



THE CHARTER SCHOOL EAST DULWICH

Character and Personal Development Policy September 2021-23

Version	Date	Nature of change	Reason	Author(s)	Ratification at LGB date
1.0	20.05.19	First draft		R Hardy	
1.1	03.07.20	Second draft	Addressing the needs of an ever changing and growing school.	B Tubby	
1.2	01.07.21	Amendments	Update	R Hardy	

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OUR MISSION

The Charter School East Dulwich (TCSED) is founded on the conviction that all children deserve the opportunity to succeed, whatever their start in life or personal circumstances. We will teach our students to be curious, creative, courageous and caring. They will be happy in themselves, excited about their future and ambitious for success. They will leave us fully able to participate in our democratic society and prepared to meet the challenges and to harvest the opportunities of life in the 21st century.

“Character education isn’t something else on educators’ plates; it is the plate,”
Thomas Lickona, professor at the State University of New York, 2015

What is Character Education?

Character Education is playing an increasingly important part in Secondary Education. This relates to children being given the necessary opportunities during their time at Secondary school to learn key life skills for their future. This includes many different areas: having good morals; being responsible for their own actions; being independent; being well mannered; and becoming active members of society.

The Character and Resilience Manifesto, compiled by the APPG on Social Mobility, demanded a refocusing of school policy ‘to ensure that building character becomes a central part of each teacher’s role to ensure that the development of character and resilience and associated skills move from the periphery to become the ‘core-business’ for all schools.’ (APPG on Social Mobility, 2014, p 34).

The Charter School East Dulwich continually focuses on developing the whole-child, in order to ‘teach our students to be curious, creative, courageous and caring. They will be happy in themselves, excited about their future and ambitious for success. They will leave us fully able to participate in our democratic society and prepared to meet the challenges and to harvest the opportunities of life in the 21st century.’ (School mission statement). In order to achieve this, *“we try to guide our students to be aware of other people’s needs within both the school and our wider community, to value those differences and to develop their own self-confidence and self-judgment.”* (Teaching and Learning Handbook for staff)

At The Charter School East Dulwich (TCSED) we believe there is a strong link between character and attainment. TCSED does not limit its definition of pupil success to measurable outcomes, such as examination results or attendance figures. We include a focus on Character and Personal Development Education, and how we can help children’s development of character strengths (Virtues, Jubilee Centre) and the fulfilment of their potential. We have a role in ensuring that we develop our students holistically to ensure that they are well rounded individuals, ready for the next step. We want Character Education to be seen throughout the school including (but not limited to); displays, lessons, assemblies, enrichment and ethos. We believe strongly in the important role we play in shaping our

students future and through developing their character we are increasing their chances of success in life.

By placing our values, the 'four Cs', at the heart of our mission statement, we aim to ensure that character education is just as important as academic success, in enabling our students to succeed.

Our Trust mission and values are:

Inclusion	<ul style="list-style-type: none">• Our schools are co-educational, non-selective and are not linked to any faith.• We celebrate diversity and difference
Excellence	<ul style="list-style-type: none">• We enable every child to achieve their potential regardless of their starting point.• We value achievement in all aspects of school life.• We prepare our students for the challenges and opportunities of society in the 21st Century
Community	<ul style="list-style-type: none">• Each of our schools serves its local community. We strive to create caring, responsible citizens.• We actively engage with students, their parents and the wider community.

Objectives

Schooling should be a preparatory stage for adulthood. Schools play an integral role in helping children become responsible for themselves, for each other and for their world. Since we hold Character Education of such high importance at TCSED, we hope our students will be well rounded individuals when they leave and will be able to:

- make reasoned, informed and ethical choices
- have a sound understanding of right and wrong

- take account of the common good in their actions
- have high self-esteem
- be confident communicators
- be reflective, flexible and creative
- make the most of opportunities
- develop a sense of belonging that allows them to have a voice and to influence society
- have the ability to be independent and use their initiative
- be good parents and role models for future generations
- be co-operative, adaptable and able to work as a team
- contribute to a multi-skilled and flexible workforce
- be enquiring, creative and independent thinkers
- value diverse life-styles, cultures and faiths
- have concern for their environment

We also hope children develop a set of character traits, attributes and behaviours that underpin success in education and work. The key **values** we look to develop are:

- **COURAGE**
- **CURIOSITY**
- **CARE**
- **CREATIVITY**

How is Character Education included at TCSED?

Character Education is not only 'caught' through the ethos and values of the school, but can also be 'taught' through explicit lessons, assemblies and tutor time. It can also be 'sought' through extra curricular and volunteering opportunities throughout the school.

Ethos

We pride ourselves on being a school where students should be respectful, determined, ambitious, tolerant and have integrity. These are key character virtues we hold true. Staff have a firm, friendly and fair mantra with students, with 'connect before correct' integral to our Positive Discipline Policy and approach to behaviour, to try and ensure that mutual respect is built between staff and students. We understand the need for staff to be excellent role models and to build positive relationships with students.

Courage, Care, Curiosity, Creativity

Our character values run throughout the whole school experience and we systematically ensure it is embedded across all areas. Some examples of this are:

- **Lessons**
Across the school each department has woven in lessons which reflect British Values and develop our school values, into their Schemes of Work at KS3. This ensures that students will be visiting different values across all subject areas.
- **Assemblies**
Throughout the school year there is a consistency in terms of Character values running throughout assemblies. The House system also supports the core values,

with a real focus on Care, providing opportunities for community engagement and charitable projects.

- **PSHE**

There is a programme that runs in Year 7 - 10 that focuses on Character. There are different values that are visited regularly throughout each year.

- **Talks**

Every speaker who comes into the school will be asked to link their talk into our key character values.

- **Enrichment**

There are a number of clubs and trips that run which have a focus on developing the character of students. For example, there is a debating club which will see students focus on being respectful of each other's opinions.

- **Leadership opportunities** We offer numerous opportunities for students to take leadership roles within school - School Council, Student Mediators, Lead Tutors, House Captains, Sports Captains and Eco Warriors all play an important role in the life of the school. Taking on a leadership role really helps to develop a students' Character.

- **Staff**

We recognise that Staff play a vital role and have to be acting as role models for students to learn from. There are regular messages/sessions with staff about the importance of character education, and our school values, and the role that they play. Questions around Character Education will form part of the interview process for potential new staff and all staff have to complete CPD each year on Character development and our Culture of Care.

- **Parents**

Parents play a crucial role within the process. We ensure that parents are aware of what we are trying to do and actively encourage them to reinforce these character values at home.

How does Character Education support teaching and learning?

Character Education helps children to group up as responsible, independent, open-minded members of society but it also enhances their learning across the curriculum. By teaching character, we are encouraging children to develop skills that are necessary in almost every lesson in school.

If we develop the student holistically from Year 7, we believe that we are giving them the right tools when it comes to examinations in Year 11. A student must have the emotional resilience that character education develops to ensure that they succeed and are ready for the next steps.

Through our curriculum, we aim to:

- Ensure that all students quickly achieve the high standards of literacy and numeracy necessary to underpin success across the curriculum.

- Emphasise science, history, geography and modern languages, as those subjects develop the analytical skills that universities and employers prize, as well as giving students a more rounded understanding of the world around them. (what has informed this statement? creativity, problem solving and communication are developed more significantly in other areas. By focussing on these subjects we are selling students with lower literacy levels short)
- Give generous time to the creative and expressive arts, such as drawing, painting, music, drama, design technology and physical education.

Monitoring and Evaluation

The delivery and impact of Character Education is a continuous improvement process. There is no one specific way in which to measure the impact, but we triangulate a variety of different processes/methods including:

- Student surveys
- Curriculum audit of schemes of work
- Staff surveys
- Parental surveys
- Increased children's knowledge and understanding
- Behaviour review
- Attendance issues
- Through the ethos of the school
- Students work/display

Relevant Policies

Other relevant policies, which relate to the development of Character in school, include:

- Anti-Bullying Policy
- Positive Discipline Policy
- Equality and Diversity Policy
- RSE Policy (updated)
- Safeguarding Policy
- Mental Health and Wellbeing Policy
- SEND Policy

All policies can be found on our website, for further information.