



Yeadon Junior School

A Focus on Virtues in Action

Developing Civic Virtues in School
through the Lens of Social Action





Yeadon Junior School

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Yeadon Junior School

Flourishing children with the skills to take a full and active part in society

Character Caught

Culture and Ethos
School House system—achieving for
the greater good of all
Shared language of Character
Positive relationships
Assemblies

Character Taught

Character woven throughout
the curriculum
Discussion based learning /
Independent learning
Virtue literacy. Moral dilemmas
Stories, Theme days
Sports and Drama

Caught
Taught
Sought

Underpinned by
Practical Wisdom

Character Sought

Reflection and Personal
development

Seeking opportunities to continue
developing as virtuous young
citizens

CHARACTER
DRIVEN



Yeading Junior School

Growing and cultivating good citizens who are passionate about taking Social Action

At Yeading Junior School we believe a whole school approach to Character is paramount, totally embedded in all aspects of life and learning. Character development and the language of virtue has been a significant driver permeating the ethos and vision, school culture and curriculum.

In its approach to Character development Yeading Junior School embraces The Jubilee Centre Framework for Character Education in Schools <http://www.jubileecentre.ac.uk/framework>

Teachers and non-teaching staff have deepened their understanding of character through quality CPD. Staff have been trained to weave Character Education throughout their teaching and beyond whilst becoming reflective practitioners. In turn they have encouraged self-reflection and independence of thought and attitude amongst our young citizens.

Character taught, caught and sought is clearly visible and tangible.

Our Yeading Junior Agent of Change is representative of how we make a transformational difference for others, each of us being an Agent of Change.

It represents the importance of teamwork, volunteering and commonality of language in delivering our whole school approach to creating embedded Social Action.

We hope this guide and the associated materials will give some insight into the development of Civic Virtues through the lens of Social Action.

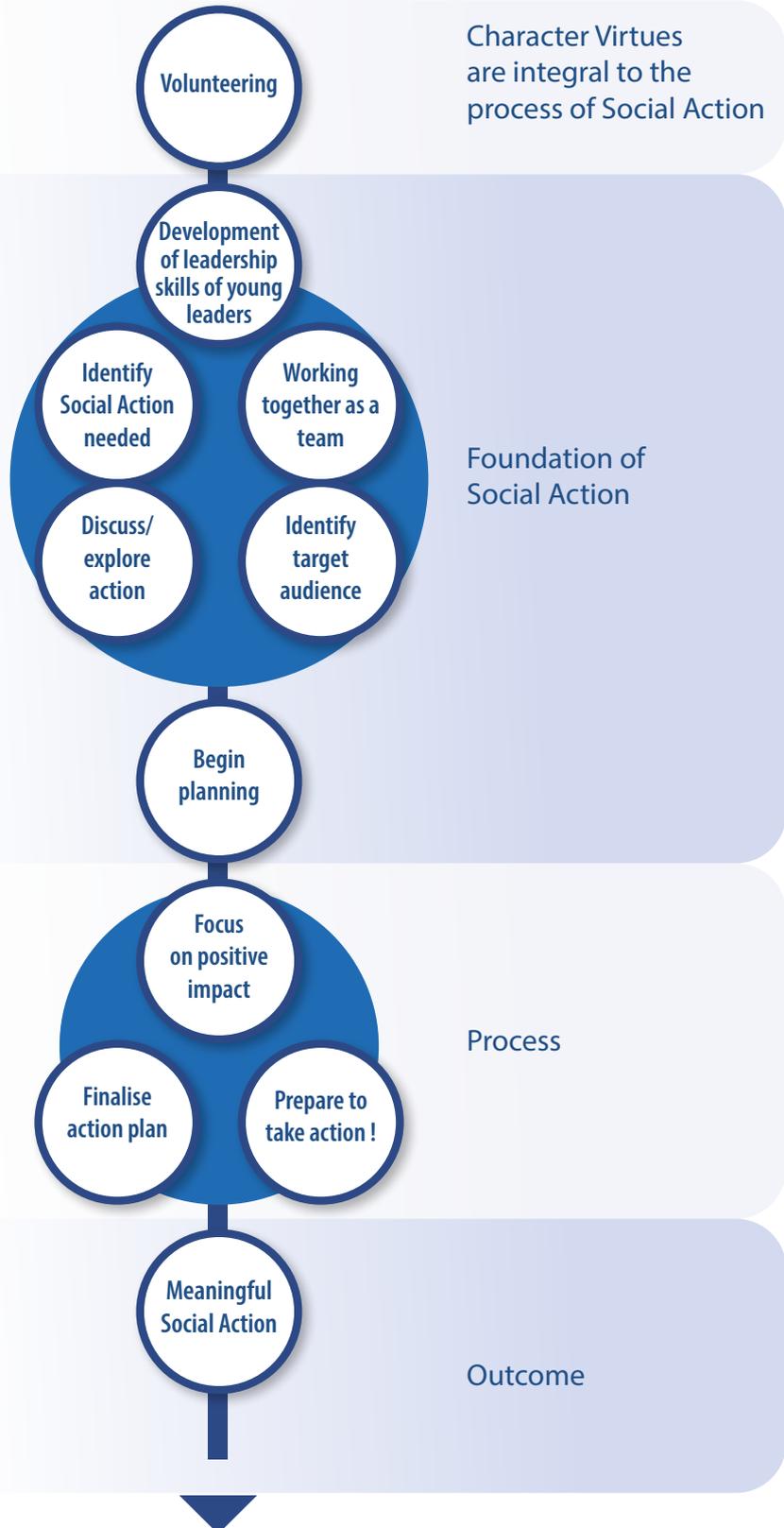




Yeading Junior School

Stages of Social Action

Making a difference and creating change





Yeadon Junior School

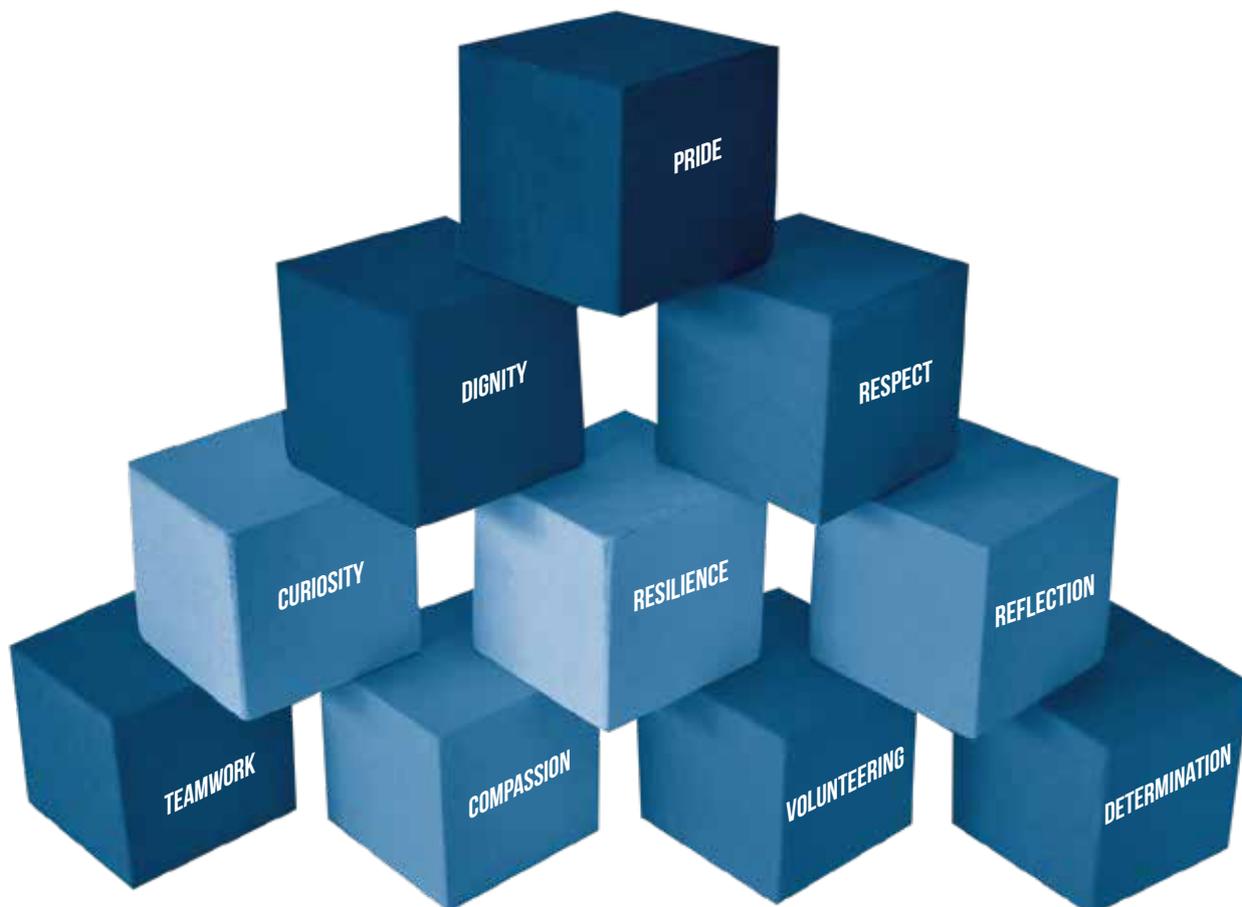
The Building Blocks

The school has established a stepped approach to developing Character engaging with the whole staff, governors, parents and children utilising a set of agreed virtues. These virtues have been jointly chosen as relevant to our need. However, there are numerous virtues and endless possibilities to choose from that can be selected. What is important is the understanding of virtue and its interconnectedness. The school has adopted a language of virtue that is ethos driven and is a companion to all that is learnt or lived; a language that is also shared with the families which has proved invaluable for the children. Research and theory have also been influential to the knowledge and understanding gained and both underpin our work. We have focussed on the knowledge, skill, learning and resources from the Jubilee Centre together with the Framework to inspire us with our work.

Our chosen set of Character Virtues have been deeply embedded and are all encompassing with nothing left to chance. The virtues enable children to develop as strong, young and responsible citizens as well as potential leaders of tomorrow, who undoubtedly will make a real difference to themselves, their community and beyond.

The Jubilee Centre Framework for Character Education in Schools; moral virtues; civic virtues; performance virtue; intellectual virtue and practical wisdom which ensure our children flourish.

<http://www.jubileecentre.ac.uk/framework>





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A Pathway to Social Action – preparing the terrain for action

Focus on vision and ethos

Review current practices that link with Character development

Introduction to theory and research in Character Education- engagement of all staff

**Study the Jubilee Centre Framework and consider the virtues,
selecting virtues that are pertinent to the work of the school in context**

Development of whole school virtue literacy with staff and children

**Character and associated language woven through the curriculum, teaching and assemblies. It is evident
around the school and in all the interactions between adults and children, children and adults**

**Parents appraised of the Character development as it unfolds.
The language of virtue shared between home and school**

Character policy reflected upon and reviewed accordingly

**Social Action borne out of the children's desire to make a positive difference through using their
clear understanding of how to put virtues in action for the benefit of themselves and others**



Yeading Junior School

The school has a structure for Character, a dedicated policy with intricate links to the curriculum. Through working with the Jubilee Centre the school has gained invaluable knowledge and insight that has informed the teaching in school.

Character Education threads through the curriculum through lesson planning, delivery, and formation of attitudes towards learning.

Lessons systematically incorporate Character Virtues, explicitly through a thematic approach or discreetly by providing pupils with opportunities to further understand the benefits of adjusting one's attitudes and responses to circumstances.

There are many opportunities within and outside of school, for children and adults alike, to participate in volunteering. The school seizes every opportunity to celebrate this, either through assemblies or communication to governors and parents.

Evidence of our Character development has been captured by the Jubilee Centre for its online CPD. Children have become reflective and curious learners who thrive in an environment where engaging in opportunities such as Social Action, and a wide range of activities undoubtedly enrich the experiences of the curriculum. Through Character Education the school engages in tailored projects for children to develop as good citizens. Character Education incorporates a range of activities and projects embracing volunteering for charity, caring for someone in the community, campaigning or fundraising for a specific cause, actions that take place within school, in the community and beyond.

Defining Social Action

Social Action at Yeading Junior is defined as positive action in service of others. Social Action follows on from the children's clear understanding of our set of virtues and the knowledge that there are many more. All staff, all children and parents have embraced and shared the language and application of virtues. The virtues are part of the very fabric of learning in school.

Following The Jubilee Centre Framework for Character Education in Schools the virtues are taught, caught and sought. Initial stages of Social Action involve young leaders taking action within school in service of other children.

Plenty of examples of this include the following:

- *Planning an activity or club that can be shared by a number of children yielding a positive outcome. These activities would generally be supported by a volunteer adult*
- *Setting up reading experience groups for those children new to English*
- *Eco Agents responsible for all matters relating to being green*
- *Engaging in a bake sale for charity*
- *Taking on the challenge of a local litter pick*
- *Tending raised beds as part of a community allotment at the local library*

Discussions take place around the need to take appropriate action in the right way at the right time to the right amount thus linking to phronesis (practical wisdom)– a meta virtue. Our children have learned to plan appropriately, engage with others, take action, review the outcome for themselves and others and undertake a subsequent reflection that will have an impact moving forward.



Yeading Junior School

Character is in the DNA of the school



- Determination, Resilience, Dignity, Pride, Compassion, Volunteering, Teamwork, Respect, Curiosity, Reflection

- The Virtues are woven through all aspects of school life creating 'Young Leaders' eager to make a difference in the world.

- The Social Action teams are divided into specific roles according to the type of action they take.
- Eco-Agents, Well-being Agents, Voice Box (pupil voice), Representatives for the Youth Advisory Board for a key organisation.

Character Virtues are the foundation of Social Action



Yeading Junior School

Teaching Civic Virtue

Through assemblies, presentations and partnerships children are guided and challenged to make appropriate decisions or choices in a range of activities. Children are exposed to scenarios that challenge their thinking.

Example; How can we support families who have difficulties accessing books for their children?

At the outset it was imperative to ensure that the children had a sense of identity within their community. Much practical work was undertaken to identify where they lived, went to school and where for example their town was located within a city in England.

Once this was securely in place we moved on to discuss what constituted their community and who was in the community. They also needed to identify the structure within the community. In this way the children were able to consider their own place within the community and wider society. The idea of being a good citizen was then introduced with the notion that good citizens needed to work in support or service of others and had a range of responsibilities and commitments in order to live in harmony with one another. Using our virtues to acknowledge the good in others was important. During the Pandemic for example the children took part in the Jubilee Centre 'Thank You Letter' competition and wrote in support of key workers and particularly the work of the NHS.

Partnerships that work well include local schools working together on actions such as a project around Equality and Diversity as well as inter faith activities. Other local action links directly with initiatives such as road safety, pollution and recycling. The local library offers a number of opportunities for the children to take action including contributing towards the setting up of a community garden. This project is around sustainability and the outcomes would be to plant produce that can be harvested and shared with the community. This in turn is designed for the children to put the virtues in action as well as learning how food can grow well locally to encourage sustainability with residents including the children and their parents.



Yeading Junior School

Teaching Social Action

(Inspired by the Jubilee Centre Framework for Character Education in Schools. Focussing on the seven components of Character contained within it)

<http://www.jubileecentre.ac.uk/framework>

All staff and children at Yeading Junior School have an implicit understanding that they can bring about change driven on by a strong desire to make a difference. The school has created a symbol that represents an Agent of Change, a person who is desirous of affecting positive change using a set of character virtues. The Agent of Change caricature is a prompt for us all and is designed to remind everyone that we are all empowered and can use our virtues to make positive changes. This has proved most effective within our school and this symbol is used on badges, stickers and discrete character related documents as well as on displays.

Virtue Perception:

Children are constantly reminded that we are all Agents of Change capable of making a difference to themselves and others. They understand and have experienced the double benefit of Social Action which allows individuals to develop and demonstrate pronesis whilst allowing others to benefit directly from their action. Social Action within our school is quite infectious due to the personal benefit the children have already experienced. The more they act positively to support others the more they wish to do. Children understand the significance and importance of the virtues and are able to identify where and when virtuous actions are needed.

Virtue Knowledge and Understanding:

Our virtues form part of the everyday language of the classroom and school. The virtues are taught through all subjects. Teachers systematically acknowledge and affirm where virtues are shown in behaviours and attitudes e.g. 'thank you for showing respect towards your peers. You have just shown resilience when tackling that maths problem'. Through their knowledge and application of virtues children understand how to take action in support of others as well as how to flourish in life.

Virtue Emotion:

Exposing children to a range of opportunities and activities is paramount in establishing a nurturing terrain for character to flourish. Recently during an assembly on Ernest Shackleton's polar expeditions children were not only able to identify with Shackleton's own tenacity but were able to name numerous virtues that Shackleton would have drawn upon to make these expeditions successful endeavours. The children's enthusiasm was palpable as they willingly and enthusiastically identified characterful moments from various parts of his expeditions. Children spoke eloquently and passionately about the virtues shown, whilst clearly and often visibly attaching themselves to each one.



Yeading Junior School

Virtue Identity:

Children at Yeading Junior School show great commitment to their own learning and equally demonstrate a strong predisposition for being 'good'. In this way, our children have embraced character virtues, showing a strong desire to demonstrate these in action. They are extremely engaged in volunteering within and outside school. This can be exemplified through the number of clubs/activities that children are keen to establish. Additionally, the number of children wishing to join in to make a change is equally impressive.

Virtue Reasoning:

There is an obvious growing confidence and ability within the children to determine which action to take, when and why. On occasions, they have been very keen to take action in a particular manner. However, once additional information has been made available to them, they have used confidence in discerning the actions to be undertaken. In a situation where the children were keen to take action in respect of a homeless project, the children soon realised that their chosen actions were perhaps in conflict with what they wanted to achieve. It was agreed that the children would approach a local charity focussing on homelessness to discuss the best way forward. The children soon began to understand that virtues do interconnect but can also at times collide and that trying to do 'good' is sometimes complicated. Following a period of reflection and having taken further advice from the charity, children created survival kits which were extremely successful and also welcomed by those they wished to support.

Virtue Action and Practice:

Having been taught virtues in school and having caught models of virtues in action around them, the children are ever ready to put their knowledge and skills into practice. They eagerly seek every possible opportunity and diligently follow the model set up with them. Our children have become known for being Agents of Change and their role has been captured on a number of platforms. Numerous examples of their school-based, local and global actions are contained within this guide. The story element of the Agent of Change continues to have a really positive impact on the school.

**Character taught,
caught and sought
is clearly visible
and tangible.**





Yeading Junior School

Recruitment Process for Special Agents of Change

(Those leading on programmes of Social Action)

Children in the upper part of the school are encouraged to consider applying for the following role if they wish to be part of a leadership team affecting change for others:



Special Agents of Change

Vacancies

Year 5/Year 6

A Special Agent of Change has the responsibility of representing the whole school with dignity and follow our Character Virtues in everyday life to make a positive change within and outside of school.

Do you want to be a Special Agent of Change?
Do you want to lead the way?

As a Special Agent, you will treat everyone with respect and show great compassion towards others at all times.

You will also be involved in exciting projects, where teamwork is vital.

If you would like to apply for the above positions please write a letter of application stating why you would be suitable for the role to **the Headteacher** and send it via email to juniorcharacterleaders@yeadingjuniorschool.co.uk or alternatively you can hand in your application to the **Communication and Publicity Manager**.

Deadline: End of September.



Outcome of the Advert

Numerous letters are sent in from the children applying to undertake these roles. Analysis of these letters reveals the importance the children place on virtues and their understanding of the wider impact of supporting and working with others. Some children who apply are aware that they probably are not able to demonstrate their ability to fulfil the wider aspects of teamwork in action yet. However, this is extremely useful to know as it enables staff to harness these children's interests, leading them on to a range of opportunities and enabling them to become more determined.



Yeading Junior School

Civic Virtues and their impact

Yeading Junior School considers itself as a microcosm of society. There is so much to reflect on when teaching or seeking opportunities to enable children to aspire to become good citizens with the ability to take their place in society.

Civic virtues are important to teach and implement as the knowledge and understanding of these virtues ensure that our young citizens have a full and active role to play within their school and community as well as later in wider society.

Alongside all schools we offer children various opportunities including enabling them to understand and take part in a democracy. Voting for a range of internal representatives is an important element for the children and also indicates to them the importance of their commitment. Roles such as house captains, monitors, pupil voice, agents of change, eco agents and well-being agents and such like enable children to take part in decision making processes and facilitate greater understanding for the future. This is an inclusive process bringing together a sense of community. The children become empowered with knowledge and understanding of what it means to be a good citizen with a sense of teamwork and responsibility.

There are numerous opportunities for children to exercise their voices and ensure that they are being heard. Within the curriculum and beyond children have the opportunity to talk and write about opinions and views that impact on themselves and society as a whole. This work threads throughout the curriculum and encompasses the work in character education. Children recognise the value of individuals and learn to identify positive things about their achievements and the difficulties that they need to overcome or require support with. Furthermore, they gather information to support them in more challenging situations and undertake independent research whilst reflecting on actions or aspects they wish to change.

Children grow to understand the various roles / jobs people have and how these dovetail together to contribute to "good" society. At this stage they develop skills so that they make a positive contribution.

Through various programmes and organisations, they develop a growing awareness that they can be an "Agent of Change" and can influence situations and others in a positive and empowered way, developing and learning skills to build a more cohesive community. A sense of belonging and pride is important in their community and locality. At our school we also teach financial literacy enabling children to become responsible citizens. Children are empowered to become decision makers who understand social justice and moral responsibility. They learn to be considered in approach and reflect on dilemmas whilst considering what they view as the correct course of action in context.



Yeading Junior School

Through their grasp of Civic Virtues children have a good, shared understanding of how their behaviour both individually and collectively impacts on others.

From the outset we have promoted volunteering and Social Action, enabling children to feel empowered to transform environments and change attitudes. This has always been undertaken in tandem with parents. We have always emphasised with children the importance of recognising their ties to the community and locality. For example, asking the children who goes to school in Hayes? Of course this clearly refers to the children and all staff. We also discuss / debate our responsibilities within the community. We act as good citizens taking part in civic events such as the local choir event at Christmas; interfaith events/dialogues, support for the homeless, litter picks etc. We also recognise the respect and civility commanded by the older generation and their wisdom. The school affiliates with local schools and community groups inculcating positive attitudes with the children.

For some considerable time, we have worked hard to provide a network of partnerships that not only enhance learning but also serve to develop the cohesiveness of our local community. The school works hard to ensure that children understand the jigsaw that makes up our community. Adult role models in the school have significant influences on the children, particularly in the area of volunteering linked with reciprocity. Children are encouraged to be in tune with local events and activities as well as national current affairs. In this way the children become more aware of the impact of volunteering in a wider context and also the importance of Civic Virtues. Children have access to the children's news and news programmes as well as other relevant journals. They are of course seeped in rich discussion around fact and opinion.

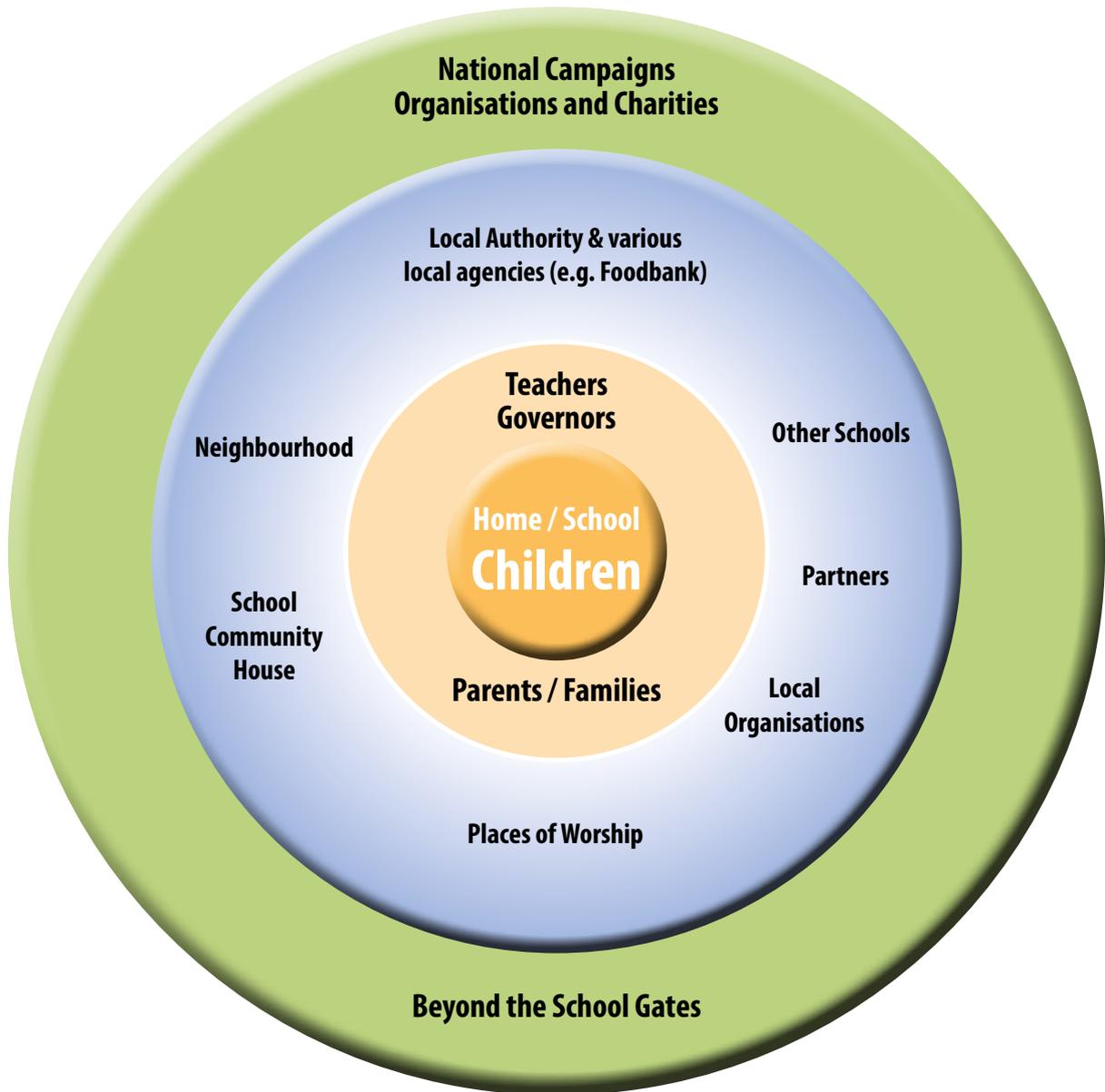
Social Action at Yeading Junior School is :

- *Embedded within the school ethos*
 - *Woven through the curriculum*
 - *Linked into assemblies*
 - *Promoted through projects*
 - *Supported by an array of partners*
- *Modelled by children, adults, visitors and a variety of organisations*
 - *Visible in learning*
 - *Identified with the children in current affairs*
- *Led by Special Agents of Change and embraced by all Agents of Change throughout the school*
 - *Supported by parents and the wider community*
- *Reviewed in communications- newsletters, reports to organisations and recorded by children*
 - *Reflected upon by the whole school community*



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Child at the centre – school and home





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Groups within school

Inspired by the initial programme of Agents of Change, the lens through which we view our character development and prompted by the passion of the children, we have drawn together our other groups and programmes in a similar way. This ensures that we have a consistency in approach across the school.

Special Agents of Change

Special Agents of Change work closely together to lead on all aspects of Social Action with our Character Team. They are true followers of our ten Character Virtues and demonstrate/ promote them extensively inside and outside of school. They have a really transformational role within school and the wider community. These young leaders engage with other Agents, staff, the wider community, visitors and partnerships. They are excellent advocates of our Social Action projects.

Eco – Agents

Young leaders who are passionate about looking after the environment and care enormously about our planet. They are keen to ensure that the school engages in recycling and renewal.

Well-being Agents

These are young leaders who focus principally on all aspects of wellbeing from the children's perspective across the school. Well-being Agents work quite closely with our Learning mentor team in an area known as the ME Zone which is all about the well-being of the whole child. At playtime they ensure that all children are included in activities and work with others in respect of supporting friendship and care towards others. They act as role models for others at break and lunchtime.

Classroom Agents

Supporting the teacher in ensuring that resources are put back in the correct areas and ensuring that relevant equipment is available to all. They also ensure that books are collected as necessary and the reading area is organised.

Sports Agents

These are young leaders who volunteer alongside the PE lead teacher and sports coach. They promote all aspects of sport and engagement with other schools in sports competitions. These agents demonstrate the Olympic values together with the Character Virtues. They act as excellent role models in terms of sportsmanship.

Intergenerational Agents

Intergenerational work is one of our Social Action projects and these Agents support the work of our Special Agents in leading the way in this area. They are responsible for selecting discussion topics with the elderly and capturing words of wisdom to share with other children. The role is designed to help eliminate loneliness through regular interaction with the school.



Yeading Junior School

Volunteering

Volunteering plays an integral role within Social Action at Yeading Junior School.

Our empowered children, Agents of Change, can and do make a difference in their school, locality, wider society and indeed globally. Volunteering is one of the school's ten chosen virtues. Through assemblies, class discussions, group activities and dedicated cross-school representative groups/teams volunteering is widely embraced.

Volunteering and its intrinsic link with Social Action plays an integral role within our holistic pathway to character development:

Through our programme of volunteering both children and staff gain so much in terms of understanding virtue literacy, responding appropriately to needs, making a difference within their community and beyond as well as being able to focus on Civic Virtues and their relationship with other virtues.

We consider that children understand volunteering well when the following are in place:

- ***There is a personal commitment and understanding to the cause or situation– this for us means some pre- teaching such as in an assembly.*** For example discussing community and good neighbourliness or taking action within a community in respect of an environmental project
- ***Outstanding examples of volunteering are seen or researched.*** Therefore role modelling is considered to be extremely helpful. We have sought out examples of individuals who have implemented virtue literacy and understanding and really embraced volunteering showing the double effect referred to in the Jubilee Centre Framework. When others see this they are desirous of making a difference and enjoy volunteering and once they experience the effect on others and themselves they continue.
- ***The foundations of doing “good” have been laid through teaching and demonstrating the importance of being virtuous.***
Children are keen to be supportive of others, show respect and kindness and are great at reviewing and reflecting on actions taken.



Yeading Junior School

- **Feeling of empowerment.**

Children enjoy the challenges presented by volunteering and work hard to find answers where necessary. They clearly enjoy the recognition of their efforts and are most supportive of one another. Growing independence and confidence shine through.

We often reflect on the enhanced children's well-being as one of the many positive outcomes of their desire to support others. It has also given them a greater perspective on the needs of others and caused them to be more self-aware and reflective.

- **Volunteering is good for you** - the staff are also very open as role model volunteers which is really supportive and encouraging to others.
- **Meaningful Social Action** - For their social action to be meaningful the children and staff seek opportunities across the curriculum and further afield to explore and debate a range of issues or concerns that affect others.

Children enjoy volunteering throughout the school - in the class context, on the playground and within the community.



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Seeds of Knowledge

From time to time children are given a seed of knowledge task to explore across the school and at home. The rationale for this is to show the children that from small seeds vast branches of knowledge grow as they research further. Often these seeds lead the children to discover people who have not only demonstrated a range of character virtues but have also shown the interconnectedness of the virtues and how the person has used practical wisdom to overcome great challenges. There have been many examples of this; one significant one was related to Ernest Shackleton. The initial information shared on this occasion related to the amazing find of the wreck of the polar explorer Ernest Shackleton's ship 'Endurance' at the bottom of the seabed.

The initial knowledge bite led to much discussion and debate around Shackleton's leadership and his character traits. Children were able to identify a whole range of character virtues and how they connect. They also explored the practical wisdom that was evident over time and how he dealt with moral dilemma.

The seed of knowledge commenced with news items and reviews, historical facts and geographical information, key vocabulary and context. It involved whole school engagement, assemblies and class briefings. It focussed on the essence of character development and the endurance and commitment of leadership focussing on responsibility and respect for others. It also served as a good example for teachers to share and discuss within teams. Furthermore, children shared information at home and discussed the importance of teamwork and leadership as well as caring for others. This encouraged families to think about the impact of teamwork in Social Action as well as qualities associated with good Social Action. Children learned how people go about choosing the right course of action in difficult situations.

Children were given the following:

Polar explorer, Ernest Shackleton's ship 'Endurance' has been found on the sea bed, 100 years after his death. They were also given further details about the discovery including watching news and historical video clips. The children were given background information and historical facts. The children were asked to discuss and debate issues relating to the discovery.

A range of questions were posed, for example -

Who was Ernest Shackleton and what did he teach us about character virtues in action as a leader in order to overcome what appeared to be insurmountable in the first instance?

Which virtues can you identify in action and what is the relationship between those virtues?

What dilemma did Shackleton face and how did he overcome this by using practical wisdom?

What important leadership qualities did Shackleton display?

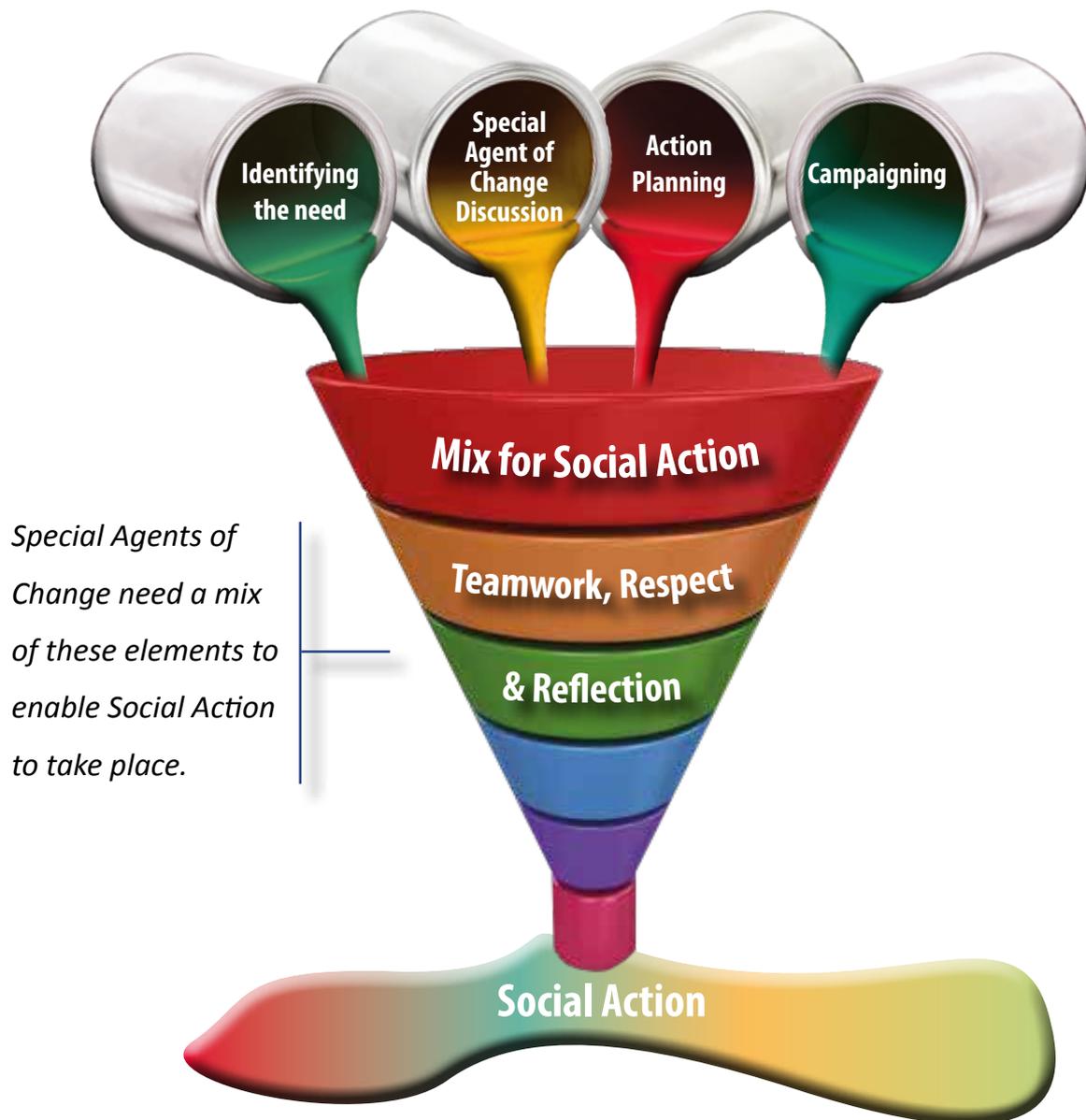
Many other seeds of knowledge shared with children and their families connect to how communities worked together through the pandemic, climate/ environmental changes that influence our actions as Agents of Change as well as knowledge and information relating to local and global issues that lead directly to the school's Social Action projects.

Focus is on the range of virtues linked to The Jubilee Centre Framework for Character Education in Schools (<http://www.jubileecentre.ac.uk/framework>) building on the notion of interconnectedness.



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Blending the elements...



Special Agents of Change need a mix of these elements to enable Social Action to take place.

Making a difference – affecting change



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Social Action Campaigns – a number of which have been sustained over time as indicated below:

Homelessness

Children have explored and discussed ways in which they could engage in projects to support important issues that arise in the locality. It was important to find safe and appropriate ways for children to demonstrate what it is to be a good citizen. Links were forged with a national charity whose staff inspired, supported and debated issues with the children enabling them to take action by developing survival boxes for those facing difficult situations. Children were acutely aware of these situations through links with various communities, local organisations, school and family discussions and news items they have read or seen. The children's strong desire to be virtuous led them to seek opportunities to support all aspects of their community so that it flourishes.

Environmental issues

Recognising the impact of society on the environment is an ongoing issue to which our children acknowledge their role in affecting change. Through their positive actions the children are living up to the anecdotal title of Keepers of the World coined by a frequent visitor to the school. Whether working together as part of a wider school team, small class group or individual Agents of Change the children have really applied their knowledge and skills to undertake a wide range of environmental projects that contribute to the wider whole of making their school and homes more environmentally friendly. They have been leading the way for others by promoting their work to lessen society's negative impact on the environment. This work links with the curriculum, assemblies and home. It raises healthy debate and discussion leading to ongoing projects that also link in with local and national priorities for good citizens.

Community programmes

The school has a very clear understanding of the sense of community and its role within the local and wider community as well as most importantly the school community itself. Children are keen to ensure that their community flourishes in all respects. They are exposed to numerous excellent role models who discuss and demonstrate how their roles have had a positive impact on others for the good of all. The school has embraced the work of local residents, visitors and governors. They have engaged in many joint ventures with the local library which has included gardening and taking part in reading groups. They have also taken part in celebratory activities sharing both their work and learning for the benefit of all. Currently, some children are taking part in a joint allotment project with other community groups, introducing others to growing their own vegetables and sharing the produce locally. Other Social Action activities have involved engaging with other school groups in a local community choir.



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Organising clubs and activities for others

Whilst enjoying taking part in a range of enrichment activities the children embrace the skills of Social Action to support their peers. Additional clubs/activities whether reading, sport, dance or creative activities have been well planned and led by Special Agents of Change within their own time and with the support of an adult. They are spurred on by their own deep desire to make a difference for others. They also identify important issues such as supporting those new to their school particularly if they are at an early stage of language acquisition in English.

Raising funds for others

As with all schools the school selects various causes to support through fundraising. Sometimes this is influenced by the children and their families through well planned Social Action. A recent example would be a family working with two other families who made ribbons to sell in support of those suffering as a result of the war in Ukraine. The good work in Social Action has had a really significant and tangible impact on the families within school. Families have embraced and supported the character development and recognise the significance of Social Action as the lens through which we can see the development unfold. It is an imperative to engage with the families from the outset as they continue to promote the work of the school with their children. The school also engages with the work that the families undertake for example a family undertaking a litter pick in the local area.

Intergenerational Programme – combatting loneliness

A regular commitment to Social Action with a local Live at Home scheme has enabled the children to see the reciprocal effect of virtues in action. Throughout the Pandemic both the school and the Live at Home scheme members continued to meet in the virtual world which served to be quite an important link for more isolated members of the scheme and for those children separated from wider members of their own families. The children quickly recognised the importance of their previous action which was to teach the members how to use an ipad to communicate with their families. This was clearly invaluable to the members during the Pandemic and quite a lifeline for some. The Special Agent group were delighted that their actions had been appropriate and certainly meant they had undertaken the right action at the right time.



Yeading Junior School

Social Action Campaigns

Homelessness

Environmental issues

Community programmes

**Organising clubs and
activities for others**

Raising funds for others

**Intergenerational activities –
combatting loneliness**



Yeading Junior School

Special Agents Learning to Lead

Special Agents of Change take part in a variety of leadership workshops with external organisations to further enhance the enrichment process including training and coaching. The workshops aim to develop the core skills the agents require to successfully carry out their role as Special Agents of Change.





Yeading Junior School

Effective Social Action

Character Virtues are known, embedded and followed by the whole school community. The children have been inspired by a whole range of excellent role models both inside and beyond school. Parents and families eagerly engage in Social Action within the wider community as well as at their various places of worship. Actions are well promoted and often link with other stakeholders beyond the school gate. Over time families have sustained Social Action activities which they have taken into other phases of their children's learning.

Teachers have taken part in effective CPD through the Jubilee Centre for Character and are often keenly involved in Social Action themselves beyond school.

It has been imperative from the outset to ensure that leaders including governors are involved in either developing the children's Social Action, celebrating it or taking an active role within it. The school has captured the Social Action that others are involved in and ensured that it also forms part of our whole school action.

Our young leaders have been provided with a range of training and experiences that have ensured their Character Virtues shine through their Social Action. Partnerships and links with external organisations have enhanced the children's experiences and often enabled them to identify the positive changes they want to make. Following their virtuous learning the children have grown in their understanding that their actions should not only be needed but also impactful.

At each stage of our Social Action children have been encouraged to reflect and share the impact with others in school. This is quite inspirational for those following in their footsteps as they in turn grow to understand the benefit and indeed the double benefit of Social Action. Some of our Social Action has involved engagement with other schools.

Our approach has been inspired by engagement with The Jubilee Centre Framework for Character Education in Schools (<http://www.jubileecentre.ac.uk/framework>)