



Dunchurch Boughton Infant C of E Academy and Nursery

Character Development

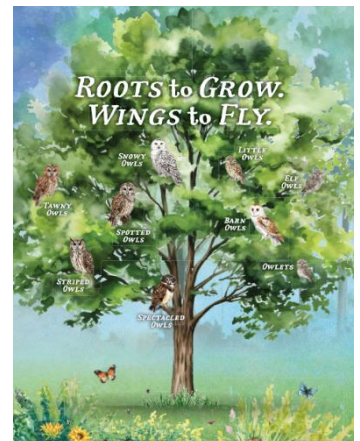
Roots to grow, wings to fly

How we support the development of children's character

Character development is integral to our work as a school. The information below outlines how we support the development of children's character against the six benchmarks, along with how we teach children to reflect wisely, learn eagerly, behave with integrity and co-operate consistently well with one another.

Benchmark 1 – What kind of a school are we?

- We have a clear school vision in place – Roots to grow. Wings to fly. We aim to provide children with all that they need to become a well-rounded character (roots to grow) so that they are well prepared to leave their school for their next stage in education (wings to fly).
- We have a clear set of 'virtues' as school values in place, underpinning our vision. These were selected as age appropriate behaviours that we aspire for the children to demonstrate, linked to the local context.



- We have a fully restorative approach to school behaviour, focussed on children learning from their actions and taking action to putting things right. The aim is that children learn from this and it impacts their future actions, becoming good citizens for the future.
- Spotlights for parents, inclusive of items such as behaviour and curriculum, along with Class Dojo and events for parents, enables them to be supported as partners within school.
- Regular reporting to and visits from the Academy Governance Committee enables them to support and challenge the school.
- We create a sense of pride, belonging and identity in school through:
 - Our vision and values that encompass everything that we do
 - Our restorative practice approach based on support and learning from actions with clearly outlined consequences, not on punishment
 - Supporting everyone to recognise that everyone is unique
 - The use of our P.S.H.E. curriculum that addresses these themes as part of the taught curriculum
 - Collective worship sessions
 - Special planned for days that support charities linked to our community and families, allow our children to share their culture or open the eyes of the children to the wider world (e.g. heart day, world views days, wear what you love day)
 - We encourage children to take a sense of pride in everything that they do
 - The school uniform encourages a sense of belonging, and we provide this to our refugee or pupil premium children where needed
 - Pupil leadership groups enable the children to belong and make a difference within school
 - Everyone is valued in school, regardless of their background

Benchmark 2 – What are our expectations of behaviour towards each other?

- We have high expectations for all children in school
- Three school rules of ready, safe and respect outline our behaviour approach
- Our restorative practice approach supports children taking responsibility for their actions, with visual prompts in place to support this, breaking down barriers of communication
- Children are encouraged to use manners throughout school, with staff acting as role models
- A positive culture of praise is in place, with children able to earn various rewards (see behaviour policy) including positive praise and stickers
- Adults model the behaviour traits expected of the children
- Our values outline how we aim to live together as a community, and children can be recognised for demonstrating these in the weekly gold book

Benchmark 3 – How well does our curriculum and teaching develop resilience and confidence?

- There is a clear, progressive curriculum in place that is ambitious for all pupils, providing them with the knowledge and skills to succeed
- A personal development plan outlines how planned opportunities within and beyond the curriculum provide the children with the cultural capital to succeed
- Six learning behaviours are in place, focusing on learning behaviours for life, with a focus learning behaviour each half term
- These learning behaviours include the promotion of effort, concentration, perseverance, resilience, the use of resources and teamwork
- Our learning behaviours support children to overcome and persevere through, and learn from, setbacks when encountered
- Rewards are in place to support these behaviours
- The P.S.H.E. taught curriculum promotes resilience and confidence building, as does collective worship sessions
- Our progressive curriculum builds step by step knowledge, allowing children time to embed, building upon and rehearse taught content
- Children are confident around school
- We aim to support children to develop into highly motivated individuals who are driven internally and not by extrinsic rewards, who have good self-control and regulation skills

Benchmark 4 – How good is our co-curriculum?

- Children have a wide range of opportunities within school, including:
 - Artistic
 - Work with a local artist during their time at infant school
 - Curriculum work studying the work of artists
 - Art day each year, focussing on a these or piece of art work, promoting a love of art
 - Creative
 - Each KS1 child learns how to play the glockenspiel
 - World music day each year, focussing on developing a love of music
 - Taught curriculum through the Charanga scheme including a wide range of musical artists from different time periods
 - Drama opportunities within the curriculum
 - Performance

- Each child takes part in a Christmas nativity from nursery to year 1
- Year 2 children perform a Carol concert for parents, as well as having the opportunity to perform at Coventry Cathedral
- All children are invited to attend and perform at the local Christmas lights switch on
- Year 2 and Pre-School children perform a leavers play for their parents
- Year groups lead a worship service for their parents (reception – Harvest, year 1 – Father’s Day, year 2 – Mother’s Day)
- As a school, we visit church to take part in a church service three times per year
- Sporting
 - There are planned for opportunities for competitive challenge within the PE curriculum
 - Key Stage One will have the opportunity to take part in an Infant Agility competition
 - Sports week is celebrated each year, inclusive of a competitive sport’s day
 - Active play and lunch times are in place, with the development of an Opal play style playtime
 - A sports coach is in place every lunchtime, supporting active play with children
- Debating
 - The curriculum offers opportunities for debate and discussion, particularly within P.S.H.E.
 - The R.E. curriculum and Passport to World Views afternoons offer opportunities for children to explore their own world views and those of others
 - A question of the week approach will be in place for children and parents to explore
- Challenge
 - Challenge across the curriculum
 - Opportunities to challenge themselves to try new things
- Friday collective worship sessions offer opportunities to celebrate achievements, including those from home
- A wide range of cross-curricular clubs are in place, supporting artistic, creative, performance and sporting development such as construction, arts and crafts, cooking, little dramatics, Spanish, football and martial arts

Benchmark 5 – How well do we promote the value or volunteering and service to others?

- Collective worship promotes courageous advocacy opportunities and encourages children that small actions can make a big difference
- Picture News is used weekly to consider how we can make a difference in the world
- Communicate in Print is used around school to break down barriers and allow everyone to access opportunities
- We encourage the promotion of individual difference and recognising that everyone is unique amongst the community
- Children take action to take care for the environment and each other such as sweeping the playground of leaves or picking litter

Benchmark 6 – How do we ensure that all our pupils benefit equally from what we offer?

- We do everything that we can to reduce barriers to participation so that all children and adults can take part in the full life of the school

- A proportion of our Pupil Premium budget is spent to support children to feel a sense of belonging through uniform, club participation and an early start in the mornings to ensure that they have had breakfast
- SEND support across the school is strong, with barriers constantly broken down to support the children to play a full part in class and school life
- Parents are welcomed into school and buy into our approach
- Our after school clubs and lunchtime activities are building upon children's interest, with a wide variety on offer