

# Character Education Policy

## Purpose and Statement

This policy sets out Stockport Academy's approach to Character Education underpins our Behaviour Policy and reflects our commitment to bringing out the Best in Everyone. We believe that the development of strong character enables students to make positive choices, demonstrate self-discipline, behave responsibly and thrive academically, socially and personally. Character Education is not a discrete programme but a whole-Academy approach, rooted in our core values of Aspiration, Respect and Community, and embedded within curriculum delivery, behaviour systems, personal development, enrichment and relationships. Academy staff, students, parents, and carers have a responsibility to ensure that Character Education is embedded across all aspects of academy life.

This policy aligns with statutory guidance from the Department for Education (DfE), Ofsted's Education Inspection Framework and the principles of the ACE Quality Mark Plus.

## Relationship to the Behaviour Policy

This policy should be read in conjunction with the Stockport Academy Behaviour Policy, which can be found on our [policies webpage](#).

Character Education provides the moral, social and emotional framework through which behaviour expectations, rewards and sanctions are understood and internalised by students. It supports the Behaviour Policy by:

- Promoting good behaviour, self-discipline and mutual respect;
- Creating safe, calm and effective learning environments;
- Supporting students to understand choices, consequences and responsibility;  
and
- Ensuring behaviour expectations are applied consistently, fairly and inclusively.

Graduated consequences and restorative approaches are used alongside guidance, reflection and support to help students learn from mistakes and strengthen character over time.



## **Academy Values and Definition of Character**

At Stockport Academy, character is defined as the habits, attitudes and behaviours that enable students to contribute positively to the Academy and wider society.

Our approach is rooted in three core values:

### **Respect**

Students are expected to:

- Show respect for staff, peers and visitors;
- Respect diversity, equality and the rule of law; and
- Demonstrate self-respect through conduct, uniform, attendance and effort.

### **Aspiration**

Students are encouraged to:

- Take responsibility for their learning and behaviour;
- Demonstrate resilience, perseverance and ambition; and
- Strive for personal excellence and continuous improvement.

### **Community**

Students are supported to:

- Understand their responsibilities within school and beyond;
- Actively contribute to school life and enrichment; and
- Demonstrate empathy, cooperation and leadership.

Across these values, the Academy explicitly develops key character virtues, including resilience, compassion, integrity, confidence, open-mindedness, motivation and teamwork.



## **Aims of Character Education**

The aims of Character Education at Stockport Academy are to:

- Support students to make informed and responsible behavioural choices;
- Reinforce positive behaviour through a culture of reward, recognition and consistency;
- Build resilience, confidence and emotional literacy;
- Promote equality, inclusion and respect for diversity; and
- Prepare students effectively for adult life, employment, citizenship and modern Britain.

## **Delivery of Character Education**

Character Education is delivered through a coherent, whole-Academy model that ensures consistency, progression and impact.

## **Curriculum**

- Character virtues are embedded across all curriculum subjects
- Staff explicitly model and reference Academy values
- Students are supported to reflect on character development through discussion, feedback and self-assessment

## **Future Me Programme (Personal Development)**

The Future Me programme provides structured personal development through:

- PSHE and Relationships and Sex Education (RSE);
- Health and wellbeing education;
- Citizenship and community action;
- Careers education and guidance aligned to the Gatsby Benchmarks; and
- Digital literacy and online safety.

Dedicated Future Me Days provide age-appropriate workshops, employer encounters, external speakers and character-building activities.



## **Assemblies and Tutor Programme**

- Weekly assemblies focus on values, virtues, diversity, equality and current issues.
- Tutor time supports reflection, discussion of current affairs and personal development tasks.

## **Behaviour Systems, Rewards and Recognition**

- Behaviour expectations are explicitly taught and regularly reinforced.
- Graduated consequences support reflection, learning and improvement.
- Character is recognised and celebrated through praise, rewards, house points, leadership recognition and enrichment opportunities.

## **Enrichment and Community Engagement**

Students develop character through:

- Volunteering and social action;
- Charity fundraising;
- Student leadership and student voice;
- Sports, arts and co-curricular clubs; and
- Community partnerships and employer engagement.

## **Digital Character and Online Behaviour**

Students are taught to demonstrate the same respect, integrity and responsibility online as in school.

This includes:

- Safe and respectful online communication;
- Digital citizenship and reporting concerns; and
- Understanding risk, consequences and safeguarding.

Bullying, harassment, discriminatory language or behaviour that brings the Academy into disrepute is not tolerated.



## **Careers, CEIAG and Aspirations**

Character Education is closely linked to careers education, supporting the development of:

- Confidence and communication skills;
- Teamwork and professionalism; and
- Motivation, resilience and aspiration.

Provision includes employer encounters, college and university visits, work experience, interviews and aspiration surveys, ensuring compliance with statutory careers guidance.

## **Support, Intervention and Inclusion**

The Academy recognises that character development is a process and that some students may require additional support.

- Behaviour and attendance data is used to identify need and inform intervention.
- Graduated support includes mentoring, report cards and behaviour contracts.
- Provision is adapted for students with SEND, safeguarding or mental health needs.
- External agencies are engaged where appropriate.

All actions are taken in line with safeguarding duties, the Equality Act 2010 and reasonable adjustments.



## **Roles and Responsibilities**

### The Governing Body will:

- Provide oversight and challenge; and
- Monitor impact through reports and data.

## **Senior Leadership Team**

### The Senior leadership Team will:

- Provide strategic direction;
- Ensure alignment between character education, behaviour and personal development; and
- Monitor implementation and impact.

## **Staff**

### Staff Will:

- Model Academy values consistently;
- Embed character within teaching and routines;
- Apply behaviour expectations fairly; and
- Recognise and reinforce positive character.

## **Students**

### Students are expected to:

- Take responsibility for behaviour and choices;
- Uphold Academy values in and out of school; and
- Engage positively with support and opportunities.



## **Parents and Carers**

### **Parents and carers are expected to:**

- Support Academy values and expectations
- Encourage positive behaviour and attendance
- Engage with communication and school events

## **Monitoring, Evaluation and Impact**

The impact of Character Education is monitored through:

- Behaviour, attendance and rewards data;
- Student, staff and parent voice;
- Evaluation of the Future Me programme;
- Participation in enrichment activities; and
- Governor reports and ACE Quality Mark Plus self-assessment.

Findings inform staff training, Academy improvement planning and policy review.

## **Statutory and Ofsted Alignment**

This policy aligns with current statutory and non-statutory guidance, including:

- Relationships Education, RSE and Health Education;
- Keeping Children Safe in Education (KCSIE);
- Behaviour in Schools guidance;
- Careers guidance and access for education and training providers; and
- DfE Character Education and Development guidance.

It directly supports the Personal Development judgement within Ofsted's Education Inspection Framework.



## Policy Review

This policy will be reviewed annually by the Senior Leadership Team and Governing Body to ensure continued alignment with statutory guidance, Ofsted expectations and the needs of the Stockport Academy community.

### Agreed by Stockport Academy LGB March 2026

Signed by Chair of LGB

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**David Robinson (Chair)**

Signed by Principal

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**Janine McCann (Principal)**