



#iwill

Transforming Young People and Communities

Inspiring ideas from schools and colleges developing character through youth social action



THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES

UNIVERSITY OF
BIRMINGHAM

 step up to serve



Youth social action is practical action in the service of others to create positive change. It provides an important mechanism for young people to develop and demonstrate their character virtues while benefiting others



#iwill

step up to serve



UNIVERSITY OF BIRMINGHAM

#iwill is a national campaign that aims to make social action part of life for as many 10 to 20 year-olds as possible by the year 2020. Through collaboration and partnership it is spreading the word about the benefits of youth social action, working to embed it in the journey of young people and create fresh opportunities for participation. #iwill was launched under the leadership of HRH The Prince of Wales and is coordinated by the independent charity, Step Up To Serve.

The Jubilee Centre for Character and Virtues is based at the University of Birmingham and is an international research and development centre well known for its work on character education. It is working with Step Up To Serve and leaders from across society to achieve the #iwill campaign's ambitious goal of making youth social action the norm for 10-20 year olds across the UK by 2020.



Transforming Young People and Communities

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Foreword

Schools and colleges are often exciting melting pots of inspiration and activity where young people have the support, structures and stimulation to pursue their passions and turn their ideas into action. They also provide a fantastic forum for educators to share best practice, students to learn from one another and a platform from which to celebrate the incredible contributions young people can make in their communities and wider society through their social action.

81%

of secondary school pupils want their school to do more to help them participate

Source: Ipsos MORI, Youth social action in the UK - 2014

Great education leaders already know that the purpose of education reaches well beyond academic achievements and that providing opportunities for their students to engage in social action can transform young people - developing positive character qualities as well as improving community cohesion. Recent research shows that young people participating in social action showed robust improvements in character qualities including empathy, cooperation, resilience, problem-solving, sense of community and positive educational attitudes compared to their non-active peers. Furthermore, they showed improved levels of well-being, reduced anxiety and increased willingness to be involved in community-related activity later in life.

67%

of employers say candidates with social action experience demonstrate better employability skills

Source: CIPD and YouGov, Learning to Work survey 2015

Yet only 40% of 10-20 year olds in the UK are currently participating in social action and there is a significant socio-economic gap in participation. We want to change this and make participating in social action something every young person can benefit from by 2020. The evidence suggests that schools and colleges are the main route into taking part and students want their schools and colleges to do more. Employers are also clear that participation in youth social action makes for better employees.

In our experience, nobody has more influence than Headteachers and Principals running great schools and colleges. That's why we asked #iwill partners from across sectors to nominate some of the greatest Headteachers and Principals they could find in the UK who are on the journey of putting youth social action at the heart of their vision for education.

On the 8th June 2015, we asked these inspirational leaders to come together and answer this question:

“How can we make youth social action a part of life for every 10-20 year old going to school or college in the UK by 2020?”

The passion exhibited by leaders was palpable as they learned from one another - all united about the difference they know they are making to their school or college, to their young people and the communities we seek to serve.

One of the many outcomes of that inspiring day is this summary of their focused recommendations which reflects the vast array of experience, opinions and advice they have for other education leaders of practice and policy who are on a similar journey to put youth social action at the heart of character building.

We hope that through this guidance, you too will be inspired to **make your pledge to the #iwill campaign** and say what you will do to support more young people to get involved in social action and develop the character and skills they need to give more and get more from their lives.



James Arthur



Julia Cleverdon

Executive summary

We are a group of Headteachers and Principals from across the UK, from small rural primary schools to large Further Education colleges. All of us are united by our commitment to putting youth social action at the centre of character development for our students. We know the positive impacts of doing so extend beyond students' personal development – it also helps to build stronger, more cohesive and compassionate communities.

We came together, each with a leader from within our school or college who drives the social action, to answer an important and timely question:

How can we make youth social action part of life for every 10-20 year old going to school or college in the UK by 2020?

We broke this down into three further questions:

1. What advice would we give to others who are seeking to make youth social action central to their school or college culture?
2. What needs to happen for this to ripple through the UK education systems?
3. What is our role as leaders of schools and colleges to support the further sharing of best practice?

What is our advice to other education leaders?

We recognise that youth social action will look different in every school and college across the country. After all, when done well, social action will be shaped by the passions, needs and thoughts of young people and the communities they identify with and care about. Practices of one school or college are not always directly applicable to another. With that in mind, we have produced the following 4 practical tips that can apply to any setting in any part of the country. Towards the end of this piece, we have shared some examples of how we have made social action a part of the fabric of our school or college. We hope that this both inspires and supports you to build on the social action that already exists within your school or college. By doing so, together we can support all young people to develop the key character strengths and skills they need to get the most out of their lives, whilst transforming our society for the better.

1. Put youth social action at the heart of your school or college

- Embed it in your vision and mission
- Make it the lens through which the curriculum is learned
- Appoint a senior leader responsible for youth social action

2. Inspire and reward youth social action

- Recognise and celebrate social action in and out of school or college
- Inspire students with role-models who are strong social action ambassadors – e.g. peers, ex-students, parents, grandparents
- Recruit staff who are committed to social action and inspire other staff members to get involved

3. Empower young people to lead youth social action

- Ask their opinions and harness their passions
- Start as early as possible – 5 years old is not too young to make a difference

4. Building strong partnerships

- Bring in high-quality providers – try partnering with national or local organisations to access opportunities and resources
- Work with local charities and employers to understand the local community and how young people can make a difference
- Connect with other local schools and share best practice through your networks

What needs to happen for youth social action to ripple through UK education?

School and college leadership has a key role to play in supporting more young people to participate in social action. But we are just one part of a bigger picture. We know that in order for all of our young people to benefit from participating, irrespective of their background or need, this has to be seen as something that everyone is responsible for. For us to achieve this ambitious goal for our young people and for our society, we must all come together and play our part. We have set out below some of the key groups of people and organisations who we believe can help us achieve this goal.

Government and Inspectorates

- Departments for Education across the four UK nations need to send a clear and strong message of recognition about the value of youth social action in education and consider their role in supporting schools and colleges who may not yet be engaging their students in youth social action.
- Inspectorates should recognise and communicate the value of youth social action in education to encourage more settings to prioritise it. However, if any frameworks are developed, they should do so with schools and colleges and avoid time consuming and often meaningless 'box-ticking' activities.

Networks and Families

- Schools and colleges should utilise networks to share best practice, recommend partners to work with and support other schools and colleges to improve their practice. We should also be building on the great work already happening in Primary schools by developing closer relationships between Secondary schools and their Primary feeders to support better transitions.
- Involve parents and families in student-led social action in a supportive role and tell them about the impact this activity has on their child's character, attainment, behaviour, overall employability and career chances. Schools should capture the committed and enthusiastic engagement of parents at Primary school to ensure continued support and buy-in through to Secondary school.

Businesses and Charities

- Businesses should shout about the important role youth social action plays in building the character and skills employers are looking for by including social action as part of recruitment processes and recognising social action as a valuable form of work experience. They should reach out to schools and colleges to understand what youth social action opportunities exist already and what gaps could be filled with your support.
- The voluntary sector should come together to clearly highlight the range of opportunities on offer for young people.



Our role in the #iwill campaign

As a group of Headteachers and Principals from across the UK who place youth social action at the centre of character development for our students, we discussed what we could do together. The result is our #iwill pledge to make youth social action the norm across the UK by 2020.

We will...

- Continue to support ALL students in our respective schools and colleges to participate in high-quality social action, where each one can develop the character and skills needed for life, whilst leading positive societal change
- Share best practice and encourage other education leaders and partners to prioritise youth social action within their work by opening our doors for visits; spreading the word through our networks and encouraging more schools and colleges to make an #iwill pledge

We hope you find this guidance inspiring and look forward to working with you on this exciting movement in the future.



Wider Support

We want to make youth social action the norm for 10 - 20 year olds across the UK by 2020

Chloe Donovan,
Trustee, Step Up To Serve

Our goal is ambitious. If we are to genuinely change society in a meaningful and lasting way, there are many sections we need to influence and change, not just schools and colleges. That's why the #iwill campaign has support from individuals and organisations from across sectors to help achieve our collective goal.

GOVERNMENT DEPARTMENTS FOR EDUCATION

Across the four nations, the departments for education have been demonstrating growing support for the importance of youth social action in character education.

For example, in England, the Secretary of State for Education renewed the pledge from the Department for Education for 2015:

- Recognise youth social action as an important way for all young people to develop key character strengths, irrespective of their background or need, ensuring every child is better prepared for work and life
- Invest £5 million into researching and rewarding the development of character in and out of school, including where character is developed through youth social action

“Character education is part of our core mission to deliver real social justice by giving all children, regardless of background, the chance to fulfil their potential and achieve their high aspirations... There is already inspirational activity taking place in schools I visit across the country, and I encourage more schools, colleges and charities to get involved in social action projects.” – Rt. Hon. Nicky Morgan MP, Secretary of State for Education

It comes back to the ‘you can’t get experience until you’ve got experience’ cycle. I think social action gives a really tangible way for young people to start targeting their experience **Martha Jennings, Starting Out Manager, BSKyB**

EDUCATION INSPECTORATES

UK education inspection bodies have a role to play in recognising the value of youth social action for learners’ development. Ofsted have supported the campaign since its launch and we are delighted that they and the other inspectorates across the four nations continue to support more schools and colleges to get their students involved.

“Ofsted has always understood the importance of how schools engage their students in extra-curricular activity and volunteering in their local community, which we reflect in our judgements on behaviour and safety. Ofsted will ensure our guidance for inspectors and schools and colleges emphasises the importance of young people having the opportunity to serve others in their community. We wish Step Up To Serve every success in this important campaign.” – Sir Michael Wilshaw, HMCI, Ofsted

“We know that young people across Scotland contribute greatly and effectively to their communities in so many inspiring ways. This focus on the social outcomes of learning has been an integral part of education in Scotland and this is reflected and celebrated in our national curriculum. Education Scotland are pleased to support the #iwill campaign and I pledge that Education Scotland will continue to support and report upon young people’s contributions to their communities in our inspections and aspect reviews.” - Dr. Bill Maxwell, Chief Executive, Education Scotland

BUSINESSES

Businesses already play a key role in supporting and embedding social action in young people’s journey from education to employment and beyond.

The #iwill campaign’s business pioneers represent just some of those who are taking action in a number of areas: recognising the value of youth social action in recruitment practices and materials; promoting and measuring adult volunteering to support youth social action; placing youth social action at the heart of work experience, apprenticeship, or graduate schemes and facilitating fresh opportunities through existing and new volunteering initiatives. Visit iwill.org.uk to find out more about what businesses are doing to support the campaign.

“Youth social action is a fantastic way for young people to develop confidence, resilience and character; employability skills, which can make a big difference when they’re trying to get a job. It also gives young people the opportunity to make a positive contribution to their local community, society or to a greater cause.”

One way businesses can help is by making sure everyone inside their organisation understands why youth social action is valuable and that people outside the organisation understand that we really value youth social action.” – Paul Drechsler CBE, President, CBI

VOLUNTARY SECTOR

Voluntary sector organisations can provide life-changing opportunities for young people to make a positive difference to society. Hundreds have already made an #iwill pledge to support more high-quality youth social action opportunities. What’s more, work is underway to help link these opportunities even more, so that young people can make social action a habit for life.

“Generation Change has brought together 18 national youth social action providers, including the Scouts, vInspired and Free the Children. We have all made a commitment to work together to inspire young people about the positive difference they can make as they grow up in the UK. So that by the time they get the chance to take part in great social action opportunities like National Citizen Service, they’re setting the pace. We believe every school can benefit from partnering with a charity that is dedicated to building a social action journey for young people.” - David Reed, Director, Generation Change

Building Character through Youth Social Action

Dr. Tom Harrison,
Director of Development at the Jubilee Centre for Character and Virtues

Through a dedication to social action the character of young people and the communities they live in can be transformed.

There is an intrinsic link between youth social action and character education. Opportunities provided by schools to undertake youth social action are an effective and meaningful way to develop young people's character virtues. Social action should be celebrated for its transformational possibilities – both for young people and their communities. It helps young people develop a sense of purpose – one that is discovered and not imposed.

Schools that help young people to plan, participate in and reflect on social action opportunities are also helping them to build their character. They are supporting young people to develop positive character strengths that will hopefully become habits for life and contribute to individual and societal flourishing.

Character Education

Character Education is an umbrella term for all implicit and explicit educational activities that help young people develop positive character strengths – sometimes called virtues. In the last few years a revival of interest in Character Education has been seen in the UK. Increasingly schools are expected to evidence how they develop the character of their students and youth social action is a great way to do so.

The following character strengths have been identified by the Department for Education as central to character education. These can all be developed by schools supporting young people to take part in youth social action opportunities.



Perseverance, resilience and grit – sticking at a youth social action project even when the going gets tough and it would be easier to quit

Confidence and optimism – growing in self-belief by successfully realising a personal or group vision for youth social action

Motivation, drive and ambition – youth led social action projects taken on by young people to positively change something that they are passionate about

Neighbourliness and community spirit – participation in real life social action projects that involve the local, national or global community

Tolerance and respect – working alongside different people on a social action project, learning about each other, understanding difference and building mutual trust

Honesty, integrity and dignity – active participation in youth social action that purposely builds community spirit, trust and bonds

Conscientiousness, curiosity and focus – having the vision and desire to make a difference and applying oneself consistently to realise it

Youth social action also helps young people develop an over-arching or meta-virtue – often known as practical wisdom. This is the transferable ability to know what to and what not to do, for the right reasons, in a variety of situations and contexts.

Making youth social action high-quality

We know that youth social action takes place in a range of contexts and can mean formal or informal activities, in any setting; for example online, extracurricular, in clubs and groups, informally, or as part of structured programmes.



Before the launch of the campaign in 2013 Cabinet Office, The Young Foundation and Institute of Voluntary Research consulted with many organisations across the youth, voluntary, education, business and faith communities. They established an agreed set of six principles that underpin high quality, meaningful youth social action.

Wherever young people are getting involved we expect that youth social action which applies the above principles, will be able to demonstrate a clear double benefit – to the young person who takes part by developing their skills, character and life opportunities as well as to a community, cause, or social problem. The six principles also help promote inclusive practices so that all young people are able to participate and benefit.

WHAT IS OUR ADVICE TO OTHER EDUCATION LEADERS? TOP 4 THINGS YOU CAN DO

1. PUT YOUTH SOCIAL ACTION AT THE HEART OF YOUR SCHOOL OR COLLEGE

Embed it in your vision and mission

Making youth social action an explicit part of your school or college's mission statement, ethos and policy will ensure that it becomes fundamental to operations for both teachers and students.

Write a strategy document that places social action at its core and gives you a way of measuring its impact and effectiveness. Consult with students, staff and parents on what meaningful social action looks, feels and sounds like in your community and use this as the basis for your strategy.

Once you have finalised your strategy, it is important to communicate and reinforce it as clearly as possible. Have a plan, be clear about delivery and promote, promote, promote!

“Social action is not just a one-off event; it is embedded within our academy's culture and ethos. As a school, this is about encouraging all students to participate in social action and to be aware of the values and importance of the charity, political debate or immediate cause.” – Mark Keary, Principal, Bethnal Green Academy, London

Make it the lens through which the curriculum is learned

Setting time aside for prioritised, embedded and interconnected social action within the regular school curriculum will ensure that you don't have to choose between exams or social action. Learning academic subjects through the lens of social action means that new knowledge and skills are given a real-world application and young people can see that they can make a difference to the world around them with what they've learned in school or college.

Ensure that social action is incorporated into the curriculum as early as possible; don't wait for Year 11. This will encourage greater accountability and engagement of students, staff and the wider community, including parents.

“Research within the school has shown that those students who engage in social action tend to achieve at least 1.5 grades higher at GCSE. The requirement of maturity, good time-management, self esteem and confidence that are developed through engagement in social action programmes directly impact upon academic performance.” – Rob Newsome OBE, Headteacher, Ysgol Dyffryn Taf Secondary school

Appoint a senior leader responsible for youth social action

Identify a senior member of staff to coordinate, promote and lead social action across your school or college and the wider community. Having a staff member who takes the lead and has ultimate responsibility will ensure continuity, accountability and that your social action strategy moves forward. It will also make it easier to coordinate strategies with other schools and voluntary organisations.

However, while it's a good idea to appoint one staff member to lead the way, it's important to stress that all staff members need to be actively committed to youth social action, inspiring others and acting as positive role-models.

“The College employs a Community Project Co-ordinator to assist the curriculum managers, link with local organisation and support staff in organising activities and capturing feedback. They also liaise with local press to ensure the good work is publicised, which helps present a positive image of our young people.” – Graham Razey, Principal, East Kent College



WHAT IS OUR ADVICE TO OTHER EDUCATION LEADERS? TOP 4 THINGS YOU CAN DO

2. INSPIRE AND REWARD YOUTH SOCIAL ACTION

Recognise and celebrate youth social action in and out of school or college

Shouting about your students' achievements will help develop young people who are inspired, motivated and have high expectation of themselves and their peers. Remember that youth social action doesn't stop at the school gates. Contributions made by students in their own time are extremely valuable and will be made more meaningful if recognised at school or college.

It's important to create a framework for students to 'hang' their accomplishments onto that will help them to understand their learning journey so that they can demonstrate and articulate their social action in CVs and personal statements. Organise events and assemblies at which students' achievements are recognised and encourage students to speak about their social action experiences at these events.

“Our whole-school ‘PLEDGES’ scheme (Participation, Leadership, Environment, Diversity, Giving, Excellence, Service) captures what the students do both inside and outside school. It’s a great way to recognise our students’ achievements, boosts future employability and really useful for engaging parents too.” – Hannah Turner, Assistant Principal, Swavesey Village College

Inspire students with role-models who are strong social action ambassadors – e.g. peers, ex-students, parents, grandparents

Hearing from other students, ex-pupils, parents, grandparents and other community members can inspire your students to participate. Inviting inspiring ex-students to speak about how they got involved in social action during their time at school may also reassure those current pupils that are more hesitant about getting involved.

Celebrate past successes and use student ambassadors to show current students the value that involvement in social action can have when they take their next steps to college, university or employment. Draw on leading public- and private-sector recruiters and organisations too to demonstrate to students the benefits of involvement in youth social action for future career advancement.

Encourage parents to get involved. Let them know about the impact social action is having on attainment, character, skills and employability. Once parents are on board, social action can become self-sustaining outside of school or college. There is a need for Secondary schools to work closely with Primaries to capture and maintain parental involvement through to Secondary schools.

“Youth social action has had a huge impact on parental engagement. The passion the students go home with inspires their parents. A father of one of our pupils who spoke at WE Day is now going into his place of work encouraging everyone to think about the difference they can make.” – Carole Jones, Principal, Yeading Junior School

Recruit staff who are committed to social action and inspire other staff members to get involved

Building a staff team that's convinced of the value of social action will galvanise students and the wider community. Heads and Governors should appoint staff members who understand the importance of social action and encourage existing staff to become involved in social action in their own time. This will enable them to lead by example and to develop contacts within the community naturally.

Creating an ethos where there is enthusiasm for social action from staff and students alike will naturally create a culture of high expectations where everyone is actively considering how they improve and bring others along with them.

“A lot of the brilliant social action work our students do is down to the commitment of staff to help students think about their life goals and how they can use social action to help get there. All staff are encouraged to lead by example – and they do!” – Stephen McCartney, Head of Student Services, Northern Regional College



WHAT IS OUR ADVICE TO OTHER EDUCATION LEADERS? TOP 4 THINGS YOU CAN DO

3. EMPOWER YOUNG PEOPLE TO LEAD THEIR OWN SOCIAL ACTION

Ask their opinions and harness their passions

A successful youth social action strategy cannot be imposed and implemented from above. Social action programmes must be developed and led by young people, based on what is important to them. Harnessing their passion is vital to ensure 'buy in' and sustainability. Provided an initial framework is put in place, young people will build and improve on it, relishing the independent challenge of defining their contribution to others.

Appointing a lead social action ambassador from within the student body can be effective. Support students to explore what they really care about and discuss how their skills and time can best be put to use in the community. Student councils are a good place to start. Most schools have them and young people can lead social action straight away through them.

"You need to have a group of students that are passionate about social action and enable them to make the changes and lead youth social action in the school." – Mike Garlick, Principal, The Regis School

"Although initially you need a structured framework so that the ethos of community, service and understanding of their place in the world is embedded, once you have ensured that independent learning and thinking is encouraged, the emphasis is then shifted from adult supported to youth led." – Andrew Aalders-Dunthorne, Headteacher, Waveney Valley Partnership Federation

Start as early as possible – 5 years old is not too young to make a difference

To create a lifetime commitment to social action, it needs to be embedded in the curriculum from the earliest possible age. Five-year-olds are not too young to start a social action journey.

Use the student voice as the mechanism for empowering youngsters at a very early age by exploring what is most meaningful to them and their community, for example keeping libraries open or ensuring safe public playgrounds. Ensure coordination between Primary and Secondary feeder schools so that students' social action histories and achievements are recorded throughout their school careers.

"We empower our students from a young age as peer meditators, meaning our six year olds are in the playground solving problems and developing negotiation skills. This is very much embedded into the planning of the school and each year group is given a strategic level of responsibility." – Rekha Bhakoo CBE, Headteacher, Newton Farm Junior School



WHAT IS OUR ADVICE TO OTHER EDUCATION LEADERS? TOP 4 THINGS YOU CAN DO

4. BUILD STRONG PARTNERSHIPS

Bring in high-quality providers – try partnering with national or local organisations to access opportunities and resources

You don't have to start from scratch when designing a social action strategy and framework. There are a range of existing models and programmes that can help to embed social action in your school or college and that already have widespread recognition from employers, colleges and universities.

These include, but are by no means limited to: the Duke of Edinburgh's Award, National Citizen Service (NCS), Combined Cadet Force (CCF), Free the Children, UNICEF Rights Respecting Schools Award, PiXL - The Edge, vInspired and The Citizenship Foundation's GoGivers.

Ultimately, though, while these models and programmes can be extremely helpful in shaping your social action strategy, be guided first and foremost by your community and your students.

“All students in Year 9 do Bronze DofE, Years 10 and 11 do Silver, while Year 12s have the option to do Gold, or NCS, or the John Muir Award. All of these are paid for by the school to allow all students, regardless of background, to take part – Dr. Andrew Reay, Associate Principal, King's Leadership Academy

Work with local charities and employers to understand the local community and how young people can make a difference.

Start by keeping it local. Understand how your school or college fits into the wider community and how students can make a difference. Get to know your community by engaging with local businesses and community projects and consider linking with other schools in the area to share ideas.

Get parents on board as early as possible. Let them see what's going on and what their children are doing. They can encourage them to continue social action at home. Try working with the PTA or parent body to devise a community support programme which brings together the staff, families and children in social action. Once you get buy-in from parents, local businesses and the local community, social action can quickly take on a momentum of its own.

“We've had wonderful letters of support from the local community saying how much they've enjoyed working with our children. We've got a community which engages with the school now, which didn't happen previously. Parents get on board when we're doing events and help support us.” – Christine Kemp-Hall, Principal, North Ormesby Primary Academy

Connect with other local schools and share best practice through your networks

Students at Primary school often leave with a strong social action past, which is often over-looked, or not built upon when they move into Secondary school. More broadly, schools and colleges should utilise their physical and virtual networks through which they can share social action best-practice, recommend partners they have worked with and provide support for schools that are struggling in their journey to embed youth social action.

“Youth social action is a great way for young people to develop key character strengths and life skills whilst transforming their communities. I pledge to celebrate school leaders who embed social action in their vision and practices and promote best practice sharing through the NAHT networks, so that all young people can fully participate, irrespective of background or need.” - Russell Hobby, General Secretary, NAHT





Headteacher
Alison Wyld

Top character qualities developed

- Citizenship,
- Motivation, drive and ambition
- Perseverance, resilience and grit
- Pride
- Hope and optimism



Principal
Mark Keary

Top character qualities developed

- Leadership
- Service
- Teamwork
- Community awareness, neighbourliness and community spirit
- Compassion

All Saints Church of England Aided Junior School

REGION South East
TYPE Primary School
STUDENTS 460 of pupils aged 7-11

Our interest in youth social action began when staff noticed that some students not only struggled to acknowledge the positive aspects of their lives but had developed a sense of materialistic entitlement for their contributions. We took inspiration from other schools (such as Wellington College's 'happiness curriculum') as well as the Action for Happiness organisation then researched and tested theories on looking at life positively. **The result was 'Steps to Awesomeness', which celebrates appreciation, positivity, kindness, setting goals, courage, participation, exercise and community service.** Our children work through the steps at bronze, silver and gold levels. As part of the gold level, children can become "Guardian Angels" which involves Year 6's looking after younger pupils in the playground and helping them with their reading. Once a student receives an award they can proudly wear an "Awesome" badge on their uniform.

The project quickly picked up momentum and now **you see children wearing their badges with pride and helping each other to achieve.** We've tried hard with these badges not to create an alternative system of material reward (the very thing we

were seeking to combat!) but it's clear that the work is making the children feel good as well as look good. Reflection is an essential part of the programme and students must record their achievements and feelings.

Because our children are primary age, **we've focused on bringing the community in to us.** Local parish church members come in to help with reading and we hold tea parties at the school for people in our community. However, our choir also performs at the parish lunchtime concert series on a regular basis and sings at retirement homes at Christmas - music has proved a valuable and accessible tool with which to engage with community members.

We are in the midst of a radical change that includes embedding youth social action in the curriculum, for example our Heroes project which culminated in the Pride of All Saints Awards. We believe it's really important for schools to recognise the value of social action and character education alongside academic achievement.



All Saints Church of England Junior School
Lea Wood Road, Fleet, Hampshire
GU51 5AJ
www.allsaintsfleet.co.uk

When you enter the school, one has a feeling of well-being. The tea-party was a delightful experience. It was such a pleasure to see the children enjoying serving and looking after their guests. Older children showed great care towards the younger ones and consideration for everyone.

A guest from a community Tea party

Bethnal Green Academy

REGION London
TYPE Secondary Academy
STUDENTS 1021 pupils aged 11-19

All members of our school community have signed up to the #iwill campaign, we have embedded social action schemes into all departments and our students are enthusiastically encouraged to volunteer. We've linked with other organisations to do this - members of our student council are participating in a project with Citizens UK as we speak. It asks students to identify key areas of the local community that need improving in order to benefit the lives of others or create a more eco-friendly environment. Students have to collate evidence, hold meetings and suggest solutions to the council. The group is currently formalising letters to the council that put forward their motivational ideas for change in two chosen areas of concern: shortage of bins and neglect of a local park.

Fundraising is a key part of our social action and every December we host WinterFest - an arts festival that raises money for charity - and our students have raised over £10,000. Celebrating is important, so we hold a social action awards evening annually. **During the year we invite in guest speakers from different organisations who share experiences, innovative ideas**

and instil critical thinking and problem-solving in our student body. What is more, everyone is encouraged to participate in whole school democracy debates. For Democracy Drop Box Day, all students must prepare, research and debate their arguments with justification & conviction.

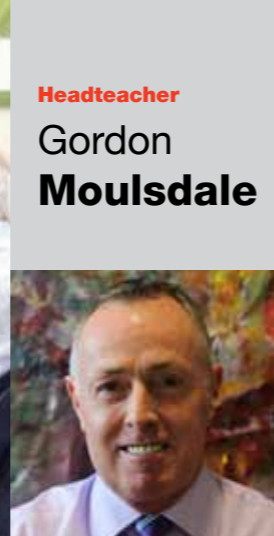
Social action is not just a one off event, it is embedded within Bethnal Green Academy's culture and ethos. To make a habit of social action students must be regularly challenged to think holistically and independently, which in turn instigates leadership and empathy for others. **As a school, this is about encouraging all students to participate in social action and to be aware of the values and importance of the charity, political debate or immediate cause.** Students are encouraged to engage regularly with social action from within the walls of their classroom and without, developing leadership, confidence and the linguistics of persuasive language.



Bethnal Green Academy
Gosset Street, London
E2 6NW
www.bethnalgreenacademy.co.uk

Once again, thank you so much for the incredible efforts Bethnal Green Academy has gone to in fundraising for Crisis. It's people like you who enable us to transform the lives of homeless people.

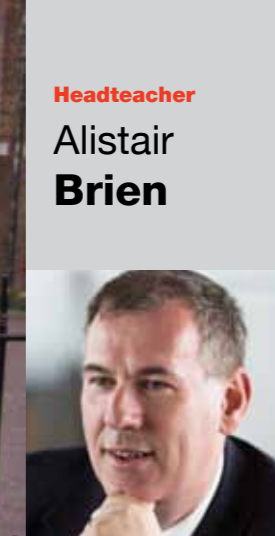
Community Director, Crisis



Headteacher
Gordon Mouldsdales

Top character qualities developed

- Teamwork
- Compassion
- Selflessness
- Service
- Problem-solving



Headteacher
Alistair Brien

Top character qualities developed

- Service
- Empathy
- Confidence
- Community awareness, neighbourliness and community spirit
- Social justice

Bishopbriggs Academy

REGION Scotland
TYPE State Secondary School
STUDENTS 1181 students aged 11-18

Our academy's vision is to develop active global citizens and unlock the true potential of our young people as valued and valuable members of the community. As well as being successful learners, we want our students to become confident individuals and responsible citizens and so we teach values that show respect for others and compassion for those less fortunate.

This means we teach everything through the lens of social action. The British Council has accredited us with the 'International Schools Award' for work including partnering with a German school to teach the values of other cultures. Our students have written to prisoners as part of the 'Write for Rights' Amnesty campaign and all our S1 pupils studied a cross-curricular 'Water for Life' project to learn about conditions in developing countries. **Students ran Fair Trade stalls selling goods from around the world and won a social enterprise award for raising awareness of the products.** In terms of social action closer to home, we have forged strong links with the Senior Citizens' Soup Lunch organisation and with Silver Surfers, which encourages intergenerational

relationships. Our students have also worked with Glasgow City Mission to raise awareness of homelessness and poverty. This diversity of local and global partners means that our young people gain a truly worldwide understanding of social action, where it is needed and how to help.

A group of our students trained with East Dunbartonshire Voluntary Council to become Community Ambassadors, establishing a 'Community Action Project' within our academy. One such ambassador, Natasha, volunteers with her grandfather at the local hospital, guides boat trip tours, and coaches young people at the kayak club after school and on Saturday mornings. Kenneth, 17, is a carer for his mum, but also volunteers weekly for the Air Cadets and has been working with Anchor Boys for a number of years as a coach. He was awarded his Queen's badge last year and his confidence is growing daily. **We are extremely proud of the work our young people do and we will continue to keep it at the heart of our academy's culture.**



Bishopbriggs Academy
Wester Cleddens Rd,
Bishopbriggs,
East Dunbartonshire G64 1HZ
www.bishopbriggs.e-dunbarton.sch.uk

Enjoyment, enthusiasm and the inclusion of those taking part in all the events was most evident. Another benefit has been seeing the pupils maturity and confidence when volunteering at the cafes and events; they seamlessly interact with the people with dementia and their carers both in the care home and café settings.

Karen Heath, part of the 'Action on Dementia' team

Bournemouth School for Girls

REGION South West
TYPE Academy Secondary School
STUDENTS 1140 of pupils aged 11-18

For us, social action is embedded through our house system. We encourage friendly competition across all subjects that includes social engagement and fundraising: each house votes on a charity and as a school we raise in the region of £10,000 across the academic year. **It's not just about raising money, however, but the more important personal sacrifice for the benefit of others.** We offer leadership experience that starts in Year 7 with roles including school council rep and recycling rep, developing year on year with form captain opportunities and prefect roles. Moreover, our pupils are encouraged to participate in community service – our chamber choir goes into local care homes and gives concerts that the residents tell us they love. **The Lions Club Award recognises the students who commit to 50 hours of community service.** Many pupils do DofE and this year we had six students invited to the palace to receive their gold awards. A group of our sixth formers went to Romania over the summer to volunteer in orphanages with the Libra Foundation, while one student travelled to Ecuador and another to Africa to help rebuild school facilities.

We are reviewing the PSHE curriculum so that social action projects are embedded each year, with a strong focus on engagement which is more than fundraising alone. The 'Snowdrop Award' encourages Year 7 pupils to join a school club, learn a new skill and 'make a difference'. We are always aware that affluent students may have greater access to extra-curricular opportunities but as Pupil Premium Award Winners, we are working hard to bridge the gap.

There's no doubting the strong correlation between those who are engaged in voluntary social action and those who are engaged in their academic work. We've seen our young women grow in self-confidence, in their ability to empathise and their concern for others. **We aim to create well-rounded, happy individuals who can make a difference when they leave school - we have no wish to be an exam factory!** We were very pleased when Ofsted recently reported that the students' spiritual, moral, social and cultural development was "outstanding". We will do everything we can to keep that up.



Bournemouth school for girls
Castle Gate Close,
Castle Lane West,
Bournemouth, Dorset BH8 9JJ
bsg.bournemouth.sch.uk

I have gained so many valuable skills that I know I will take forward with me through my entire life. I know I have personally developed my leadership, teamwork, organisation and creativity - to name just a few!

Rachel Ruck, 6th form student



Headteacher
Barbara Smith



Top character qualities developed

- Citizenship
- Empathy
- Confidence
- Community awareness, neighbourliness and community spirit
- Selflessness



Principal
Graham Razy



Top character qualities developed

- Volunteering
- Critical thinking, reason and judgement
- Service
- Problem-solving
- Reflection

Bun-sgoil Ghàidhlig Inbhir Nis

REGION Highlands & Islands
TYPE State primary School
STUDENTS 190 pupils aged 4-11

A really important part of social action and our community is the integration between generations and the preservation of our Gaelic heritage. We've created a program that gives Year 7's the opportunity to go meet with residents of Cameron House - a residential care home for dementia sufferers - on a weekly basis for about an hour and converse in Gaelic. The participants have a short interview before joining that asks them to articulate why they want to get involved. **For our pupils it gives them the opportunity to speak Gaelic outside of the school and raises their awareness of the realities of old age, such as dementia and the problem of loneliness.** But the initiative also helps increase the residents' sense of well-being as they share memories and skills in their native tongue with a new generation of Gaelic speakers. One resident said it helped bring back memories of when she was young.

These visits have strengthened links with the wider community and brought two very different generations together, while building community awareness, neighborliness and a community spirit in our young people. **Heritage, history and ancestry are all being observed, respected and invigorated.**

Moreover, I think to encourage children to take social action they need to hear from other people's experiences, both good and bad. **We have had adults with disabilities visit the school to share some of their life experiences and it really made the children think about the changes we, as a society, need to make.** We are dedicated to creating opportunities for those in the wider community to visit the school, share experiences and raise awareness of social issues - local, national and international.



Bun-sgoil Ghàidhlig Inbhir Nis,
Inverness IV2 6BA
bunsgoilghaidhliginbhirnis.wordpress.com

It's very interesting knowing what would happen when they were younger, compared to what our lives are like

Sian Jamieson, P7 pupil

East Kent College

REGION South East
TYPE FE College
STUDENTS 1900 pupils aged 14+

We began a student engagement strategy two years ago by setting aside two days for all staff and students to volunteer for local community organisations. It was such a success, and we received such brilliant feedback from the students and community, that **we forged ahead and made youth social action an integral part of all the full time students' study programmes.** Six weeks of the academic year are 'Progress Weeks' when students must work on social action projects. They get experience of project management and week by week they work on planning, fundraising, volunteering and how to celebrate the results.

The College employs a Community Project Co-ordinator to assist the curriculum managers, link with local organisations and support staff in organising activities and capturing feedback. They also liaise with local press to ensure the good work is publicised, which helps present a positive image of our young people.

Our projects have been many and varied. One group supported a Parkinson's exercise group by raising money to buy them new equipment. Other students worked through their half term

to re-vamp and re-decorate two large classrooms used by the local community. Hair-styling services were offered to residents of a local nursing home, while our learning difficulties and disabilities students spent a day making food so the local church could host a lunch for the homeless. In partnership with Broadstairs Town Team ('Brush Up Broadstairs'), Thanet District Council and Broadstairs Rotary Club, students cleaned up and repainted an area of the promenade, making an immediate impact on the local environment. Memorably, the students also hosted a wonderful 'murder mystery' evening at the school - they provided a two course meal, drinks and games while plucky staff acted out the play. All the money raised went towards the materials needed for a new outdoor stage at a junior school and our students built it themselves on volunteering days.

Without question youth social action benefits not only the community but develops employability skills and supports work experience. Students are directed to treat their community partner like a client, who gives them a brief to work to and feeds back on their behaviour and professionalism.



East Kent College
Ramsgate Road,
Broadstairs, Kent CT10 1PN
www.eastkent.ac.uk

Fantastic project. Learnt a lot and brushed up on some skills and now feel more confident working in teams.

Toby Allen, Catering Student



Outgoing Principal
Daphne King

Top character qualities developed

- Teamwork
- Confidence
- Compassion
- Friendliness and forming friendships
- Motivation, drive and ambition



Executive Headteacher
Carl Ward

Top character qualities developed

- Pride
- Friendliness and forming friendships
- Volunteering
- Community awareness, neighbourliness and community spirit
- Motivation, drive and ambition

East Norfolk Sixth Form College

REGION East of England
TYPE Sixth Form College
STUDENTS 1675 pupils aged 16-19

“Making a positive impact within our community” is now part of our mission statement. We have re-worked our strategic objectives with a yearly staff-wide action plan, while our ‘Director of Progression and Employability’ is responsible for driving this priority across the whole college. **Our students apply for social action placements through our website, encounter healthy competition, keep account of their own hours and are tracked for progress.** Several hundred students volunteer at any one time and they are encouraged to use these experiences in UCAS personal statements as well as with apprenticeship or employment applications.

‘Peer Mentoring’ as part of the ‘5 Ways to Well-Being’ programme works within the College, but we also work with local partners: St John’s Ambulance, local clubs for the elderly and the Citizen’s Advice Bureau, all of whom challenge our students to lead positive change. **One of our most successful partnerships is with the James Paget University Hospital where up to a 100 students a year take part in their mealtime volunteering programme.** Students learn to be responsible

for patients and understand the administrative duties of care-giving, while gaining vital employability skills such as communicating clearly with other professionals and learning to be a valued member of a team.

We know that our students gain valuable skills for the world of work when they take part in social action. We campaigned for voluntary work to have the same standing as a work placement with a business and when a Department for Education official came to see our students on the mealtime volunteering programme, they left inspired to broaden the Department’s definition of ‘work experience’ to clearly include meaningful social action too.

ENSFC is the first school in Norfolk to sign up to the #iwill campaign and we were delighted when Great Yarmouth Borough Council’s Employment and Skills Group approached us to get help from our students with re-branding their website – the community has been very impressed with them and we are so proud!



East Norfolk Sixth Form College
Church Ln, Gorleston-on-Sea,
Great Yarmouth, Norfolk
NR31 7BQ
www.eastnorfolk.ac.uk

“My final volunteering placement led to a full time job!”

Chloe Beattie, former college student

Haywood Academy

REGION West Midlands
TYPE Secondary Academy
STUDENTS 1101 pupils aged 11-19

We prioritise getting our young people ready for meaningful employment. We set up a steering group with six local employers and employed two careers advisors to create a work-based learning programme that develops the skills students need by the time they leave at 18. **We have embedded this within the curriculum and youth social action now lies at the core of our school’s ethos and timetable.** The work-based learning students in sixth form do two days a week in class and three days a week in a local business. They come out with experience but, crucially, they also get qualifications. **Employers come in to deliver lessons on employability and those not on the programme have Wednesday afternoons allocated to volunteering.** The earlier you start the better, so we run inset courses with the fire brigade and the police cadets and students volunteer three evenings a week. This runs as a two-year course that culminates in a BTEC qualification. We are proud that Haywood now runs the biggest post-16 volunteer programme in partnership with business than any other secondary school in the UK.

We celebrate involvement

through in-class conversations as well as assemblies and certificates. **The end of each half term sees an award ceremony commending achievements through academic, vocational and work-based learning.** We also hold a whole academy trust award ceremony that gives specific awards for volunteering and that we hope will inspire the younger children.

Our profile in the local community is strong. Rather than provide in-house catering, sixth form students are encouraged to support nearby businesses, which is revitalising the local economy. **We have transformed a local town hall into a work-based learning programme hub. It is very important that we recognise the power of educational facilities to transform communities and revitalise town centres; it’s easy once you get the ball rolling.**



Haywood Academy
High Lane, Burslem,
Stoke-on-Trent,
Staffordshire ST6 7AB
www.haywoodacademy.coop

“Good relationships between education and industry is vitally important. We are absolutely delighted to support this project.”

Kevin Oakes, Chief Executive of Steelite International



Associate Principal
Dr. Andrew Reay

Top character qualities developed

- Resilience and grit
- Confidence
- Tolerance and respect
- Critical thinking
- Motivation and ambition



Headteacher
Rekha Bhakoo
CBE

Top character qualities developed

- Leadership
- Tolerance and respect
- Compassion
- Critical thinking, Reason and judgement
- Friendliness and forming friendships

King's Leadership Academy

REGION North West
TYPE Secondary Free School
STUDENTS 390 pupils aged 11-14

Year 7 focuses on group membership, Year 8 work on personal leadership and Year 9 begin principles of action-centered leadership. Year 8's mentor Year 7's, tutoring sessions take place every morning and it is mainly student led. All students in Year 7 and 8 work for a first aid, life-saving, martial arts and sword fencing qualification while the School Parliament offers a range of cabinet and back-bencher positions for each year group. **The house system offers leadership roles through captain, vice-captain and associate captain responsibilities; once a year each child is 'leader' of the school for a day and a leader of their class once per half term.** Thirty students are numeracy or literacy leaders and every child does three weeks 'duty' per year, maintaining standards around the school. We have a vibrant Combined Cadet Force to instil a sense of service before self; DofE begins in Year 9 and is compulsory up to Silver, with strong encouragement to join Gold, the NCS or the John Muir Award in sixth form. **We pay for these activities to allow students of all backgrounds to take part. In Year 7, student are set the "£10" challenge;**

they are given £10 and must start an enterprise to create profit that goes to a local charity. Two of our boys set up a dog walking business, created a website, distributed flyers and in three weeks made several hundreds of pounds. This is just one example of the natural leadership these children demonstrate when they are given the chance.

This kind of programme can work in any school so long as it is intentional, planned and has support from governors, the leadership team and buy-in from the students. Pupils from all backgrounds, but especially those from deprived ones, are now flourishing so youth social action is a double win: our students benefit through developments in civic character but so does our community and local environment.



Kings Leadership Academy
Seymour Drive, Warrington
WA1 3TT
www.kingsleadershipacademy.com

“2015 has been my most rewarding year so far. The opportunities I have had to make a difference in people's lives has changed me forever.”

Rachel Addison, a Year 10 student and member of the King's Parliament

Newton Farm Nursery Infant and Junior School

REGION London
TYPE Community Primary School
STUDENTS 298 pupils aged 3-11

As a 'Rights Respecting School' our pupils know their rights and take responsibility for being masters of their own action. **So when developing leadership and social action for our curriculum, we ask our students to direct policy decisions and choose the projects.** For example, identifying a lack of religious unity both locally and globally, they decided to invite ten local religious leaders to come to the school and lead workshops culminating in a big assembly.

Our volunteer activities include helping serve food in nearby care homes, participating in litter picks and helping with bag packing at the local shops. Community atmosphere is further nurtured by hosting grandparents and local elderly at the school for tea, and, as part of 'Go Givers', our students help keep the library open and help account for how the library's budget is spent. Through the 'Virgin Money' initiative, students were given £5 and sold goods to the local community to turn that into profit.

Democracy is firmly embedded by the school council and a **'learning council' made up of students who observe**

teachers, give performance management appraisals and suggest new ideas. Philosophy is taught from the word go; our Year 6's are currently discussing the refugee crisis, its causes and implications. We empower our students from a young age as peer mediators, meaning our six year olds are in the playground solving problems and developing negotiation skills.

This is very much woven into the planning of the school with strategic levels of responsibility increasing by year group. We make plans on a fortnightly basis, ensure that the current themes are integrated and that assemblies and PSHE topics are all delivered congruently. **Youth social action and the culture around it cannot be taught as an 'add on' but must be part and parcel of what every child understands and believes and is passionate about.** You've got to develop that passion in youngsters so they will impart that passion as an adult. And there are no exclusions in our school; silly behaviour, yes, but not bad behaviour, because the culture we've instilled means our students know how to negotiate and communicate.



Newton Farm Nursery Infant and Junior School
Ravenswood Crescent, Harrow,
Middlesex HA2 9JU
www.newtonfarm-harrow.co.uk

“By being actively involved in activities which make a difference to other people has totally transformed my outlook on life. I am committed to stepping up and volunteering to serve others so that we have a world where we are respectful, tolerant and compassionate.”

Rhiannon, Year 6 student



Principal
Chris Kemp-Hall



Top character qualities developed

- Citizenship
- Teamwork
- Perseverance, resilience and grit
- Service
- Compassion



Principal
Professor Terri Scott



Top character qualities developed

- Citizenship
- Problem-solving
- Pride
- Selflessness
- Critical thinking, reason and judgement

North Ormesby Primary Academy

REGION Yorkshire & The Humber
TYPE Academy Primary school
STATE 203 pupils aged 3-11

Our students are the ones driving forward the social action at our school. **We're big into project-based learning and this allows us to put social action at the core of everything we do.** As a small community we talk about being one big family where everyone has a role in helping it flourish. If we are going to build excellent citizens of the future, this is where we start. So, alongside finding local activities to support, we seek out opportunities throughout the year where we can tie our work into wider national and international events such as National Literacy Day. This has two benefits: it's easy to get resources to support within curriculum time and it creates a whole school approach. We have a 'Buddy' system that sees Year 6's playing with reception children at breaktime. **Our social action 'ambassadors' present assemblies with inspirational ideas for community engagement and make sure we react to events on a local level too.** For instance, when one student was diagnosed with brain cancer, everyone engaged with their feelings by learning about the condition and fundraising for a relevant charity.

resilience, in our area they have got to get used to taking knocks, and social action helps them handle that. But we don't necessarily call it 'youth social action' with the younger children, rather the idea of paying something back or 'paying it forward'. When we did a drive around the local food bank with our students – many of whom are on the receiving end – it helped them realise that there are always people who are worse off than you.

What's more, children like responsibility and it's important for them to feel like they've been trusted to make a difference to somebody else. **Placing youth social action so obviously and visually at the heart of our curriculum has helped cement our community and drive us towards our recent "Outstanding" judgment with Ofsted.** The children like to be at school, the staff like to be at school – it's a happy place to be!

Our children need to learn



North Ormesby Primary Academy
James Street, Middlesbrough, Cleveland TS3 6LB
sites.google.com/a/aetinet.org/north-ormesby-primary-academy

The children have worked really hard over the past year to support Middlesbrough Foodbank, both by collecting food at the Harvest Festival with Holy Trinity Church, and also raising money by wearing Christmas jumpers for the day of their Christmas dinner 2014. Both events combined practical action with reflection about people who are struggling without enough food, helping the children to understand why it is important to care for others

Heather Black, Chair of Middlesbrough Food Bank

Northern Regional College

REGION Northern Ireland
TYPE FE/HE College
STUDENTS 1670 pupils aged 14-16

As one of six regional colleges in Northern Ireland, with a large number of students, our aim is to help our young people become the very best they can be, to strengthen their place in the local community and give them solid, practical experience of the world of work.

We run a 'job shop' that sends notifications to students and staff when local jobs and volunteering opportunities arise. **We have found that social action works best when linked to a college programme, such as Sport, where students can go out and coach local youth groups.** All levels of academic ability are encouraged to participate in youth social action; we have students with particular special needs who have recently helped with a beach clean. Our animal care students regularly volunteer at the local horse sanctuary and have done a substantial amount of fundraising for them. Students volunteer with the Samaritans and at local nursing homes and, subsequently, the college is more integrated into the community. Our demographic catchment area is large but volunteering reinforces our commitment to the area.

When we set up a sexual health clinic our students really pushed

for it to become available to the whole area, demonstrating awareness of local need. **Because of the work they did in setting it up our student council won a silver participation award from the Northern Ireland Children's Commissioner.** Our Media Studies students created a DVD promoting the Clinic which has, to date, attracted some 700 new referrals per year.

One fantastic entrepreneurial student went on to set up her own company with an advice line and drop-in service supporting vulnerable young people. With the support of local businesses and the college, she recently located to her own premises and has encouraged others to volunteer in her organisation. We could not be more impressed with her work.

It's our role to gently push forward the students that need more encouragement. It's noticeable that those from less privileged backgrounds are often the most driven to change their lives and those around them. We're keen to set up a group in Northern Ireland to share best practice and do so much more.



Northern Regional College
Farm Lodge Buildings, Ballymena Co. Antrim BT43 7DF
www.nrc.ac.uk

Those who take part in volunteering and social action initiatives always develop necessary life skills including independence, confidence, social skills and become better team players. Employers and universities take note of volunteering because it demonstrates a student's dedication and they know that they will have already developed many of the skills required for work and further study

Una O'Kane, Careers Adviser



Executive Director
Andrew Day

Top character qualities developed

- Empathy
- Friendliness
- Selflessness
- Social justice
- Integrity and dignity



Associate Headteacher
Scott Garrity

Top character qualities developed

- Leadership
- Empathy
- Confidence
- Teamwork
- Reflection

Northumberland Church of England Academy

REGION North East
TYPE All Through Academy
STUDENTS 2487 pupils aged 3-19

Queen Elizabeth's Grammar School

REGION East Midlands
TYPE Secondary Academy
STUDENTS 1301 pupils aged 11-18

Social action has been a real catalyst for change in our community. Our Christian ethos means that helping the community, environment and being a 'good Samaritan' underpins our values - our young people are asked to consider how to improve the world around them and what benefit is gained from contributing.

Lessons across all levels incorporate teaching on caring for our community and all students, including the disadvantaged, are provided with the opportunity to take part in social action. Since 47% of our pupils live in poverty, this support is important. **The children have fundraised in the region of £40,000 for charity with vocational courses, enterprise projects and programmes such as Meals On Wheels.** The students grow vegetables and recycle as part of learning to be responsible stewards of the Earth. We run a trip to developing countries for Year 12 - a small group went recently to South Africa to help a parish refurbish their communal buildings and care for orphans with HIV/AIDs. The students raised the money themselves and upon returning wanted to continue to raise more money for the parish. **The DofE award and Combined Cadets Force groups have**

encouraged older students to volunteer in the community, many of them continuing after gaining their awards because they see the double benefit of social action.

Our student voice has also gone from strength to strength with young people getting involved in all aspects of the school. **After the Charlie Hebdo attacks, our head boy rallied the entire secondary school to take a picture holding a pen to share on Twitter and show support for freedom of the press.**

Over the past three years of pushing youth social action we've watched the students grow in confidence and self-worth. The community has a more positive perspective on our young people. **They've become aware of the world around them, aspiration has rocketed and grades have really improved - many of our students now go to top UK universities.** What is more, local crime levels have dropped significantly. People need to see what our students are capable of doing; it is transforming the Academy and the community.



Northumberland CofE Academy
 Academy Road, Ashington,
 Northumberland NE63 9FZ
 ncea.org.uk

Transforming a community is about changing perceptions of young people towards their community. Youth social action encourages young people to look with fresh eyes at their communities and to see ways in which they can help to make a difference.

Andrew Day, Headteacher

Youth social action is about empowerment at Queen Elizabeth's. We've made personal development and community engagement an integral part of the school while delivering a broad and balanced range of learning opportunities. **We want all our 14-19 year olds will make an #iwill pledge while the 11-13 year olds will be encouraged to make an #ican or an #iam pledge, which will encompass character work and promote youth social action.** Committed staff is the key driver - leading by example shows our children that adults also commit to making a difference.

Last year we moved to a curriculum model where the 'Futures Award' scheme and weekly enrichment afternoons develop employability skills. Students run tea parties for the elderly, become peer mentors and fundraise. Year 9's become 'leaders' and design and deliver a wellbeing program. **We came away from the event in London inspired by what was happening in other schools and colleges, so now all enrichment activities must now commit to social action;** for example, if a student chooses to learn a new language through the curriculum then they have to make a social action

commitment, such as going to a local primary school and helping them to learn it too. A third of our work experience placements are now related to social action.

It's absolutely essential young people articulate the skills they've gained and link it back into employability. **Our Futures Award scheme provides a framework for us to celebrate and monitor the social action. The 'advanced' award recognises up to 60 hours of social action.** All of our sixth form students are obligated to complete the 'bronze' level award requiring at least 20 hours of social action every year.

We're seeing significant benefits to our student community - increased leadership, interpersonal skills, not to mention improved empathy and confidence. And the wider community is engaging with the school more; local employers seem to look forward to working with our students and we always able to place students. **Businesses know that that they're getting employees of quality from QEGS and, since a significant number of our students stay and work in the area, it invigorates the economy and avoids 'brain drain'.** It's a win-win for everyone.



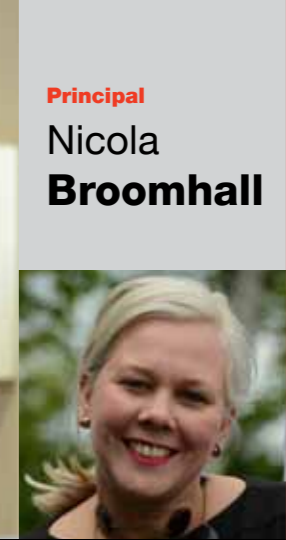
Queen Elizabeth's Grammar School
 The Green Road, Ashbourne,
 Derbyshire DE6 1EP
 www.queenelizabeths.
 derbyshire.sch.uk

Morocco has been the best week of my life! It was incredible experience such contrasts, from the Atlas Mountains to the Desert to Marrakech; and to spend it with a great group means I will always have the amazing memories. It's been the highlight of my Sixth Form life. Thank you!!

Amy a student that visited the 'Education For All' project in Morocco



- Headmaster**
Paul Crute
- Top character qualities developed**
- Curiosity and focus
 - Friendliness
 - Hope and optimism
 - Problem-solving
 - Motivation



- Principal**
Nicola Broomhall
- Top character qualities developed**
- Tolerance and respect
 - Hope and optimism
 - Pride
 - Motivation, drive and ambition
 - Honesty, integrity and dignity

Royal School Armagh

REGION Northern Ireland
TYPE Secondary Grammar
STUDENTS 722 pupils aged 11-18

The strong Christian values of both the school and local community means our pupils often believe it better only to speak well of others rather than themselves. In encouraging the pupils to sell themselves in a natural way, it was vital to increase opportunities to give them plenty to talk about! We've built up diverse extra curricular activities and encourage pupils to put themselves forward for opportunities. **We have invested a great deal in 'personalised learning' and in 'learning to learn' which sets the metacognitive groundwork for Dr. Martin Seligman's PERMA model, which underscores the five pillars of sustained well-being and happiness** P - Positive Emotion E - Engagement R - Positive Relationships M - Meaning A - Accomplishment & Achievement

Signature traits such as resilience, altruism, risk etc. are displayed on two walls in the school to help students understand the building blocks of happiness and have a framework to hang theirs on - a wholesome magnetic north that can stay with them for the rest of their lives. We recruit staff who will drive the ethos of the school, who are, themselves, exceptionally well rounded with a social conscience.

'Who the teacher is, the teacher imparts'.

We support national and local charities every year, but we also helped found the Little Treasure's School and the Bethal Royal School in Uganda. With the ASHA project (meaning "hope"), we've 'adopted' a slum in New Delhi and are sending pupils to participate in relief work. Those pupils have to raise the money themselves (no parent-written cheques) and they must 'Catch and Drive' on their return to articulate how it's changed them. **The school's pastoral systems and global outlook has had a transformational, mind-broadening influence with respect to tolerance of other cultures within and without our community.**

There has to be an element of personal sacrifice and endurance in their social engagement. **Building character for us means taking pupils out of their comfort zone, impelling them into activities they didn't even know they could do, and then affirming that action through a commendation system.** If this is going to truly ripple countryside- nay tsunami - we need a conceptual framework like the PERMA model rolled out across the UK.



Royal School Armagh
College Hill, Armagh BT61 9DH
www.royalschoolarmagh.co.uk

Some people think 'a good education' simply encompasses the theory you are taught and grades you attain, but positive, meaningful engagement gave me the skills and confidence to strive for excellence in all aspects of my life.

Nathan Cantley, student

Star Academy

REGION West Midlands
TYPE Primary Sponsored Academy
STUDENTS 197 pupils aged 3-11

As the West Midlands is an area with low social action involvement, **one of our key strategies has been to get parents involved.** A high proportion of our children are from traveller communities, who need supporting towards engagement with us. We work tirelessly to empower them and raise the profile of education, a positive step if their children are going to follow by example. Our local area has issues around generational unemployment, domestic violence and mental health problems so many pupils have low aspirations and a limited vision of what they can do in the world. **So (amongst other things) we have launched a credit system - 'The Bank Of Star' - where parents earn points from their engagement with the academy that can then be redeemed against costs such as uniform and educational visits.** We've also been using social media to promote community events such as a pensioners club. Since providing volunteer activities for primary age is proving difficult, we've focused on developing character traits and embedding iwill into our pastoral programmes. **A learning ambassador system teaches pupils resilience,**

determination and teamwork. We are developing a junior leadership team to focus on learning behaviours and an enrichment programme for Friday afternoons. Careers advice sessions have also been a key factor in raising aspirations for all our pupils.

It's clear that youth social action has a massive impact on work ethic, motivation and behaviour and we already see improvements. The culture of the school has changed and students are more engaged - children need to be able to see what the world is about to get excited and feel that they can play a role in it. **The key to success is an open-minded headteacher, not being afraid to take risks and focusing on providing a holistic approach to education.** In deprived areas like ours, we really need our parents involved so we are looking to develop further links with the local community fire station and local businesses. £10,000 was allotted to the creation of a community library and our students are going to help run it. A "West Midlands Primary Heads Group" is in place, with a clear action plan for the strategic development of the area. We are creating a media blog to keep up momentum and are going to harness social media to share best practice.



Star Academy Sandyford
Burnaby Road, Tunstall,
Stoke-on-Trent, Staffordshire
ST6 5PT
staracademy.attrust.org.uk

I just love my academy. I feel proud that it allows me to build up to the job I want to do when I am older which is a teacher. I am determined I am going to get there!

Year 6 student from the traveller community



Principal
Tim Croft

Top character qualities developed

- Confidence
- Compassion
- Problem-solving
- Motivation, drive and ambition
- Honesty, integrity and dignity



Headteacher
Andrew Daly

Top character qualities developed

- Service
- Perseverance, resilience and grit
- Tolerance and respect
- Pride
- Motivation, drive and ambition

Sutton Community Academy

REGION East Midlands
TYPE Secondary Academy
STUDENTS 655 pupils aged 11-18

Since working with #iwill we have developed an agenda to involve more key local companies and map out how our young people can work with them. We have several local projects: one of our governors owns a Specsavers franchise in the local community and this year students worked in groups to create products such as keyrings and cakes to sell at the local market. They then donated all the profits to the Specsavers appeal that sends glasses to those in need in Africa.

Recognition is key so we use a certificate system and hold award ceremonies to which family and friends are invited. To make sure students are showcased for their work, all social action is celebrated on our website and you can read a news blog that charts volunteering and involvement. **An assistant principal is now responsible for ensuring social action happens across the curriculum, with close documentation to track progress.** Our struggling and deprived students will be supported every step of the way. **We are going to build #iwill into the tutor program, ask our students to make a pledge and record it,** then

launch projects that will finish in a massive celebration at the end of the year.

Momentum is gathering as everyone recognises the importance of this work. **We have seen our learners gain in confidence, awareness and aspiration, while developing character and problem-solving skills.** So we will keep celebrating these successes within the school, with family, friends and the wider community. Our academy might already sit at the centre of our community geographically but social action puts it back at the heart.



Sutton Community Academy
High Pavement, Sutton in Ashfield,
Nottinghamshire NG17 1EE
www.suttonacademy.atrust.org.uk

It was great to teach local pupils about business, they were very interactive and took everything on board. To involve them in the setup of Nottinghamshire Homeless Eyecare is fantastic

Nigel Davidson, local businessman

Swavesey Village College

REGION East of England
TYPE Secondary Academy
STUDENTS 1260 pupils aged 11-16

Every student will have participated in a volunteering experience before they leave us, and by embedding youth social action into the structure of the school we have made it part of daily life. To provide focus and recognise achievements, we use the PLEDGE model: **P** - Participation **L** - Leadership **E** - Environmental **D** - Diversity **G** - Giving **E** - Excellence **S** - Service.

Students take part in extra-curricular clubs, hold leadership roles within school, help run reception and organise litter picks. At Christmas we write cards to schools in Mumbai and raise global awareness. **Each house chooses a charity and raises £10,000 a year.** Pupils are encouraged to give service at parish events, local care homes and open days, participate in fun runs and lead clubs for younger students.

We have targets for these pledges and an award ceremony at the end of each term where students receive either a bronze, silver or gold badge. **They are encouraged to articulate how they got their badge as we think this is a crucial element.** We are incredibly proud that 100% achieve bronze

by Year 9 and 100% achieve silver by Year 11. All the staff are engaged and the pledges form part of their performance management targets. **Simplicity is the key, to get students and staff on board you need a clear system that is easy to follow.** So we have a database that tracks those falling behind with participation and staff members run clubs specifically for those students who need encouragement and their confidence boosted.

Forging greater links in the community we are launching "Experience Week" to place students for a day/week in a local volunteering position. We will encourage them to maintain these placements and see the pledges as a continuous project. The NCS is a natural lead on from the pledges and 20% of our cohort take up the opportunity.

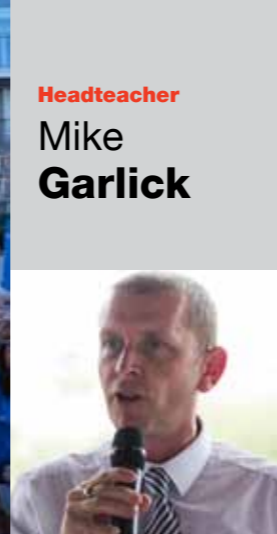
Students are genuinely proud of what they have done and visitors are impressed by the confidence and communication exhibited by our students. **Social action is promoting a sense of service, leadership, pride, ambition and perseverance, and that is why we make it a crucial part of our school's culture.**



Swavesey Village College
Gibraltar Ln, Swavesey,
Cambridge CB24 4RS
www.swaveseyvc.co.uk

Brandon inspired the whole school to raise over £5000 for MAGPAS air ambulance after they saved his life on the day of his accident. He told me it feels like he's achieving something and helping other people

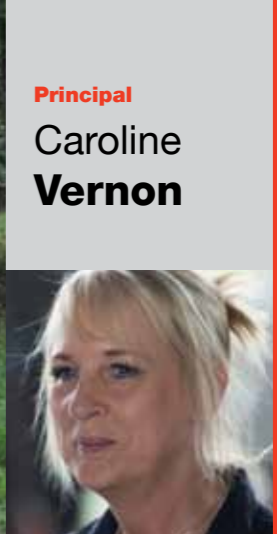
Brandon's parent



Headteacher
Mike Garlick

Top character qualities developed

- Citizenship
- Confidence
- Tolerance and Respect
- Critical thinking, reason and judgement
- Social Justice



Principal
Caroline Vernon

Top character qualities developed

- Empath
- Confidence
- Tolerance and respect
- Friendliness and forming friendships
- Conscientiousness, curiosity and focus

The Regis School

REGION South East
TYPE Secondary Academy
STUDENTS 1412 pupils aged 11-19

We put the United Nations 'Rights of the Child' at the heart of our policies, ethos and practice, which gives the school its sense of community and moral purpose. We are proud to have a UNICEF Rights Respecting School Level 2 Award.

Consideration of what we are fundraising for sets social action in context and fosters a global appreciation for the world we live in. **Student ambassadors guide the causes we support and how we will support them, with what we feel is a crucial autonomy.** Students are brought together to campaign for better rights for children worldwide and to consider how much luckier they are than other children both nationally and internationally. For example, learning about climate change and what you can do about it is an important aspect of empowering the young to take civic responsibility. Inspired by Free the Children's WE Day, we run our own mini WE Day and invite primary schools from the area to celebrate youth empowerment in their local and global communities. **Using tutor time really works too as students use the time to write letters to MPs, plan fundraisers and organise school events.**

Our students donate to the local food bank via Free the Children (our school has donated the largest quantity of any school in the UK, over 1800 kg), but we don't just give a tin, we want to make sure the students understand how their support is making a difference. This year we also raised money for The Body Shop Foundation by running pop-up charity shops and we sold Rafiki friendship bands to raise funds for Free The Children. **It's very important that the students fully understand why they are carrying out social action, what the specific cause is, why it is important and what the value is both to themselves and others.**

Our pupils have been awarded the national Diana Active Campaigner award, UNICEF Star Campaigner and Arun Youth Community Awards. Free The Children UK have chosen the Regis School as a case study school and the students' campaign work has been showcased nationally. This year our pupils are all making #iwill pledges on bunting that will be proudly on display in the school for all to see. That's 1400+ promises to make the world a better place!



The Regis School
Westloats Lane, Bognor Regis,
West Sussex PO21 5LH
www.theregisschool.co.uk

Through the Rights Respecting Programme of care, respect, interest and compassion, the result is a generation of students who are becoming inspiring and aspiring human beings. We were astounded by them

Lord Carey, former Archbishop of Canterbury

Victoria Academy

REGION Cumbria
TYPE Primary Academy
STUDENTS 220 pupils aged 7-11

For many years our school's academic priorities have been underpinned by collaborative community learning but **truly integrated social action has come, to a large extent, from participation in the 'Furness Future Leaders Academy'**. The brainchild of a local MP, it meets a recognised need for long-term, sustainable projects that support young people to reach their full potential and benefit themselves, their communities and local businesses.

'Furness Future Leaders Academy' develops academic ability, life skills and aspiration through a fun-packed three week programme of off-site and on-site learning, team building and outdoor adventures. The Community Action Challenge, for example, asks the students to select a worthy local cause and teaches them to plan effective campaigns and lead projects. **The children are in the driving seat and during the programme every child has the opportunity to develop as a leader.**

Staff, graduates and apprentices from the main supporting companies (who fund much of the programme) work alongside educational facilitators to deliver

the programme, so the children learn with and from experts from the business sector. **The relationship between schools, businesses and the local community is strong here and the 'Future Leaders Academy' shows community really working together for future economic success.** The project's focus on youth social action raises our young people's awareness to the positive difference they can make in our community.

If we want to inspire a new generation of leaders we need to increase their skills and raise aspiration much earlier than we have been doing. In school, we use a student leadership model called L4L (Learning for Life) and our pupils have flourished through this model. **The Future Leaders Academy model of 'I, We, Planet' extends leadership into a community and global context, developing leadership thinking that can have wider impact and benefit.** We subscribe to the maxim: "We are all leaders".



Victoria Academy
Devonshire Road Furness Park
Road Cumbria LA14 5NE
victoriaacademy.org.uk

The students have been engaged, inquisitive, communicative, considerate and polite - all key skills for preparing for life in a workplace. The children receive praise from all who come into contact with them; they are outstanding. There is hard evidence that this work has real outcomes.

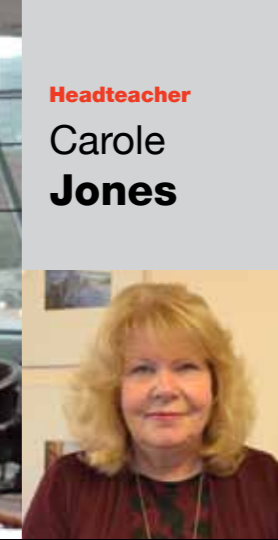
Jonathan Lee, Managing Director, CN Media Group



Headteacher
Andrew Aalders-Dunthorne

Top character qualities developed

- Leadership
- Citizenship
- Compassion
- Hope and optimism
- Selflessness



Headteacher
Carole Jones

Top character qualities developed

- Teamwork
- Tolerance and respect
- Conscientiousness, curiosity and focus
- Pride
- Motivation, drive and ambition

Waveney Valley Partnership Federation

REGION East of England
TYPE Primary Community School
STUDENTS 104 pupils aged 3-11

Our school's social action centres on close partnership with the 1st Fressingfield Scout Group. **Both students and staff are encouraged to join and we like the whole school to be engaged in the scouting ethos.** There's a good retention rate as many of our young people stay in the organisation and become uniformed leaders themselves. It forges intergenerational links with the Royal British Legion and provides a framework with which to fundraise, hold fetes, garden parties. With litter picks and work with the local church our young people are now seen as having a positive role in the local community. **We're mindful that students should not be prevented from joining by financial circumstances so we use Pupil Premium money to fight exclusion.**

We have a school council, hold mock elections and have weekly celebrations that recognise the achievements of pupils in and out of school. One group raised nearly £1500 for the Nepal Earthquake appeals and this was commended with a presentation in assembly with families and guests present. Through the school and the Scouts, we sponsor children at a school in Kenya and an orphanage

in Nairobi. Our students and scouts used fundraising events to gather the money needed to rescue one particular child from poverty and that child has since been educated and is off to university! This personal story and personal connection has had a big effect on our students and scouts - they can see how lives can be changed one step at a time.

The school management team has decided to remodel the leadership team and **we now have a youth social education coordinator to make social action an intrinsic part of our curriculum.** We are forging ahead on two major projects to create a new scout headquarters and build a local farming community our students can participate in. A dedicated team and a strong passionate leader is needed to make this sustainable but the results are clear. There are some fantastic things happening and the pupils who participate are more rounded, more socially aware and more emotionally literate. They tend to achieve better results in academia and sport than those who do not engage and, crucially, they are also happier.



Waveney Valley Partnership Federation
Mendham Primary School and Nursery, Mendham, Harleston, Norfolk IP20 ONJ
www.waveneyvalleypartnership.org

As Chair of Governors I see huge benefits that are achieved from the schools and scouts working closely together in terms of shared resources, access to opportunities and the increased confidence and self esteem that has a positive impact on the formal learning process. But the impact is much deeper than the obvious fun achieved through these activities. Raising awareness in our children.

Chair of Governors,
Dawn Carman-Jones

Yeading Junior School

REGION London
TYPE Primary School
STUDENTS 496 pupils aged 7-11

In our school social action is not an 'add on' and our pupils know that. Children, staff, parents and governors are all involved and this whole school approach means that we inspire each other and harness the strength of like-minded people coming together.

There isn't a curriculum area that social action hasn't covered with us. Our own school 'currency' started in Maths - we have a bank run by children directors who monitor what the children are earning and what to do with it, including dealing with loan sharks. **We've received national recognition for our work on finance and these accolades give us the confidence to embed projects such as these across the curriculum.** We have in-school peer mentors, a pupil forum and a community choir. Holding onto the 21st Olympic legacy we run the 'Be The Best You Can Be' project and each child builds on a 'dream folder' that develops ideas about who they want to be. We've teamed with organisations such as Free The Children and Team London, whose representatives visit us and inspire our children with fundraising events such as 'We Are Silent' and our own mini WE Day. Our pupils pitched

for the 'City Pitch' project with the Mayor's Fund For London and won the opportunity to create a recipe book celebrating the diverse cuisines in our community.

But mental and spiritual wellbeing is also key. **We have introduced the "Me Zone" to practice the art of relaxation and meditation and show them how to use yoga as a form of moral and emotional grounding from which feelings and emotions can be reflected.** The outcome of each session is recorded in a personal journal and prompted by questions such as: "How did today's session make you feel?" and "How would you describe your feelings?" This helps our children become more goal-orientated, better at problem solving, with a greater sense of compassion and civic duty, but also encourages them to become emotionally literate and self respecting human beings.

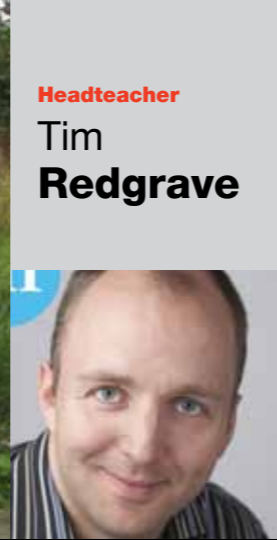
We've seen huge impact on the parents; one father was so impressed by his daughter that he's been inspired to take ideas into his own workplace as a force for culture change.



Yeading Junior School
Carlyon Road, Hayes UB4 0NR
www.yeadingjuniorschool.co.uk

Children's attitudes and values are shaped when they are young and so we cannot afford to wait until we consider them mature enough to engage in social action, we must awaken a sense of social responsibility and give them opportunities to see that what they do can and does matter.

Angela Flux, Co-chair of Governors, Yeading Junior School



Headteacher
Tim Redgrave

Top character qualities developed

- Conscientiousness, curiosity and focus
- Teamwork
- Compassion
- Selflessness
- Honesty, integrity and dignity



Headteacher
Robert Newsome
OBE

Top character qualities developed

- Empathy
- Confidence
- Conscientiousness, curiosity and focus
- Hope and optimism
- Selflessness

Ysgol Esgob Morgan

REGION Wales
TYPE Controlled Primary School
STUDENTS 98 pupils aged 7-11

A decade and a half ago, our school's reputation was so bad that parents actively avoided sending their children here. And because they were not respected in the community, our children did not respect it in its turn. **So we forged a huge turnaround by teaching them how respect and care for their environment and their home.** Wales receives less funding per child than England so we've had to be innovative with our resources – we turned our field into a garden and farm and now 50% of the school is involved with a gardening scheme in association with the Royal Horticultural Society. **Our eco-program keeps chickens, rabbits and grows produce while other students run a nutrition group to work alongside our catering staff.** Some produce is sold and we are hoping to start making jams and juices to be supplied in local shops. We keep our area clean with litter picks as part of the 'Keep Wales Tidy' programme and we help maintain the nearby river Elwy, which recently burst its banks. Our students take part in the 'Young Volunteers' scheme run by Denbyshire County Council and when someone's work is outstanding, we make sure we

recognise it with certificates, putting their story forward in the local press and nominating them up for external awards. **We've featured in the local paper for our volunteering work for 25 of the 33 weeks of the school.** Over 30 of our children regularly arrive from 8am to help maintain the school grounds simply because they want to. **The school is organised and calm now because the students are all involved in areas over which they have ownership.** And the children are outside, away from their screens, working the land and growing things. But we've seen their attention in class rocket too and their commitment to their academic work is significantly higher. We're receiving attention regionally now and are frequently asked about our methods. **I say: just start doing it. If you start doing it the enthusiasm follows and the children learn a 'can-do' attitude.**



Ysgol Esgob Morgan
 Ffordd Siarl, Saint Asaph,
 Denbighshire LL17 0PT
www.esgobmorgan.co.uk

“We love the new polytunnel, getting outside and getting muddy. Mum doesn't mind because we have wellies and overalls to keep our clothes nice. Eco is the best!”

Megan Pursell, Year 5 pupil

Ysgol Dyffryn Taf

REGION West Wales
TYPE Secondary School
STUDENTS 900 pupils aged 11-18

Youth social action establishes a strong foundation for future attitudes toward altruism.

Opportunities are available for all our students and the school has invested heavily in ensuring that all students are able to take part. We use DofE as an umbrella organisation to encourage volunteering; almost a third of our pupils are involved and have stacked up a brilliant 4412 hours of community service. **Calculating with minimum wage, that's the equivalent of £29,500 pumped back into the local economy.** 41% do their volunteering within the school (anti-bullying and anti-drug campaigns, sport leadership, reading 'buddies'), while 59% volunteer locally at the hospitals and with community initiatives such as painting the local train station and bus shelters. We have a charity committee that allows the students to gain experience of business meetings and democratic decision-making.

This work takes place outside of curriculum hours because we encourage the students to give up their own time to help others. But there is positive impact on academic progress and a strong correlation between the two. **Moreover, our young people gain a sense of well-being,**

confidence and understand that they can be an agent for change – the rewards are intrinsic.

We are looking to engage our staff more thoroughly next year and develop a young leadership program through a DofE course. Sustainability and strategy is key to best practice.



Ysgol Dyffryn Taf
 North Road, Whitland,
 Carmarthenshire SA34 0BD
www.dyffryntaf.co.uk

“I never thought I would be able to master the world of computers. However, after engaging with young mentors from Dyffryn Taf's 'Silver Surfers' programme teaching pensioners to engage with emails, Facebook and Facetime, I can now have regular contact with my grandchildren in Australia. I am indebted to them.”

One of the Silver Surfers



Thanks

Thanks to all those involved in writing and producing this piece, with particular gratitude to all the Headteachers, Principals and education leaders who travelled from all corners of the UK to share their thoughts on how to make youth social action a core part of going to school and college in the UK.

None of this would have been possible without the generous support of The Jubilee Centre for Character and Virtues at the University of Birmingham, whose ongoing work continues to evidence and celebrate the benefits of youth social action as an important mechanism for young people to develop and demonstrate character virtues whilst benefiting others.

Special thanks to all of the young people who gave up their time, energy and enthusiasm to support this: Saeed Atcha, Saskia Carey, Mita Desai, George Fielding, Jessica Filby, Robyn John-Tennuchi, Chante Joseph, Catriona Rawlins, Christian Webb, and all those who have contributed time and energy to making this project possible.



#iwill is a national campaign that aims to make social action part of life for as many 10 to 20 year-olds as possible by the year 2020.



The Jubilee Centre for Character and Virtues is based at the University of Birmingham and is an international research and development centre well known for its work on character education.



Make your #iwill pledge

We hope you were inspired by these ideas that pull together advice and recommendations from passionate education leaders who strongly believe in the double benefit of youth social action - both as a tool for developing character, and for creating a better society.

We hope that this collaboration of experience and ideas will help you celebrate the youth social action you are already doing, inspire you to get involved in the #iwill campaign, and spark discussions with others about what you could do together to make youth social action part of life for every 10-20 year old going to school or college in the UK by 2020.

Pledges in this sector could look to aspire to these ways of supporting youth social action and character education:

1. Put youth social action at the heart of your school or college

- Embed it in your vision and mission

- Make it the lens through which the curriculum is learned

- Appoint a senior leader responsible for youth social action

2. Inspire and reward youth social action

- Recognise and celebrate social action in and out of school or college

- Inspire students with role-models who are strong social action ambassadors – e.g. peers; ex-students; parents; grandparents

- Recruit staff who are committed to social action and inspire other staff members to get involved

3. Empower young people to lead their own social action

- Ask their opinions and harness their passions

- Start as early as possible – 5 years old is not too young to make a difference

4. Building strong partnerships

- Bring in high-quality providers – try partnering with national or local organisations to access opportunities and resources

- Work with local charities and employers to understand the local community and how young people can make a difference

- Connect with other local schools and share best practice through your networks

Over the past three years, the grades of the school have dramatically improved and social action has a huge part to play in this. It encourages the students to be interested and hard working in all aspects of life, including academic work.

Andrew Day, Executive Director, Northumberland Church of England Academy

Help us grow this movement across society by getting involved, letting us know what you're up to and making a pledge.

Visit education.iwill.org.uk to find out more. This site will be launched to celebrate our 2nd anniversary in November 2015.



Will You?

Find out more at education.iwill.org.uk

We would like to thank the education leaders on Step Up To Serve's Advisory Council convened by HRH The Prince of Wales:

Prof. James Arthur – Director, Jubilee Centre for Character and Virtues, University of Birmingham

Jon Coles – CEO, United Learning

Sir Kevan Collins – CEO, Education Endowment Foundation

Nicola Dandridge CBE – CEO, Universities UK

Martin Doel OBE – CEO, Association of Colleges

Paul Drechsler CBE – President, CBI and Chair, Teach First

Mark Keary – Principal, Bethnal Green Academy

Sir Anthony Seldon – Vice-Chancellor, The University of Buckingham

Sir Michael Wilshaw – HMCI, Ofsted

Huge thanks must go to the passionate members of the #iwill Education Steering Group, chaired by Step Up To Serve's Co-Founder and Trustee, Dame Julia Cleverdon.

Achievement for All, Association of Colleges, Bethnal Green Academy, Business in the Community, Cabinet Office, Charities Aid Foundation, Confederation of British Industry, Church of England Education Division, Citizens UK, Department for Education, Duke of Edinburgh's Award, Education Endowment Foundation, Envision, Free the Children, Independent Schools Council, Jubilee Centre for Character and Virtues, Lloyds, National Citizen Service, National Union of Students, Ofsted, Pears Foundation, Student Hubs, Teach First, Team London, The Citizenship Foundation, Universities UK, Victoria Academy, vInspired, Whole Education, Youth United Foundation

Special thanks to all additional #iwill partners who nominated these inspiring Headteachers and Principals for whom youth social action is at the heart of character building for their students:

