

Background

We are a Christian community first and foremost; therefore we aim to encourage pupils to develop their physical, moral and intellectual qualities harmoniously, so that they will become responsible and caring members of society.

We believe that every child in school has a right to be taught without being interrupted or disturbed, and that every teacher has the right to teach and work with children without having their authority or role undermined. In the school community all children have a right to feel safe, secure, accepted and valued. The school will ensure that right wherever possible through the establishment of a consistent and just framework of behaviour.

Our mission statement, *'Building together for a better future'* is based on the gospel principles of forgiveness, reconciliation, and a love of our world-wide neighbours.

Children, staff and parents need to be aware of the agreed standards of expected behaviour at all times.

We need to keep these sentiments in mind when we formulate school rules, develop rewards systems and behavioural sanctions. We want each child to achieve his or her maximum potential, to discover the talents God has freely given. Therefore our underlying philosophy is one of positive reinforcement - looking for the best in our children, offering praise and rewards wherever possible.

Aims

- To enable pupils to achieve their physical, psychological and social potential and to improve their self-esteem.
- To promote positive attitudes towards health.
- To promote a sense of responsibility in respect of individual family and community health.
- To encourage healthy lifestyles.
- To enable pupils to acquire skills in decision making, in managing and handling situations of stress in relation to health.
- To provide a knowledge base and to enable pupils to acquire an understanding of this knowledge and the skills to interpret it.

Curriculum

- We teach Character Education in all classes as an integral part of the topic work covered during the year.
- We follow the Entrust scheme of work, adapting half-termly plans and adding further information to them including British Values and School Values and also splitting a half-term plan into the required number of lessons.
- Planning follows six units (one per half-term) and focuses on the child as the central character with units covering: 'Me and My Safety', 'Me in the World', 'Me and My School', 'Happy and Healthy Me', 'Me and My Relationships' and 'Me and Other People'.
- We relate areas of learning in the Foundation stage to Character Education matching the development of the child personally, socially and emotionally.

- We teach Character Education to all pupils regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. We take account of the targets set out in the APDR cycle. We recognise that all children have an entitlement to access programmes of study at appropriate levels.
- We also recognise that Character Education relates to studying links with other cultures and we will develop this wherever possible.
- Cross curricular planning is in place and Character Education will be incorporated throughout the school into the other subject areas for example: healthy eating in Science and real-life money problems in Maths.
- Character Education teaching and planning is in accordance with the guidelines set out in the Teaching and Learning Policy.

Opportunities also exist throughout the curriculum for promoting pupils' personal, social and emotional development. Staff provide numerous opportunities for enrichment within the curriculum.

Enriched curriculum provision includes, but is not limited to:

- Through other subjects such as science, P.E.
- Through circle time in class - Each class participates in circle time and we can address Character Education issues in planned coverage or issues, which are raised in class. Circle time occurs regularly and is now carried out on Tuesdays when there is not a Key Stage assembly for a particular year group.
- Through assemblies by staff and outside visitors.
- Through outside provision for example, the Heartstart programme and Bikeability.
- Class visits, residentials and school events.
- School council, Eco Council, Pupil Voice meetings.

We recognise that Character Education is both a subject in its own right and also crosses boundaries of all subjects. It is central to the ethos of the school. Teaching methods employed will reflect the issues involved. We recognise the need to:

- ✓ Have clear objectives for each lesson
- ✓ Plan appropriate learning experiences to meet the needs of all pupils
- ✓ Use learning experiences that draw on pupils own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate attitudes and knowledge and understanding
- ✓ Give time for pupils to reflect, consolidate and apply their learning
- ✓ Encourage pupils to take responsibility for their own learning and to record their own progress
- ✓ Give attention is to developing a safe and secure classroom climate
- ✓ To identify and provide appropriate staff training through audit and allocation of resources and training budget

The school leads the Character Education programme but outside visitors have a role. There is a school protocol for involving outside visitors.

- Specialist visitors will discuss beforehand their role and subject matter which is then delivered under the jurisdiction of the class teacher.
- The need for confidentiality will have been discussed.
- The school has a confidentiality policy.
- Child protection procedure must be followed-the Head Teacher is the Safeguarding Lead, with the deputy head and Miss M. Steele as deputy Safeguarding officers.
- Staff need to ensure that personal and confidential issues are dealt with sensitively and appropriately.

Through our balanced curriculum and Character Education curriculum, we aim to actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

The Character Education provision at St Chad's is underpinned by the British Values as set out in the 'British Values Policy' and our seven school values of respect, kindness, honesty, independence, commitment, belonging and empathy which were chosen in consultation with the children, parents, staff and governors.

Some examples of ways in which we actively promote British Values at St Chad's Primary School:

Democracy

- Formulate and agree a set of 'class rules' at the beginning of each school year.
- Elect class representatives to our School Council and Eco Council.
- Have a School Council who meet regularly and provide a 'pupil voice'.

- Allow the children's voice to be heard. We regularly ask for their views, and regularly discuss their learning with them.
- Hold regular Pupil Voice meetings with representatives from all pupil voice groups.
- Ask children to support the interviewing process for new staff.
- Discuss democracy within assemblies.
- Carry out debates in assembly and curriculum lessons to encourage free speech and allow children to listen to and consider others points of view.

The Rule of Law

- Have clear and consistent Behaviour and Anti Bullying policies (based upon positive rewards) which are consistently applied throughout the school.
- Elect Play Leaders to help children to reflect on, and find solutions to problems at break times.
- Provide opportunities for children to reflect about positive and negative behaviour.
- Provide an extensive Road Safety programme and Cycling Safety programme throughout the school.
- Have regular visits from our Police Community Support Officer.
- Make visits to the Newcastle Civic offices.
- Address issues of law during whole-school assemblies as and when appropriate.
- Give considerable time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encourage visits from external agencies to talk to the children in school.
- Elect Play Leaders to encourage fair play in KS1 and KS2 playgrounds.

Individual Liberty

- Pupils are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching.
- Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.
- Justice and fairness are key principles within our school.
- Pupils are taught how to be safe and how to act safely. This is given an additional emphasis during anti-bullying week.
- Pupils are reminded of the liberty of others whilst on school visits.

Mutual Respect

Respect and Responsibility are key values which permeate all aspects of school life at St Chad's primary School. They determine the way in which we support and care for each other, for the community and for the environment.

At St Chad's Primary School children learn respect through;

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.

- The Character Education, RE and SMSC curriculum which teaches that behaviour has an effect upon those around them and upon their own rights.
- All other aspects of the curriculum (as successfully working in groups requires respect for each other).
- The work of the School Council, Eco Council, House Captains, Play Leaders, Head Boy Girl.
- The positive reward system developed to promote respect.
- Our celebration assemblies when all pupils show respect for the efforts of others.
- Giving responsibility to pupils (House Captains, Play Leaders)
- Participation in events organised to raise money for various charities.
- Active sports teams which support 'Respect'.
- Learning to get along with their peers on educational visits, including residential visits.

Tolerance of Those of Different Faiths and Beliefs:

Tolerance is promoted in our school through:

- The stated aims and values of the school.
- The Character Education curriculum which includes- SMSC, Character Education, School Values, British Values.
- The RE curriculum.
- The Modern Foreign Languages curriculum.
- Educational visits to places of religious worship.
- Class and whole school assemblies.
- Festival study and celebration.
- Work on prejudice-based bullying during anti-bullying week.
- Using world events as opportunities to positively reinforce life and culture in other countries.
- A non-negotiable approach towards the expression of views contrary to our agreed set of values.

Assessment

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

We recognise that it is not always necessary to assess pupils in all areas of the programme. However opportunities for pupils to reflect on their progress are identified. We believe that it is inappropriate to assess pupils' values.

Celebration of Achievement

This contributes to building pupils' self esteem, developing a sense of community and belonging. Celebration helps create a positive atmosphere and develops a sense of pride in pupils.

Achievement is celebrated in many ways including:

- **Class Awards:** Award of the week presented on Fridays in a Celebration Assembly. Each class teacher chooses a child to receive an award for a variety of achievements, not always academic. Each class has selected music to come out to for them to receive the certificate.
- **Values cross:** Each week one member of the class is chosen by the teacher for showing one or more of the school values; this is written on a small cross and given out in assembly to stick on a large display of the school values at the front of the hall.
- **Reader of the week award:** A child from each class is awarded a bookworm for making an effort to improve their reading at home and in school.
- **Attendance Awards:** Each week the class with the highest attendance are awarded an extra break time. Individual children are awarded with certificates for 100% attendance at the end of each term, and for 100% attendance for the whole year receive a shield and certificate.
- **Chadley Bear:** Children named the bear in order to raise money for charity, the bear is awarded in assembly each Friday to a particular class or group of children who have done well or gone above and beyond, staff decide on the winner of the bear and can nominate who they wish to receive it.
- **Ranger of the week:** Children who have worked with Mrs Kirkham, the School Ranger, can receive an award in assembly on a Friday for working well or putting in great effort to ranger activities.
- All sporting and other achievements are regularly celebrated in assemblies.
- Motivation stickers and self-esteem badges used by teachers.
- House points can be earned by all children for good behaviour or work. There are four houses named after mythical creatures: Griffins, Dragons, Unicorns and Phoenix. Y6 house captains collect team points each week and results are announced in assemblies. The house with the most points each term is rewarded with the house prize which may consist of a sporting activity or party with snacks and drinks.

Review

This policy will be kept under regular review by the Headteacher and amended as appropriate to reflect any changes to regulations.

Revised	Spring 18
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