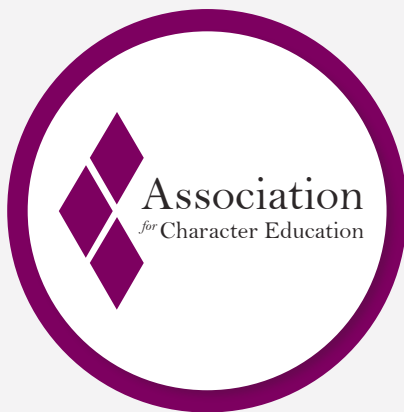
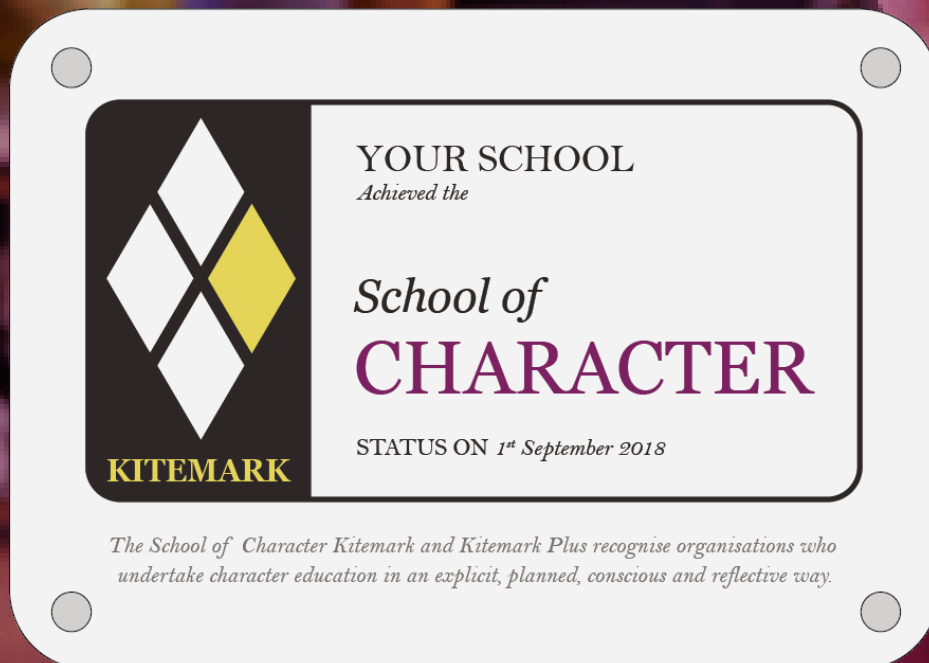




Schools of **CHARACTER**



Information Pack

The School of Character Kitemark and Kitemark Plus recognise organisations who undertake character education in an explicit, planned, conscious and reflective way.



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Thank you for your commitment to Character Education

The Schools of Character Kitemark or Kitemark Plus is awarded to schools and colleges that can demonstrate that they take an **explicit, planned and reflective approach to the cultivation of positive character qualities in their pupils** in the interests of human flourishing. There are two levels of award – the Kitemark and Kitemark Plus. The Kitemark is run by the Association for Character Education (ACE).

The process of being awarded one of the Kitemarks is formative; it is designed to help schools or colleges develop and enhance their character education provision. As such, the aim of the award is not just the recognition of good practice, but also to support schools to develop desirable character qualities that contribute to individual as well as broader societal flourishing.

Schools or colleges applying for one of the Kitemarks initially undertake a self-evaluation against four criteria. Following the self-evaluation a member of the ACE team will visit your organisation to carry out an audit of your self-evaluation to confirm if it meets the Kitemark requirements. During this visit, schools or colleges will also be offered professional support and advice to help them develop their programme of character education.

All schools that meet the requirements of one of the Kitemarks will be presented with a school success package consisting of a Schools of Character plaque and a report that includes recommendations, use of the Schools of Character logo and a press release template. Recognition lasts for three years before becoming due for re-assessment.



Gary Lewis

Headteacher, Chair of the
Association for Character Education



Dr. Tom Harrison

Secretary,
Association for Character Education

1. Instructions for applying for a School of Character Kitemark

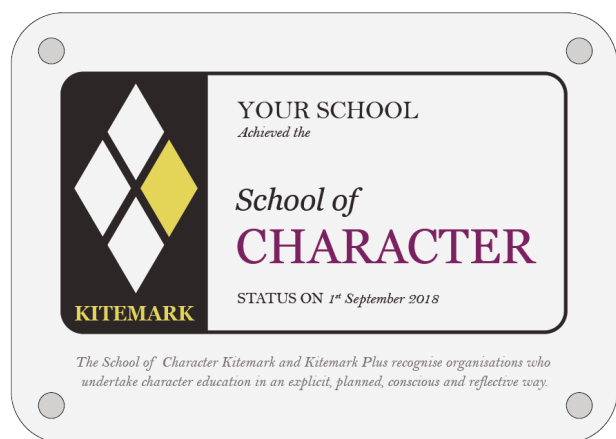
1. Join ACE – only ACE members are eligible to submit an application. Joining ACE is seen as a demonstration of the organisations commitment to character education. To Join the Association please visit www.character-education.org.uk/membership.
2. Contact the Kitemark administrator (admin@character-education.org.uk) to register your intention to apply for one of the Kitemarks. On receipt of approval to continue with your application, complete the steps below.
3. Conduct a self-evaluation of your school / college based on the Kitemarks Framework. You should provide an overall statement (up to 500 words) and evidence in the form of bullet points against the four criteria.
4. Submit you application along with the fee of £750. The fee covers the cost of administrating the Kitemark, a one day visit from the evaluator who will offer support and advice, a written report after the visit which will include recommendations and the Kitemark plaque.
5. Fees can be paid by invoice which will be sent on receipt of your application.
6. Applications should be submitted electronically to:
admin@character-education.org.uk.

2. Levels of Kitemark

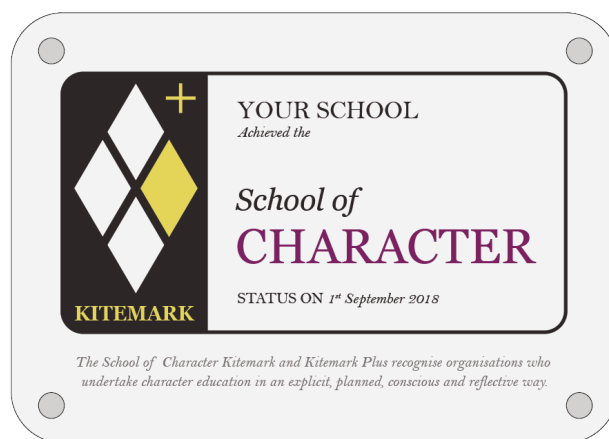
Schools can apply for the Kitemark or Kitemark Plus.

Schools or Colleges that meet the Kitemark Framework can demonstrate that a range of explicit character education activities / approaches are being undertaken over a period of time.

Schools or Colleges that meet the Kitemark Plus Framework can demonstrate that over a sustained period of time the successful implementation of an enhanced range of explicit character education activities and approaches. In addition, new and innovative ways to meet the criteria are in place or are being developed in the organisation.



KITEMARK



KITEMARK +

2.1. The Schools of Character Kitemark criteria

Schools and Colleges gain one of the Kitemarks by submitting a successful self-evaluation that is endorsed during an audit by a member of the ACE team. To be awarded the kitemark, organisations must demonstrate, based on a best fit judgment, that their character education provision meets the following four criteria.

Criteria A: Character education is explicit in the school or college ethos, culture and vision

This criteria focuses on **caught** character education through emphasising the atmosphere and environment of a school, as well as how the development of character and virtues are embedded within the expectations placed on students, staff and the senior leadership team.

Criteria B: Character Education is explicit in the formal and non-formal curriculum

This criteria focuses on the **taught** aspects of character education; how is character education embedded within lessons, throughout the school day and in extra-curricula activities.

Criteria C: Leaders and staff in schools and colleges adopt a conscious, planned and reflective approach to character education

This section considers leaders across the school and their approach to character education; including governors, senior leadership teams, staff and pupils.

Criteria D: Character education is undertake in partnership with the local School Community

This criteria considers the connections that schools / colleges have with external organisations and individuals and the opportunities these present for students to develop their character. Partnership with parents is also a part of this criteria.

3. Kitemark Framework : Overview of the Four Criteria

3.1. Criteria A: Character education is explicit in the school or college ethos, culture and vision

Area	Kitemark	Kitemark +
<p>Explicit in the school or college ethos, culture and vision</p>	<p>The school / college has chosen an initial set of character qualities to focus on and has begun to consider how to embrace them by linking them to the school ethos/mission statement.</p> <p>The set of character qualities have become 'everyday language' within the school being used by staff and students and is seen in assemblies/speeches/displays etc.</p> <p>Character education is explicitly mentioned in School Improvement Plans and the enactment is led by a named individual (either Head teacher or supported by the Head teacher).</p> <p>The school's chosen character qualities are visible around the building and are in classroom displays.</p> <p>Observation of the physical environment shows that the school is putting into practice its chosen character qualities.</p> <p>Staff use the language of the character qualities with pupils to support the development of the best possible behaviours and attitudes which encourage a more positive atmosphere and raised expectations.</p>	<p>The ethos created by the chosen character qualities is woven into policies and other paperwork such as the school prospectus; website; schemes of work.</p> <p>The whole school community is seen to actively embrace and action the school ethos and its core character qualities.</p> <p>Character is a focus in all departmental or pastoral improvement plans encouraging all staff to be involved in character development.</p> <p>The school's character qualities are integrated into all relevant areas of the school. Students and staff are seen actively caring for their environment</p> <p>Staff and students create a positive atmosphere by demonstrating good behaviours and attitudes linked to the increasing expectations across the school due to links to the different character qualities.</p> <p>The atmosphere of the school is one of happiness and fulfilment with the whole school community thriving on high expectations linking to the character qualities in all areas across the school.</p>

3.2. Criteria B: Character Education is explicit in the formal and non-formal curriculum

Area	Kitemark	Kitemark +
<p>Explicit Character in the formal curriculum</p>	<p>The teaching/development of character is explicit in one or more activities / programmes aimed primarily at the cultivation of character qualities.</p> <p>Development of character is also visible beyond stand-alone character programmes and linked to several areas of the curriculum in more than one year group.</p> <p>Assembly topics are linked to the character programme in other areas. During form time, tutors support the work on character with a registration programme. Themed days link to other character work in other areas</p>	<p>There is a planned and co-ordinated approach to the explicit teaching of the character qualities for most year groups, which is linked to many areas of the curriculum where the qualities can be discussed and reflected upon in context.</p> <p>The whole school has a co-ordinated programme for the teaching of explicit character qualities which is progressive, but opportunities are taken wherever available to further debate and discuss the character qualities.</p> <p>Both assemblies and registration programmes link to the co-ordinated approach to character, ensuring that students are get an all-round experience of the focused character qualities.</p> <p>Themed days bring a sense of cohesion around the work involving character as they link to other co-ordinated approaches.</p> <p>Students are totally immersed within the co-ordinated character programme with leaders and tutors supporting development of the character qualities through differentiated and progressive assemblies, registration programmes and themed days.</p>

Area	Kitemark	Kitemark +
<p>Explicit Character: extra-curricular</p>	<p>The school reviews available extra-curricular activities and assesses their link to character education. The school offers a variety of after school clubs/activities, and runs several day visits, holidays or residential trips where the focus on character is planned and reflective.</p> <p>The school actively encourages students to engage with its extra-curricular programme encouraging regular attendance and commitment as well as looking to regularly increase opportunities for students to support the development of the school's chosen character qualities.</p> <p>The school has a programme that encourages volunteering and service for at least one or two year groups. The pupils are encouraged to engage, discuss and reflect on the civic and moral virtues linked to these situations.</p>	<p>The school actively recruits students who have not engaged with the extra-curricular programme by either offering bespoke activities or supporting the pupils to overcome any possible difficulties which stop them from attending. This should ensure most pupils are engaged at some level and have the opportunity to develop their character qualities in practice.</p> <p>The school tracks pupils' engagement and monitors development of pupils' virtues in practice.</p>

3.3. Criteria C: Leaders and staff in schools and colleges adopt a conscious, planned and reflective approach to character education

Area	Kitemark	Kitemark +
<p>Senior Leaders</p>	<p>The Headteacher takes a proactive and positive approach to character education and is seen visible champion for it. He headteacher regularly monitors the character education provision of the school.</p> <p>Senior leadership use character education to support the development of other staff such as in staff induction programmes.</p> <p>Staff are offered and attend CPD sessions on character education.</p> <p>Character education is explicit in the recruitment process of new staff.</p>	<p>All senior leaders, by engaging with continuous professional development based around their own character as well as others, become more reflective which in turn builds capacity amongst the team.</p>
<p>School Staff</p>	<p>Staff comply with the expected behaviours and use the language of character development to encourage these behaviours in students.</p> <p>Staff teach and follow the character programmes, as given to them.</p> <p>Many of the staff take a further interest in development of character and research/read more about the subject, whilst reflecting on the teaching of the character qualities to the students.</p>	<p>Staff plan lessons and encourage students to show a good level of autonomy and independence in their learning, having a great understanding of intellectual and performance virtues and demonstrate good sense in lessons.</p> <p>Staff are self-reflective and consider areas in which they could develop their own behaviours linked to the character qualities, demonstrating practical wisdom. They support the rest of the school community with development of their character qualities.</p>
<p>Pupil Leadership</p>	<p>There are opportunities for pupils to take up positions of leadership e.g. school council which is organised and led by staff. A focus on character is visible in these activities.</p>	<p>Pupil leadership programmes link to most aspects of the school, including curriculum, involving a large proportion of the pupils. Improved leadership is seen in all year groups and most projects are student led demonstrating intellectual, moral and civic and performance virtues.</p>

Area	Kitemark	Kitemark +
Governors	<p>Governors support the introduction of a character programme and actively endorse the school's character qualities and links to the school ethos. They hold the senior leadership team to account on the school character education provision.</p>	<p>Governors understand what the expected behaviours and ethos are for both students and staff, and are able to use the language and challenge where required.</p> <p>Governors are able to model the language and behaviours linked to the school ethos, and are able to support and challenge the character work and ethos of the school.</p>

3.4. Criteria D: Character education is undertaken in partnership with the local School Community

Area	Kitemark	Kitemark +
Parents	<p>Parents are regularly informed and aware of the school's ethos and importance of the key character qualities.</p> <p>Parents encourage their children to embrace the character qualities and support the school when these are challenged by their children.</p>	<p>The school runs character education activities that parents support and are involved in.</p>
Community Individuals and Organisations	<p>The school has good links to community organisations (including businesses and voluntary groups) and individuals in the local community and these are involved in the school approach to character education.</p>	<p>The school has a co-ordinated programme, which involves a large proportion of the school linking with the community. Pupils are expected to reflect on events considering character virtues.</p>

4. Evaluation Questions

4.1. Questions (and possible evidence) for demonstrating school ethos, culture and vision

	References to:	Teaching standards	OFSTED	DfE
Ethos	<p>Why were your initial chosen virtues chosen? Who was involved in the process? How will your virtues support your ethos? What would your 'ideal' school look like?</p> <p><i>Examples of evidence could be:</i> Mission statement, list of traits/virtues, photographs of displays, assembly plans, website, schemes of work, school prospectus, policies, student and staff voice, lesson observations, learning walks, visitor feedback.</p>	<p>Part1 2a 5bc 7abd 8a</p> <p>Part2 2</p>	<p>OE 125</p> <p>L&M 138</p>	<p>2a 3a 10b 12a</p>
School Improvement	<p>Is your character initiative seen to be embraced and led by the Head teacher? How many people are involved in driving the initiative? Have they enough capacity? How are the rest of the staff and students involved? How many? How often?</p> <p><i>Examples of evidence could be:</i> School Improvement Plan, Department Improvement Plan or Pastoral Improvement Plan, agendas and minutes, schemes of work and lesson plans.</p>	<p>Part1 2ab 3ab 4a-e 5a-d 6a-c 7a-d 8a-c</p>	<p>L&M 138</p> <p>OoP 170</p>	<p>2c 3a 4b 10b</p>
Environment	<p>Is your school ethos obvious to visitors? Where do you see your character ethos as you walk around the school, for example:</p> <ul style="list-style-type: none"> • Displays - do they have links to different virtues? • Behaviour - do students demonstrate good behaviour/manners? • Physical environment - does it look cared for/respected- any litter or graffiti? <p><i>Examples of evidence could be:</i> Photographs of displays, student and staff voice, visitor feedback, learning walks, character mentioned in the maintenance budget.</p>	<p>Part1 1ac 5c 7abd 8a</p>	<p>L&M 138</p> <p>PD 165</p>	<p>12a</p>
Expectations	<p>What are your ultimate goals in terms of behaviour and attitude? What are your non-negotiables? What are the challenges you are facing in reaching your ultimate goals?</p> <p><i>Examples of evidence could be:</i> Observation of behaviour and attitude in lessons and</p>	<p>Part1 1bc 2a 4a-c 5a-d 6a-c 7a-d</p>	<p>L&M 138</p> <p>QoT 152</p> <p>PD 164</p>	<p>3a 4b 10b 12a</p>

	References to:	Teaching standards	OFSTED	DfE
Expectations	around the whole school, staff and student voice, academic results, numbers of awards and successes (physical education, drama, extra-curricular, Duke of Edinburgh award scheme), attendance, totals of rewards and sanctions, including analysis of these – fluctuations/ decrease/ increase, are people smiling?	8a Part2 2	165 Eff 16-19 197	
Leadership	How does the character programme link to development of leadership within the school? Is this in more than one area? Is it part of meetings, middle or senior leadership training, new staff induction, continuous professional development programmes? <i>Examples of evidence could be:</i> Continuous professional development or other training/ induction programmes, questions from interviews, staff voice, outcomes from research/continuous professional development.	Part1 2ad 3ab 5a-d 6a-c 7ab 8abd	L&M 138 141	1ad 2a 3a 10b

4.2. Questions and possible evidence for the curriculum

	References to:	Teaching standards	OFSTED	DfE
Character programme	Are all programmes integrated and linked together? Is there a variety of explicit and implicit teaching of the virtues? Are both taught and caught approaches to character education evident/incorporated within the programme? Are there a variety of teaching styles allowing students to discuss, debate, consider ‘best choices’? Are pupils introduced to real-life dilemmas? <i>Examples of evidence could be:</i> Programmes and overview of provision, schemes of work, lesson plans, lesson observations, students’ language - are they using the character terms as a matter of course? Student confidence and responses - are they demonstrating knowledge and competence when demonstrating and discussing virtues?	Part1 1abc 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d	OE 133-136 L&M 138 QoT 152 156 Eff 16-19 197	11a 11b 11d 12a 12b
Assemblies, registrations and themed days	How are assembly topics decided? Who has an overview and how are these co-ordinated with the overall programme? Does the registration programme or any themed days link to the overall programme? Do the concepts and ideas get progressively more challenging as the students get older or as they re-visit a virtue?	Part1 1abc 2a-e 3a-c 4a-e 5a-d 6acd	OE 133-136 L&M 138 QoT 152	11a 11b 11d 12a 12b

	References to:	Teaching standards	OFSTED	DfE
Assemblies, registrations and themed days	<p><i>Examples of evidence could be:</i> Assembly programme, registration programmes, overview of provision including themed days, students and staff voice and self-reflections, student language and answers/ observations – are their answers using the appropriate language? Are they able to argue points from different perspectives? Are they able to make better choices?</p>	7a-d	Eff 16-19 197	
Behaviour for learning	<p>What are your rewards and sanctions routines and policies - do they link to your character virtues/school ethos? Do they encourage and allow students to reflect on possible options and make the right choices? Are staff using the right language and giving students choices, where appropriate, when faced with inappropriate behaviour? Are changes to behaviour for learning being noticed?</p> <p><i>Examples of evidence could be:</i> Reward and sanction analysis, observations of lessons and around school, student and staff voice.</p>	Part1 1abc 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d	L&M 138 141 PD 165 Eff 16-19 197	4a 11a 12a 12b

4.3. Questions and possible evidence for learning outside the classroom (LoTC)

	References to:	Teaching standards	OFSTED	DfE
Extra-curricular	<p>What provision do you have for students and how does this link to character education? Do all students have access - if not, what can be improved? Do all students want access - if not, what is holding them back? How can this provision be tracked? Do students ever reflect or consider the development of their skills within these areas?</p> <p><i>Examples of evidence could be:</i> Extra-curricular programme, student and parent voice, attendance records, tracking data, analysis of tracking data, student passports or similar concept.</p>	Part1 1abc 2bc 4bce 5a-c 6bc 7a-d Part2 1a (i),(ii)	OE 133-136 L&M 138	5c 5d 11d 12a 12b
Service and volunteering	<p>How are students encouraged to volunteer or give service? How are they made aware of the different possibilities? What links does the school have for students to access? What tracking of these events takes place within school?</p> <p><i>Examples of evidence could be:</i> Feedback from institutions where service or volunteering has taken place, flyers/ photos of noticeboard where students are given possible information, student voice, tracking information.</p>	Part1 1b 2ce 4bce 5a-d 6bc 7ad Part2 1a (ii) (iii) (iv)	OE 133-136 L&M 138 Eff 16-19 197	5d 11d 12a 12b

	References to:	Teaching standards	OFSTED	DfE
Student leadership	<p>What are the opportunities available in your school for students to develop or demonstrate leadership? Do all students have access to these? How are these actions by the students recorded and tracked? How do you encourage all students to get involved?</p> <p><i>Examples of evidence could be:</i> Programme of student leadership opportunities, tracking of students' activities, student voice, observation and students' language - do they show greater leadership capacity and are their skills improving? Parent and staff voice; this could include records of parent and teacher meetings, or meetings of the School Council.</p>	<p>Part1 1abc 2bce 4bc 5a-c 6cd 7a</p> <p>Part2 1a (i) (iii) (v)</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>Eff 16-19 197</p>	<p>5c 5d 12a 12b</p>

4.4. Questions and possible evidence for community and other links

	References to:	Teaching standards	OFSTED	DfE
Community links	<p>What community links does the school have and what is their impact? Which students are involved in them and how is this developing their behaviours or good sense? How do these integrate into an overall plan or programme? How are these events recorded and tracked? How are students who have not engaged encouraged to get involved?</p> <p><i>Examples of evidence could be:</i> Feedback from community establishments, student voice, tracking, programme or project information, calendar of events, news articles.</p>	<p>Part1 1a-c 2ae 4bc 5bc 6d 7ab 8ab</p> <p>Part2 1a (ii)</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>Eff 16-19 197</p>	<p>2d 10b 11d 12a 12b</p>
Business links	<p>How is your school linking businesses and industry? What programmes are available and who has access to them? How is this information tracked? How are all students encouraged to get involved? Does the school support the businesses and industries as well as the other way around?</p> <p><i>Examples of evidence could be:</i> Feedback from business/industry, student voice, tracking, programmes and calendar of events, offsite provision, work experience.</p>	<p>Part1 1a-c 2ce 3b 4bc 5bc 6d 7ab 8ab</p> <p>Part2 1a (ii)</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>QoT 152</p> <p>PD 165</p> <p>OoP 171 186</p> <p>Eff 16-19 197</p>	<p>2d 8b 10b 11d 12a 12b</p>

	References to:	Teaching standards	OFSTED	DfE
Educational links	<p>How does your school link with other schools? Are you supporting character development or the writing of programmes in another school or vice versa? Are you working on joint programmes/ Continuous Professional Development with other schools? Are your plans with these other schools jointly planned and link into the curriculum/ staff development programme?</p> <p><i>Examples of evidence could be:</i> Staff and student voice, school feedback, programme or project details, tracking of outcomes, joint plans.</p>	<p>Part1 1a-c 2abce 3b 4bc 5a-d 6b-d 7ab 8a-c</p> <p>Part2 1a (ii)</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>QoT 152</p> <p>PD 165</p> <p>OoP 171</p>	<p>1b 1c 2d 8c 10b 11d 12a 12b</p>
University/apprenticeships links	<p>What links does your school have with universities? How many students have access to these programmes? What regular events can be linked to the curriculum? What events can be found to allow more students to access working with universities? How are staff encouraged and supported to participate?</p> <p><i>Examples of evidence could be:</i> Staff and student voice, university feedback, programme or project details, tracking of outcomes, number applying to university or further education, number of staff accessing further education or action research/continuous professional development.</p>	<p>Part1 1a-c 2abce 3b 4bc 5a-d 6b-d 7ab 8a-c</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>QoT 152</p> <p>PD 165</p> <p>OoP 171 179</p> <p>Eff 16-19 197</p>	<p>1b 1d 2d 8b 10b 11d 12a 12b</p>

4.5. Questions and possible evidence for whole school community (governors and staff)

	References to:	Teaching standards	OFSTED	DfE
Governors	<p>How have governors been involved with the introduction of the character programme and the set of virtues? What training and support have they received? How do governors support/promote/demonstrate the character virtues?</p> <p><i>Examples of evidence could be:</i> Governors' voice, governors' meeting agendas and minutes, observations of governors with student and staff voice. This could be through the use of a variety of methods and could include records of meetings or student and staff surveys.</p>		<p>L&M 138 145</p>	<p>2d 4c 10b</p>

	References to:	Teaching standards	OFSTED	DfE
Behaviours	<p>How have staff been involved in the development of the character programme and the initial set of chosen virtues? What training and support have they received regarding the expectations and modelling aspects of the virtues?</p> <p><i>Examples of evidence could be:</i> Student and staff voice, observations of staff, training details and support programmes</p>	<p>Part 1 1ac 2ace 4a-e 5ac 6a-d 7a-d 8ab</p> <p>Part2 2</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>PD 164 165</p>	<p>10a 10b 12a 12b</p>
Teaching virtues	<p>How are staff guided to integrate certain virtues into their lessons? Are the virtues taught within context or is there some explicit discussion as well? How are staff using the language of the different virtues as part of their teaching and work around school- what changes have been seen?</p> <p><i>Examples of evidence could be:</i> Programme of targeted virtues, lesson plans, schemes of work, lesson observations, student and staff voice, observations around school.</p>	<p>Part1 1a-c 2a-e 3a-c 4a-e 5a-d 6a-d 7a-d 8a-c</p> <p>Part2 1a (iv) (v) 2</p>	<p>OE 133-136</p> <p>L&M 138</p> <p>QoT 152</p>	<p>10b 12a 12b</p>
Continuous professional development	<p>How does character feature in the continuous professional development programme? How are staff encouraged to read/research more about this? What training is in place to support staff with the development of their own behaviours linked to the virtues and how effective is it? Are staff encouraged to be self-reflective and consider how to adapt their own practice to develop their own personal virtues?</p> <p><i>Examples of evidence could be:</i> Continuous professional development programme, staff voice, overview of Performance Management Review, reading lists, staff behaviours.</p>	<p>Part1 1c 2ad 3ac 4de 5a-d 6a 8a-c</p> <p>Part2 1b 1c</p>	<p>L&M 138 141</p>	<p>1b 1c 1d 2d 10a 10b 12a 12b</p>

4.6. Questions and possible evidence for students and parents

	References to:	Teaching standards	OFSTED	DfE
Behaviour and attitudes	<p>Where and how are the expectations for behaviours and attitude translated to students? How are students reminded, especially when these expectations are not met? What does behaviour around the school look and feel like? What is the</p>	<p>Part1 1b 2ae 4a-c</p>	<p>OE 133-136</p> <p>L&M 138</p>	<p>11a 11b 12a 12b</p>

	References to:	Teaching standards	OFSTED	DfE
Behaviour and attitudes	<p>experience of staff of the atmosphere of the school?</p> <p><i>Examples of evidence could be:</i> Student and staff voice, visitor feedback, sanctions data, maintenance records/budget (less graffiti/damage to remove), students' appearance, learning walks, student council agenda and minutes, attendance data.</p>	5c 6b-d 7abd	PD 164 165	
Understanding and application of virtues	<p>To what extent did the students contribute to the school's choice of virtues and their definitions? How are students encouraged to engage with them? Do all staff encourage students to use the language of the virtues? Are students encouraged to consider arguments for and against situations, before considering what the best course of action is?</p> <p><i>Examples of evidence could be:</i> Student voice, lesson observations, observations of other events, clubs and trips, sanctions and rewards data.</p>	Part1 1b 2ace 4a-e 5a-d 6b-d 7ad	OE 133-136 L&M 136 QoT 152 PD 165 176 Eff 16-19 197	11a 12a 12b
Developing independence	<p>Are staff encouraging students to be more independent by using the intellectual and performance virtues in most lessons? Are lessons being planned that allow students to demonstrate their independent skills? What opportunities are there for students to take risks and make decisions?</p> <p><i>Examples of evidence could be:</i> Student voice, lesson observation, observation for other events, clubs and trips, progress data, homework analysis, parent feedback, staff voice.</p>	Part1 1b 2abce 4a-e 5a-d 6bd 7a-d	OE 133-136 L&M 138 QoT 152 PD 165 176 179 Eff 16-19 197	11a 11b 12a 12b
Parents	<p>How are parents informed of the school ethos and school virtues? What help is there to encourage parents to support the school virtues, even when their children are challenging them? How do parents know what behaviours to model and what to discuss with their children, based on the school virtues?</p> <p><i>Examples of evidence could be:</i> Parent feedback, Parent View, parenting programmes run by the school, newsletters, parent emails, decline in parental complaints.</p>	Part1 8d	L&M 138 140 QoT 152 PD 165	4c 11c

5. Example Self-Evaluation

The following questions have been developed to capture the perceptions of students, teachers and parents on school ethos. You may wish to consider these questions when thinking about conducting a self-evaluation of your school.

The questions are presented as a series of statements and respondents. You may wish to consider the extent to which you agree or disagree by using the following scale:



5.1. Self-evaluation statements

	Students	Parents	Teachers
1	Our teachers notice when we show care and kindness towards others.	Teachers at my child's school notice when students show care and kindness towards others.	Teachers at this school notice when students show care and kindness towards others.
2	In matters of discipline my school treats all students equally.	In matters of discipline the school treats all students equally.	In matters of discipline my school treats all students equally.
3	Bad behaviour that is affecting other students negatively is soon stopped at my school.	Bad behaviour that is affecting other students negatively is soon stopped at my child's school.	Bad behaviour that is affecting other students negatively is soon stopped at this school.
4	Most of the students at my school think it is important to show respect to the teachers.	Students at my child's school think it is important to show respect to their teachers.	Most of the students at my school think it is important to show respect to the teachers.
5	My teachers take the time to listen to me.	Teachers at my child's school take the time to listen.	Teachers at my school take the time to listen to students.
6	I would feel comfortable discussing personal problems with one of my teachers.	At my child's school, students feel comfortable discussing personal problems with their teachers.	At this school students feel comfortable discussing personal problems with their teachers.
7	I have to do my part for my school to be a good one.	Students and staff at this school realise that everyone has to do their part for the school to be a good one.	Students and staff at this school realise that everyone has to do their part for the school to be a good one.

	Students	Parents	Teachers
8	Trying hard is valued just as much as getting good results.	At my child's school, trying hard is valued just as much as getting good results.	When it comes to students' performance, trying hard is valued just as much as getting good results.
9	I feel grateful to teachers and other school staff for the work that they do on my behalf.	Students and staff display a sense of gratitude for work that others do on their behalf.	Students and staff display a sense of gratitude for work that others do on their behalf.
10	I demonstrate a sense of responsibility by upholding the rules of the school.	Students at my child's school demonstrate a sense of responsibility by upholding the rules of the school.	Students demonstrate a sense of responsibility by upholding the rules of the school.
11	My teachers influence me through their conduct.	Students in my child's school are influenced by their teachers' conduct.	Students in my school are influenced by teachers' conduct.
12	My teachers help me to understand what is right and wrong.	At my child's school, the teachers help students to understand what is right and wrong.	At this school, teachers help students to understand what is right and wrong.
13	At our school, students are encouraged to do what is right even in the face of outside pressure.	At my child's school, students are encouraged to do what is right even in the face of outside pressure.	At our school, students are encouraged to do what is right even in the face of outside pressure.
14	Being honest at all times is given great importance at our school.	Being honest at all times is given great importance at my child's school.	Being honest at all times is given great importance at our school.
15	Fairness is an important principle at our school.	Fairness is an important principle at my child's school.	Fairness is an important principle at our school.
16	At our school, students are taught to take responsibility for themselves.	At my child's school, students are taught to take responsibility for themselves.	At our school, students are taught to take responsibility for themselves.
17	I am praised when I am being a good person as well as when I am doing good work.	Students at my child's school are praised for being a good person as well as for doing good work.	Students are praised for being a good person as well as for doing good work.

	Students	Parents	Teachers
18	I notice that other students in my school demonstrate care, concern and respect for all in the school community.		Students in the school demonstrate care, concern and respect for all in the school community.
19	Overall, students at my school look out for each other.		Students at the school look out for each other.
20	I can see that the Head teacher talks to other teachers with respect.		The Head teacher talks to other teachers with respect.
21	I can see that other teachers really do respect the Head teacher.		At this school teachers really do respect the Head teacher.
22	At my school, we are encouraged to put the needs of others before our own.	At my child's school, students are encouraged to put the needs of others before their own.	

5.2. Collecting evidence as part of the self-evaluation

This self-evaluation framework has been structured to highlight direct links between the evidence you may collect and the requirements and criteria that are part of the Department for Education's Teachers' Standards (2011) and Ofsted's Common Inspection Framework (2015). Links are also made between this self-evaluation framework and the strategic priorities listed as part of the Department for Education's strategy 2015-2020: World-class education and care (2016). This cross-referencing is designed to support your school to make the most of the evidence it collects.

6. Your School of Character Kitemark Success Package

On completion of your successful evaluation visit, your organisation will be inducted as a School of Character and subject to a simple 3 year licence agreement which will provide the following benefits:

- Evaluation report to help you continue to strengthen character education in your organisation
- School of Character kitemark status logo for use as you see fit
- School of Character kitemark plaque
- School of Character press release template to help you promote your achievement and support the organisation of a local presentation
- Public recognition through the Association of Character Education (ACE).

7. References

Department for Education (2011) Teachers' Standards. Available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf (Accessed: 17 August 2016)

Department for Education and Skills (2016) DfE Strategy 2015-2020, World-Class Education and Care. Available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/508421/DfE-strategy-narrative.pdf (Accessed: 17 August 2016)

Ofsted (2015) The Common Inspection Framework: Education, Skills and Early Years. Available at www.gov.uk/government/uploads/system/uploads/attachment_data/file/461767/The_common_inspection_framework_education_skills_and_early_years.pdf (Accessed: 17 August 2016)

The Kitemark and Kitemark + criteria and supporting statements have been adapted from the Jubilee Centre for Character and Virtues Character Education Evaluation Handbook. You can download the Handbook here: www.jubileecentre.ac.uk/1721/character-education/teacher-resources/evaluation-handbook-for-schools.



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