluation and Review processes shows increasing evidence of greater independence, students more confident in speaking about their learning and using subject specific vocabulary, evidence of students putting themselves forward out of comfort zone e.g. I Venture, Young Voices, JLT, performances.</p>	
<p>D. How good is our co-curricular provision?</p>	<p>Alongside the Academy's ethos and taught curriculum there is strong provision for co-curricular activities.</p> <p>The programme includes activities across a wide spectrum of different domains (for example cultural, creative, sporting, and volunteering) which enable students to participate over time, learn and improve in their chosen activities and compete or perform as appropriate.</p> <p>Students are welcomed into the Academy from breakfast time and there is a range of inspiring and engaging activities across all curriculum areas offered on a daily basis.</p> <p>Activities often offer students experiences which they would not otherwise get and support for disadvantaged students to access is prioritised.</p>	<p>Continue to increase participation in co-curricular activities.</p> <p>Remove barriers to participation for disadvantaged students.</p>
<p>E. How well do we promote the value of</p>	<p>Shirebrook Academy promote the value of volunteering and service to others by providing a variety of opportunities for students to contribute to wider society.</p>	<p>Increase numbers participating</p>

volunteering and service to others?	<p>Examples include:</p> <ul style="list-style-type: none"> • CRESST • Ambassadors • JLT • Fundraising • Events – parents, open. • Youth council • PD Y10 curriculum • Duke of Edinburgh 	Increase opportunities for volunteering in community
F. How do we ensure that all our pupils benefit equally from what we offer?	<p>Barriers to participation are minimised to ensure equality of opportunity to educational experience so that no student is disadvantaged due to their family's economic situation, their gender, sexual orientation, ethnicity, special educational need or disability.</p> <p>We ensure the curriculum meets the needs of all students by prioritising the needs of the individual over the requirements of whole school accountability measures and have a strong understanding of the barriers to participation for our students.</p> <p>Participation is enabled for all students in the school, including the least advantaged pupils. A key priority of the Pupil Premium Strategy is to increase the cultural capital of our disadvantaged students and as such the Academy leadership have a clear understanding of the most common barriers to participation and takes in to account how activities will be resourced.</p>	Use student and parental voice to identify specific barriers and plan for their removal