

# The Whitehouse PRU

## Developing pupils' character

DfE Guidance linked document [Character education framework guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### 1. Our vision for character education

Character education is an integral part of our ethos at The Whitehouse PRU. Our specialist staff recognise that developing character can often take more time and guidance for our SEMH pupils. Through our work on character development we want our pupils to be well prepared for their next stage in education and to be well-educated and rounded young adults to take place in the local community and wider world.

### Table of positive personal traits, dispositions and virtues we promote and teach at The Whitehouse PRU

(Adapted from the *Building Blocks of Character*, The Jubilee Centre for Character and Virtues, Birmingham 2017)

Building blocks of character				
	Intellectual Virtues	Moral Virtues	Civic Virtues	Performance Virtues
	Character traits to support learning of new knowledge, showing good judgement, selecting the right action, truth and understanding  <b>Examples:</b> curiosity, reasoning, reflection, resourcefulness	Character traits that enable a person to behave well in well and in different situations  <b>Examples:</b> respect, honesty, courage, gratitude, courtesy, compassion	Character traits that are necessary for a person to be an engaged responsible citizenship who makes positive contributions  <b>Examples:</b> citizenship, neighbourliness, volunteering, community awareness	Character traits that enable a person with the attitude and skills to achieve the intellectual, moral and civic virtues.  <b>Examples:</b> confidence, determination, perseverance, resilience, teamwork, motivation
Key supporting school documents	Teaching and learning policy Curriculum subject policies	Behaviour and Relationship Policy PSHE curriculum policy Personal Development Profile	PSHE curriculum Calendar of school events	Personal Development Profile

### 2. Implementation of character education at The Whitehouse PRU

Staff believe that pupils should see the development of their character to be broader than in just a lesson and that they should mature to see this as an attitude they transfer and apply throughout their day in and out of school. For this reason, character education is not a timetabled weekly lesson.

The Whitehouse PRU uses the **Character Caught, Character Taught, Character Sought** approach to implement their character development provision.

<p><b>Character Caught</b> Character can be caught through a positive school community, relationships and a clear ethos.</p>	<p><b>Character Taught</b> Character education can be taught through the curriculum using teaching and learning strategies, activities and resources.</p>	<p><b>Character Sought</b> Character can be sought through chosen experiences that occur within and outside of the formal curriculum.</p>
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**We achieve this by:**

- establishing highly effective relationships with pupils
- having focused pastoral care which teaches pupils how to be mentally and physically healthy people
- having high expectations for behaviour and teaching pupils about social norms and how to stay safe
- offering a varied programme of personal development which promotes the SMSC development of pupils
- teaching an ambitious academic curriculum which stretches them from their starting points

**What does this look like at The Whitehouse PRU?**

<p><b>Character Caught</b></p> <p><b>Our school environment</b> At The Whitehouse PRU we provide:</p> <ul style="list-style-type: none"> <li>• A well-designed <b>physical environment</b> where pupils feel cared for and safe, promoting a sense of belonging.</li> <li>• A supportive <b>learning environment</b> which balances securing academic progress with personal development</li> <li>• A positive <b>spiritual, moral, social and cultural environment</b> which encourages pupils to expand their own beliefs whilst sensitively learning about those of others and world views.</li> </ul> <p><b>Vison, Ethos, Culture</b> At The Whitehouse PRU:</p> <ul style="list-style-type: none"> <li>• Leaders have worked with the school community to select school values rooted in the <b>core virtues</b> of character development: <b>Respect, Kindness, Success</b></li> </ul>	<div data-bbox="1254 1155 1497 1357" style="float: right; text-align: center;"> </div> <p><b>Relationships at The Whitehouse PRU</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Form <b>trusted and respectful relationships</b> with staff</li> <li>• Develop positive relationships with peers, prioritising respect, kindness, acceptance</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Develop compassionate and supportive relationships where pupils feel valued, listened to and important.</li> <li>• Support pupils through <b>pastoral care and mentoring</b>, offering pupils guidance, help to reflect and identify strategies for next steps.</li> <li>• Form collaborative and supportive relationships with parents through honest and positive communication.</li> </ul>
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<ul style="list-style-type: none"> <li>• Developed a <b>whole school shared language</b> of behaviour, relationships and character which provides pupils with direction, promotes reflection and praises efforts.</li> <li>• We have embedded a <b>PEARL point behaviour system</b> which catches pupils demonstrating good character development (<b>Perseverance, Effort, Attitude, Resilience, Learnin</b>).</li> <li>• We recognise and <b>celebrate examples of good character</b> development in assemblies.</li> <li>• Ensure <b>equality and inclusion</b> to demonstrate a commitment to character education for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise their role as <b>moral role models</b>, consistently setting a positive example through their own character.</li> </ul> <p><b>Wider School:</b></p> <ul style="list-style-type: none"> <li>• Make efforts to engage families of all pupils to involve them in the life of the school.</li> <li>• Establish partnerships with organisations and therapy services who will contribute to the character development of individual and groups of pupils.</li> </ul>
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## Character Taught

### The Curriculum



Character education at The Whitehouse PRU is taught through the following timetabled weekly lessons and school community times:

- **Existing subjects**, teachers identify opportunities to include character virtues within the curriculum delivery.
- **PSHE lessons**, our Jig-Saw curriculum includes opportunities to use scenarios and issues to approach teaching about character and virtue
- **RE**, teachers encourage pupils to consider their own beliefs. They teach about the beliefs of others and world views to explore character and virtue
- **Assemblies**, bringing the whole school community and classes together to celebrate character development and use the shared language of the school values.
- **Current affairs**, having topical discussions and reflecting on the absence of virtue in news stories on Newsround and Picture News.

### Teaching and Learning

Strategies used by staff at The Whitehouse PRU to teach character education in and out of the classroom:

- **Discussion-based learning** staff engage pupils with moral and ethical issues through guided discussions. This is most likely to be seen in our sequences of learning for RE, Geography and History lessons.
- **Independent learning** staff support pupils to feel safe to work independently and learn from their mistakes, accepting

### Activities and Resources

The following are examples of teaching activities staff at The Whitehouse PRU use to develop character education:

- **Stories**, we select stories linked to SMSC and PSHE topics to focus on moral and ethical issues
- **Debates**, we select issues from the wider curriculum and opportunities linked to school life to debate. Promoting the virtues of communication, reflection, respect.
- **Themes days and weeks**, focusing on specific areas of character and virtues.

help, developing performance and intellectual virtues.

- **Reflective behaviour for learning** staff guide pupils at the end of each session, each day, to reflect on their behaviour and attitudes.
- **Social etiquette time** staff model and teach social etiquette each lunchtime. The promote moral virtues of how to behave in a busy group environment.
- **Structured play** staff approach structured play (breaktimes) as an extension of the timetabled lessons at a time of the day when our pupils need the most help with their character development . Staff promote moral and performance virtues by modelling play, encourage co-operative play, supporting problem solving and ensuring fair play.
- **Co-operative learning** staff include opportunities for pupils to work together, encouraging teamwork and communication. This can be seen in lesson sequences across the wider curriculum and across the programme of personal development.
- **Experiential and enquiry based learning** staff encourage pupils to be curious, ask and answer questions, to be active learners. This is most likely to be seen in our sequences of work for Science, Design Technology, Art and Design, Computing.

This includes festival days, mental health week, advent months of kindness.

- **School trips**, staff build in trips to enhance curriculum knowledge alongside encouraging pupils to engage with a range of people and places. This can be found across our curriculum including completing surveys at the seaside, visiting the local library, visiting a museum.
- **School visitors**, staff build into the curriculum opportunities to encourage pupils to welcome and learn from visitors to our setting. This can be found across the curriculum including visiting artists, musicians, religious leaders, school nurses, police officers.
- **Pastoral interventions**, staff deliver planned sequences of interventions and regular check ins with pupils to help them focus on their own character development.
- **Character and personal development interventions**, we work with external professionals to deliver targeted interventions to develop character. This includes Best of You therapy, Advotalk, Pet Respect,

## Character Sought

### Enrichment

At The Whitehouse PRU we provide pupils with experiences to develop their character. We aim to broaden pupils' passions and interests. We want pupils to be aspirational for their future.

At The Whitehouse PRU we:

- Offer opportunities for **pupil leadership**. This includes reading influencers, school councillors, classroom monitors, librarians, fruit monitors.
- **Organise school events** which allow pupils to demonstrate their character. This includes projects to plan and run stalls at

### Social Action and Volunteering

At The Whitehouse PRU we want our pupils to learn to recognise and thank those who help them. We want our pupils to understand how and why they should make positive contributions to the school community and beyond.

At The Whitehouse PRU:

- Leaders identify key dates in the calendar when pupils can **thank those who help them**. This includes



the summer fair, Christmas craft, fundraising.

- Provide opportunities for **pupils to represent their school**. This includes the Science summit, White Ribbon events, sports competitions.
- Organise **residential trips** that provide new and challenging activities/environments which will take pupils out of their comfort zone.
- Invite **inspirational speakers** into the school to motivate pupils' character development. This includes authors, people who have completed a pilgrimage.
- Provide a wide **range of clubs and activities** which are inclusive to all pupils and to develop a range of character virtues. This includes, chess, music, football, craft, homework clubs.

Mother's Day, gifting drivers and personal assistants.

- **School-led social action** activities are planned for pupils to look after and improve the school environment. This includes ground force day, litter picking, looking after the flower beds, maintaining the school library.
- We provide opportunity for pupils to be part of **shaping the future for our school**. Pupils show round potential job candidates and are part of the interview process leading a panel of questions.
- Leaders identify key dates in the calendar for **community-led action**. This includes donating to the local food bank, creating poppy wreaths for the local war memorial, promoting White Ribbon day, sending celebration cards to local and elderly residents.
- We take part in key national **fundraising events** each year and learn why this is important. This includes Red Nose Day, Children in Need, Anti-Bullying.