

Gary Lewis, Chair of ACE (Association of Character Education, England), Senior Honorary Research Fellow, Jubilee Centre, Birmingham University, recently retired Executive Headteacher and Department for Education/Ofsted (school inspectorate) Adviser – Character Education



# Jubilee Centre

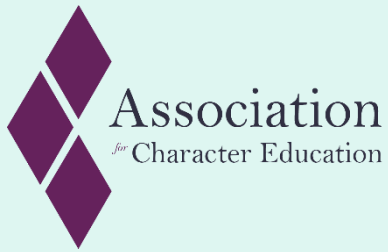


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## About

Summer 2020

Gary Lewis

## Kings Langley School: Brief History

- In 2003 the school was in an Ofsted category and in the bottom 3% of all schools nationally
- Low applications – 150 students in each year instead of 180
- Poor behaviour, angry students and demoralised staff
- All aspects of the school's provision was very poor

## Department for Education Character Award Winners (Nicky Morgan Secretary of State for Education)



*“The Principal and senior leaders have created a school in which students learn to develop the qualities of character and the academic skills to become successful citizens.”*

*“Students make very good progress across a wide range of subjects. This is because they have excellent attitudes to learning. They learn not to give up and to support each other. “*

## Character: The Basics

- “Moral **virtue** is a disposition to behave in the right manner and as a mean between extremes of deficiency and excess, which are **vices**. We learn moral **virtue** primarily through habit and practice rather than through reasoning and instruction *Aristotle 350 BC*”.
- What we are most anxious to produce is a certain moral character in our fellow citizens, namely a disposition to virtue and the performance of virtuous actions *Aristotle 350 BC*
- the most important character traits to be successful in life are self-regulation, empathy and “stickability” *DEMOS research organisation – UK government sponsored research 2006.*

## Character: Basic Objectives

- “Strong Character, wisdom and virtue enables us to make the right choices - phronesis”. Strong character must involve *positive interaction* with others in our *immediate and wider community*
- “Good Character facilitates “happiness” – a deep sense of flourishing and an optimal state of being, not a mere pleasurable feeling or fleeting emotion
- Fulfilment (flourishing) involves personal effort over a period of time and an exchange of generosity of spirit with others. Pleasure is about personal consumption and therefore, by definition, is fleeting and constantly needs topping up” *Sir Anthony Seldon*
- Displaying strong character almost inevitably requires some level of personal hardship, sacrifice or difficulty to overcome.
- *Good character also involves civic participation, having a questioning and intellectual mind, possessing the necessary abilities to execute on goals and respond to life’s challenges*

## The Basics: key character traits or virtues

Virtue	Definition
Courage	Acting with bravery in fearful situations
Justice	Acting with fairness towards others by honouring rights and responsibilities
Honesty	Being truthful and sincere
Compassion for others	Showing care and concern – service and kindness
Self-discipline	Acting well in the presence of tempting pleasures (managing anger)
Gratitude	Feeling and expressing thanks
Humility and Modesty	Estimating yourself within reasonable limits
Truthfulness	Honesty about oneself



# Virtues

- **Civic:** citizenship; community awareness, volunteering, social justice
- **Intellectual:** cooperation, reason & good judgement, curiosity, open mindedness, reflection, resourcefulness, respect
- **Moral:** kindness & compassion, courage, friendship, gratitude, honesty
- **Performance:** confidence, creativity, problem solving, team work, resilience

## How is “character” delivered

- **Character Taught:** integrated within the curriculum (built in NOT bolt on), Personal, Social, Health and Emotional Well-Being programme, assemblies. Excellent and regular staff training to develop confidence, skills and commitment.
- **Character Caught:** modelled character, staff responsibilities, relationships and social interactions, compassion and kindness in abundance. *Quality of communication is paramount.*
- **Character Sought:** children actively developing character need the opportunities to challenge themselves – community service, collaboration, leadership, extra-curriculum opportunities

## United Kingdom Inspection Framework (Ofsted)

- Inspectors will look at how : -  
*‘the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy’.*

## United Kingdom Inspection Framework (Ofsted)

- inspectors' judgements in this area (character and personal development) will take into account how schools are: -
- *'developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation 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'.*

# Department for Education

Published 5 November 2019

From: [Department for Education](#)

Applies to: **England**

## Documents



### [Character education framework](#)

Ref: DfE-00235-2019  
PDF, 404KB, 33 pages

## 6 Character School Benchmarks

### 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?

## 6 Character School Benchmarks

### **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?

## 6 Character School Benchmarks

### 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?



## 6 Character School Benchmarks

### **D How good is our co-curriculum provision**

- 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?

## 6 Character School Benchmarks

### **E How well do we promote the value of volunteering and service to others?**

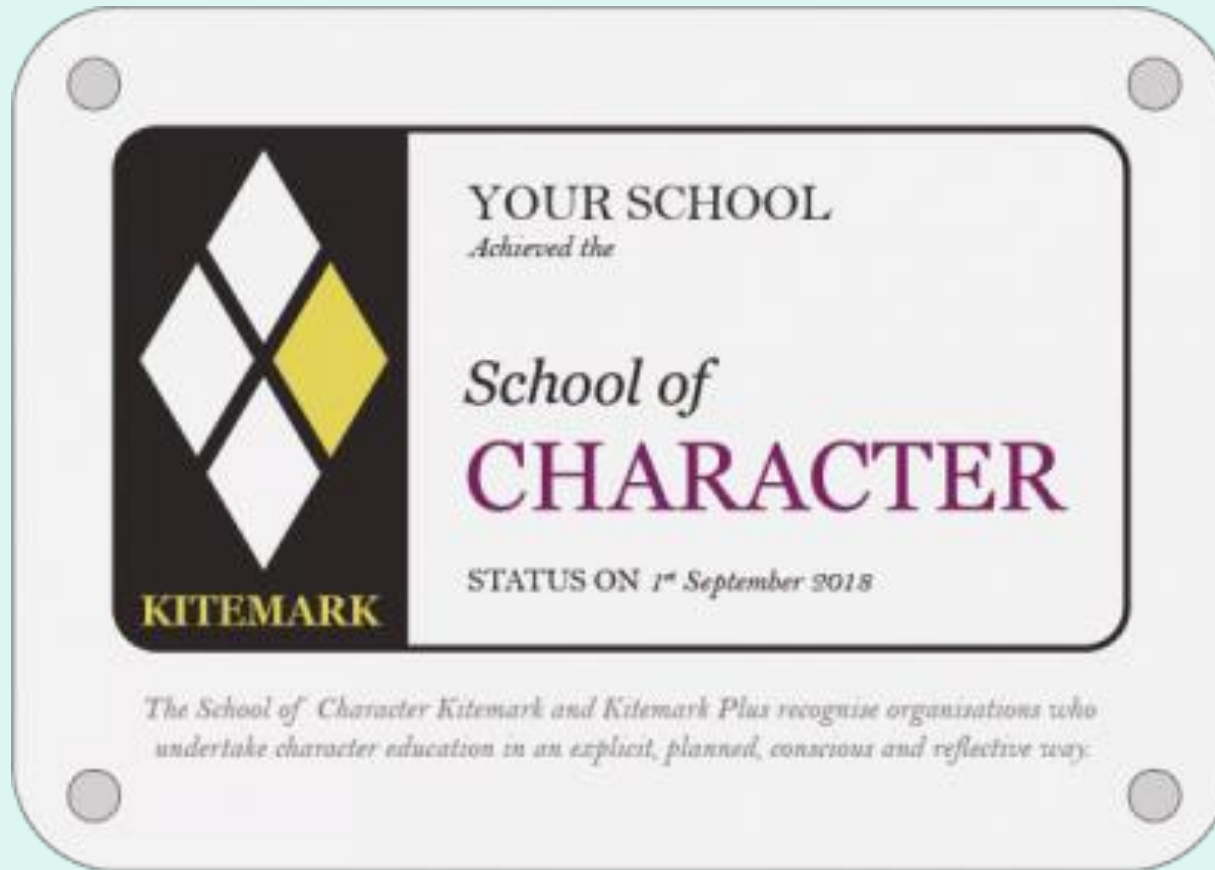
- Are age-appropriate expectations of volunteering and service to others clearly established?
- Are opportunities varied, meaningful, high-quality and sustained over time?
- Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded.

## 6 Character School Benchmarks

### **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?

# Feedback from Character Kitemark Assessments

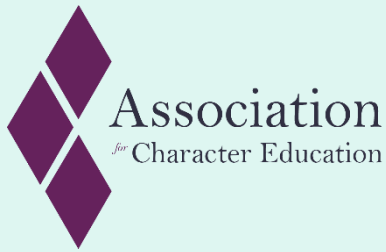




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# Leadership Fundamentals

- Model expectations at every level – high visibility about the school
- Focus on simple, clearly understood expectations that are consistently repeated – establish excellent routines and expectations and move away from a sanctions led approach. No excuses.
- Curriculum – the fundamental building block. Do staff know our expectations (knowledge based, scaffolding forward, reflects our values, accessible and consistently taught)?
- Relentless focus on staff training and *personal/professional* development



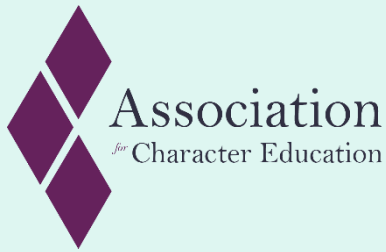
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# What do we want from our leaders and teachers?

- “when acting as role models for the young, how we behave is as important as what we do”. **Ethical Leadership Commission**
- Courageous conversations – do they really happen?
- Do leadership decisions stand the “phronesis test”?
- Do we understand the principles and virtues which drive our school’s culture and ethos?
- What is the Principal’s driving ambition?
- **Professor Richard Layard** – “time spent with immediate boss is twice as important as anything else”

## Common themes (schools) organisations which are failing

- Weak and ineffective leadership characterised by manipulation, fear and blame
- Punitive actions dominate – staff appraisal, sanctions driven behaviour systems, blame culture is rife
- A focus on procedures and actions rather than fundamental values, communication and relationships
- Inspection regime or performance driven – examination and associated metrics are the only measure of success
- An unrealistic claim of a “clear ethos and culture”
- Aggression, conflict and negativity dominate all relationships within the community
- Poor attendance – staff and students. Well-being and contentedness is very low

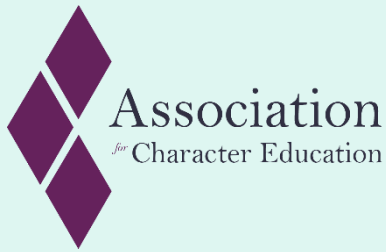


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## Common Traits of Successful Schools of Character

- **Empathy for others:** putting yourself in the position of others, empathy isn't just an essential human emotion — it's also paramount for making sure your efforts are meeting the right needs
- **Focus on strengths and positive attributes:** avoid negativity or unconstructive criticism, create shared purpose
- **Trust:** Exists in all relationships within the school - *“to earn trust, money and power are not enough; you have to show concern for others. You can't buy trust in the supermarket”* His Holiness, The Dalai Lama
- **Sincerity and authenticity** – to say one thing and do another is incongruent and destroys trust
- **Openness and vulnerability in Leaders** – this is vital and exhibits strength rather than weakness
- **Outstanding communication skills** – highlighted by a clear communication strategy

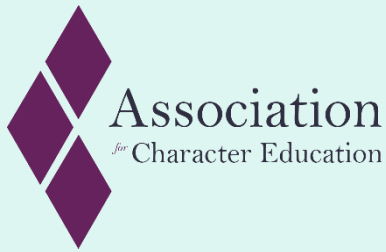




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# Feedback from Character Kitemark Assessments

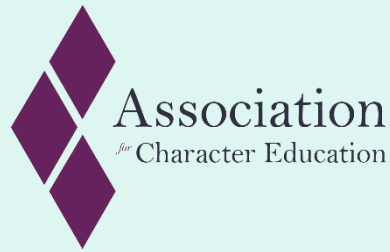
- The Principal or Headteacher is the driver and ultimate pivot for all success
- Focus on 3 basic fundamental traits or defined values
- Interwoven throughout the school – website, displays, common language, communication with community
- *Integral part of the curriculum – planned, bespoke course reflecting the context of the school and the nature of the community it serves*
- Behaviour – all of the schools visited have “outstanding behaviour” based upon students making the right choices and not sanctions driven
- Student voice is significant – as are their opportunities to test and stretch themselves (leadership, planned experiences, testing challenges, community and charitable service)



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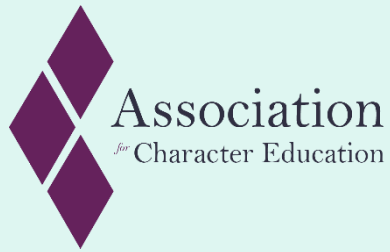
# Feedback from Character Kitemark Assessments

- Leadership is dedicated to character development as the overriding priority
- Investment in quality of relationships is fundamental
- Defined character development for parents, students and staff
- Staff work autonomously and with determination and energy
- Staff enjoy regular training, often as a “drip feed”, and always led and driven by other colleagues
- Recruitment becomes easy – staff chose to work in a values driven organisation which they see as investing in their well-being and work-life balance
- Leadership builds capacity throughout and develops a “critical mass” at all levels
- Clarity of communication of values is a very high priority – common language and vocabulary constantly repeated without embarrassment.



## Ben Laker et al Sustainable Leadership

“Our study of the actions and impact of 411 leaders of UK academies actions found that only 62 of them managed their turnaround successfully and sustainably transformed their school. While other leaders managed to create a school that looked good while they were there, but then went backwards, these 62 leaders built a school that continued to improve long after they’d left. We call them Architects, because they systematically redesign the school and transform the community it serves”



## Character Education: Impact on Behaviour and Attitudes to Learning

- Evidence obtained from “Schools of Character”
- Relationships and communication strategies are paramount

# Character and Effective Behaviour

- DfE (department for Education UK) Survey 2013 (Teacher Voice) ... most common factor leading to poor behaviour was poor parenting and/or lack of parental support (72% of teachers)
- 20% of teachers considered that low aspirations and deprivation were significant factors in causing poor behaviour
- Over 90% of secondary teachers felt that their school had a clear behaviour policy
- One in three (30%) felt they could not discuss behaviour problems with other members of staff
- Surveys since 2013 have generally shown slight improvements in behaviour BUT behaviour problems remain one of the greatest sources of stress and anxiety for teachers

## Character and Effective Behaviour: Feedback from schools

- “we can improve behaviour by more consistent application of our behaviour policies”
- “If detentions were 2 hours instead of only 1 hour – behaviour would certainly improve”
- “Too many of our pupils do not respect what teachers tell them – they find it hard to listen and accept authority”
- “Many of our pupils speak rudely to staff, it should not be permitted”
- “The Senior Leadership (SLT) do not take enough responsibility for behaviour management”
- “The SLT should be more prominent around the school and take a greater burden from staff”

## Character and Effective Behaviour

- “It was clear that there was a lack of respect between students but also between staff and students in school. I met with around 200 students in multiple focus groups to discuss with them what values were and what were the values of the school. The discussion focused around students thinking that an “instruction” for example, standing quietly when lining up, was a value and none could tell me what the values of the school were” Vice Principal (large secondary school – special measures to outstanding in 2 years)

## Character and Effective Behaviour

- “We have worked tirelessly to improve the boys’ behaviour over the past 18 months. We developed a consistent and rigorously applied behaviour policy and sanctions were imposed without fail and often severely.
- “the difference between our school and this one is that here the students choose to behave well, our boys only behave whilst the sanctions spotlight is shining on them”. [Principal of a large boys school in a relatively deprived area.](#)



## Tom Bennet March 2017

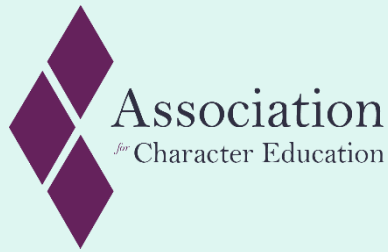
### “Creating a Culture in Schools”

- “A student’s experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces”
- ... “strong leadership could offer even greater possibilities for driving better behaviour in schools. How a school was run was an even greater determinant of school behaviour than any one of a number of well-trained staff working in isolation”.

## Tom Bennet March 2017

### “Creating a Culture in Schools”

- “The key task for a school leader is to create a culture - usefully defined as ‘the way we do things around here’ - that is understood and subscribed to by the whole school community”
- “Cultures require deliberate creation. A key role of leadership is to design a detailed vision of what the culture should look like for that school, focussing on social and academic conduct. Expectations must be as high as possible, for all”
- The three R’s : ROUTINES (SOCIAL NORMS), REACTIONS AND RESPONSES AND RELATIONSHIPS.



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## Schools with “outstanding behaviour”, regardless of their context, share common traits.

- **Simple and very clear expectations, boundaries and limits.** These are carefully and regularly explained, focusing on how such expectations benefit both the individual and the community.
- **A focus on choosing to behave well** rather than being forced to behave in an expected manner.
- **High quality relationships** – mutual respect, careful consultation. Calm interactions, attentive listening and an absence of stress induced confrontations.
- **A common language** which builds confidence and allows everyone within the community to understand frequently reinforced values and moral standards. *There is considerable pride in the community values and no hesitation in communicating them.*

## Cultures to Avoid

- **Toxic** – Significant numbers of teachers focus on the negative aspects of the school's operations and personnel, using these flaws as justification for poor performance.
- **Fragmented** – Teachers function as individuals with classroom doors staying closed and teachers having their own territory and for the most part liking it that way.
- **Political** – Collaboration occurs only among like-minded staff. Teachers may recruit colleagues forming cliques that compete for position, resources, and territory. Stronger cliques may bully others.

## Cultures to Avoid

- **Contrived-Collegial** – Leadership may generate contrived collegiality when they enforce collaboration: expecting teachers to meet and discuss student progress and then file a report to prove they did. A contrived element maybe a necessary starting point for change but teacher ownership of collaboration needs to be fostered.
- **Comfortable-Collaboration** – A congenial culture exists, that values cooperation, courtesy, and compliance. Teachers may hesitate to voice disagreement with one another for fear of hurting someone’s feelings. *“In the comfortable school culture it’s more important to get along then to teach effectively”*

## Routines

- They must happen automatically without undue prompting – for example, consistent starts to lessons, lining up, walking on specific sides of the corridor
- What examples of “routines” are prevalent in your school?
- Is there anything wrong with the statement which follows ?

“all assemblies should promote and encourage good behaviour”

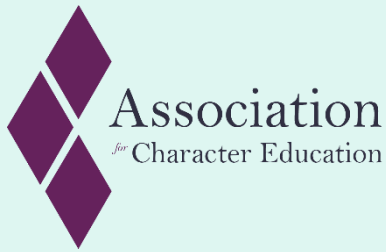
## Reactions and Responses

- Is there a clear definition of inappropriate behaviour? Does everyone share the same definition? Are ALL children challenged when displaying unacceptable behaviour, do all staff apply the **same** response?
- Is there is a **consistency** in communications and responses to inappropriate behaviours?

# Relationships

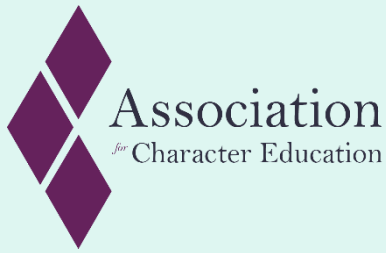
- Must be built on trust, dignity, support and individualised responses
- Is stress minimised and anxiety eliminated?
- Is there a clear rubric defining how to respond and communicate with parents?





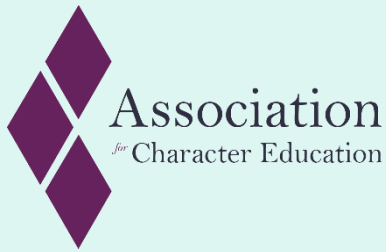
## Sanctions and Rewards

- This is where many schools fail.
- Are all inconsistencies and variations eliminated?
- Certainty of response is much more important than the severity of the sanction.
- Is staff training and enforcement consistently maintained and revisited?



## Link with Effective parenting Styles

- Permissive
  - Authoritative
  - Hands – off
  - Authoritarian
- 
- 50 years of research – the most successful style is Authoritative (authority with love and understanding)
  - Results in children who are academically strong and emotionally resilient.



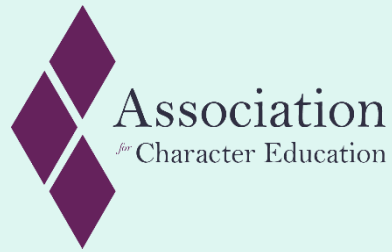
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## Link with Effective parenting Styles

- The most successful or “kitemark Plus” schools actively invest in their local community, taking every opportunity to communicate their values and character provision and aims.
- Many schools run innovative and accessible opportunities or workshops for parents so that they are fully engaged.
- These schools have carefully and thoroughly researched the context in which the school works and understand the specific “nuances” of the community they serve.

# Parent Dilemma 1

- You wish your child to become more understanding of the value of money. You provide them with an allowance of £20 per month (for non essentials). They enjoy the fact that they have been trusted to manage their own affairs.
- The system works well for two months.
- They come to you during the 3<sup>rd</sup> week of the following month (with only £5 left) saying that they need to attend their best friend's birthday party at Pizza Express and they need £15 ... what do you do?



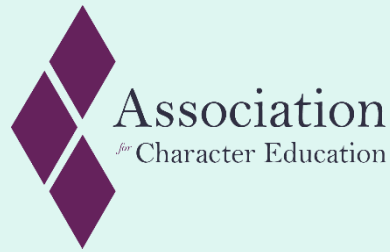
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# Parent Dilemma 2

- Your son in year 5 has been doing very well at school and is well-behaved and works hard in class. He is always polite and is delightful at home.
- After he starts going around with a group of different boys from the parallel class, you notice a distinct change in his attitude. He is now frequently rude and challenging to you and you have caught him using foul language on more than one occasion. You receive a letter from school indicating that he truanted one afternoon with these boys.
- What is your strategy to deal with this?

# Parent Dilemma 3

- Your child is excited about transition to secondary school and is pleased that her best friend is also going to the same school (they have been inseparable for the past 2 years)
- Your daughter comes home one evening in October and is distraught as she comments that “she has been dumped by her best friend who is now going around with a group of other girls”
- Your daughter wants you to ring the child’s mother to find out why she no longer wishes to be friends.
- What do you do?



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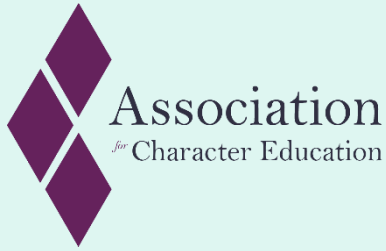
# Parent Dilemma 4

- You have joined a facebook group that includes many parents from your child's class at school. It is useful to check dates and issues associated with what is going on at school
- One evening, a parent writes on the group chat that their child is being "picked on" by another child in the class and they name the child. The parent is very angry and is abusive to both the alleged bully and the parent.
- How would you react?

## Examples of “moral dilemma” situations used in training scenarios

- The following slides contain some examples of “moral dilemma” situations in a number of contexts.
- These slides represent a very small sample from a wide range of training materials that can be used with parents, teachers, support staff and school leaders.
- Similarly, many schools use an appropriate range of similar materials with their pupils in multiple contexts – PSHE lessons, character lessons or tutor sessions. The creativity and varied contexts of the material used is considerable.





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## Kings Langley School Hertfordshire

- **“STICKABILITY”**: application even when it is too hard, or boring or easier to do something else
- **SELF REGULATION** : control what is said and apply self discipline to all situations (personal responsibility)
- **EMPATHY**: put yourself in the position of others and feel what they are experiencing
- **PLEASURE** and **HAPPINESS** – what is the difference?
- *This school regularly trains staff in a parallel scheme with pupils*

## Develop Character Together: Empathy Two week schedule

Pupil (student)	Teacher
Kindness (empathy) and courage	Kindness (empathy) and courage
<ul style="list-style-type: none"> <li>You will regularly thank both staff and other students when they have helped you out.</li> <li>You will have a friendly conversation with someone you do not know or have had little contact with before (form time, break time or lunch periods).</li> <li>You will seek to challenge anyone who you see exhibiting unkind or rude behaviours towards others</li> <li>You will open doors for other students and staff and offer them a smile and a friendly greeting</li> </ul>	<ul style="list-style-type: none"> <li>Staff will not make students line up but welcome them at the door of the classroom as they arrive. “Teeth and Greet” and engage with a portion of the students – direct conversation showing <i>personal</i> interest.</li> <li>You will seek to challenge (politely and with understanding) any colleague who you witness speaking to a child in an aggressive or challenging manner – this includes inappropriate body language.</li> <li>You will open doors for other students and staff and offer them a smile and a friendly greeting</li> </ul>

# Develop Character Together

Pupil (student)	Teacher
<p>“Stickability”</p>	<p>“Stickability”</p>
<p>When you are stuck use the 6B's :</p> <p><b>Be brave and have a go</b></p> <p><b>Be still and think</b></p> <p><b>Backtrack through your work</b></p> <p><b>Buddy – ask a friend</b></p> <p><b>Bits and bobs – look at resources</b></p> <p><b>Boss – ask a teacher or adult</b></p> <p>Go back and look through teacher's marking.</p> <p>Take on board feedback, so make corrections; do redrafts;</p> <p>Put your hand up and answer questions, even if you are unsure if you know the right answer.</p> <p>In fact, do not only answer questions, ask them!</p>	<p>Ensure students have access to the first 5 Bs, and they have tried all five others before “Boss”</p> <p>Ensure all students have activities that they have to work on independently and are challenging to them as individuals!</p> <p><b>Ensure work is marked every 2 weeks at least, and clear feedback has been given to what has to be improved.</b></p> <p>Give thinking time to students, and use strategies such as “Think, pair, share”. Allow students to feel safe when asking or answering questions. Try to use incorrect answers as a learning tool for the whole class.</p>

# Develop Character Together

Pupil (student)	Teacher
Self-Regulation	Self-Regulation
<p>Take yourself and your lessons seriously: attend school and be punctual; wear your uniform with pride; have your books and equipment and be ready to work</p> <p>Check “show my homework”, complete and hand in homework within deadlines and to a high standard</p> <p>Take responsibility for your own learning by demonstrating good behaviours and initiative that will support your progress in lessons</p>	<p>Model these points.</p> <p>Ensure you are “challenging” students regarding these points in a fair and balanced manner.</p> <p>Set, remind, collect and check homework. Mark it within a week and where standards of work are not high enough, follow up with the student.</p> <p>Plan and execute good lessons, which engage and enthuse students.</p> <p>Challenge poor behaviours for learning in a fair, measured and calm manner and praise good behaviours for learning.</p>

# Develop Character Together

Pupil (student)	Teacher
Empathy	Empathy
<p>Be able to work with other students and accept that other students' ideas and thoughts may differ from yours, but will have value and are worth consideration</p> <p>Understand that other students might be struggling in lessons for unknown reasons, do not be drawn into "following" bad behaviours but instead support and encourage them to re-engage with the work</p>	<p>Plan group work activities, and regularly mix up working groups.</p> <p>Have tasks planned that encourage students to debate and discuss ideas with each other such as De Bono's 6 hat thinking</p> <p>Know your students and get to know their moods. Use other students to buddy up to try to avoid disruption before it starts.</p>