Department for Education

Developing Character Skills in Schools

Quantitative Survey

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NB: this document was revised in January 2018 to correct minor errors in the original publication. Items in 'Appendix A: List of figures' (p.38) and 'Appendix B: List of tables' (pp. 39-44) were incorrectly labelled, and upper confidence intervals in the 'Academies' column of Table C.6 (p. 47) have also been corrected.

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Executive summary

Introduction

This report presents findings from the Department for Education's Survey of Character Education in Schools. This survey forms part of a wider, mixed methods project exploring mental health and character education provision in schools and colleges across England. The survey of character education was carried out by NatCen Social Research in the final term of the academic year, 2015-16 (8th June to 1st August 2016).

Character education can be defined in various ways, and can be seen to overlap with concepts in the literature such as 'non-cognitive skills' or 'social and emotional skills'. For the purpose of this survey, character education was defined as any activities that aim to develop desirable character traits in children and young people. Ultimately, character education seeks to prepare children and young people for well-rounded and successful adult lives; supporting improved academic attainment, employability and citizenship.

Increasing emphasis has been placed on character education in recent years, including significant investment by the Department of Education in projects aimed at developing desirable character traits in children and young people through the Character Innovation Fund. This survey was commissioned in order to understand what schools in England currently do to try and develop desirable character traits among their pupils, and to explore their experiences of putting this provision into place. The Department intend for this evidence to provide a basis for future work, including research into effective practice and gaps in provision.

Research aims

The aims of the character education survey were to:

1. Derive robust national estimates on the activities and support provided by schools to promote the development of character.

2. Provide examples of specific activities that schools have found effective in developing desirable character traits.

3. Understand the motivations and priorities that schools place on the development of character.

Methodology and response

The research involved a mixed-mode survey of schools, which could be completed online or over the telephone. A pilot of the survey took place in May 2016, and mainstage fieldwork ran from June to July 2016.

Overall, 880 schools completed the character education section of the survey[1] (see table below). The majority of participants completing the survey were senior leaders: head teachers or other members of the senior leadership team.

Character survey response rates[2]

Institution type	Achieved interviews	Response Rate
Primary local authority	316	12.0%
Primary academy	94	14.1%
Secondary local authority	87	9.0%
Secondary academy	95	14.2%
Independent school	64	9.5%
Special school	137	20.6%
Alternative provision & pupil referral unit	87	29.9%
Overall Total	**880**	**13.4%**

Key findings

Why do schools seek to develop pupils' character traits?

Almost all schools sought to promote desirable character traits among their pupils. They did this primarily to promote good citizenship (97%) and academic attainment (85%), but also to promote employability (50%) and other desired outcomes (19%).

Respondents placed high priority on a wide range of desirable character traits, with honesty, integrity and respect for others reported to be of most importance across all school types.

Overall, primary schools placed more emphasis on developing desirable character traits among their pupils than secondary schools. Secondary schools were more likely to link character education to employability (86% vs. 46%).

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[1] Though weighting can eliminate some element of non-response bias, it is important to recognise that schools with more active programmes may have been more inclined to agree to participate.

[2] Independent schools, special schools and alternative provision/PRUs are not reported by phase as the majority of these institutions operate on a combined basis across both primary and secondary phases.

What activities do schools use for character education?

Most schools used school-wide, cross-curricular approaches to promote the development of character traits. Almost all schools (97%) had a mission statement or set of core values intended to contribute to character education. Pupil leadership (95%) and a focus on character in assemblies (92%) were also near-universal. Further, most respondents (97%) reported that their school used extra-curricular clubs and activities to develop character traits.

A significant minority (41%) of schools also employed discrete character education lessons in order to develop desirable character traits among their pupils.

What processes do schools have in place for character education?

One in six (17%) schools had a specific plan or policy in place for character education, and one in four (25%) had a lead member of staff for character. Most (77%) schools offered staff training relating to character education.

Schools with strong institutional processes for character education (including having a character plan, sharing details about character education with parents, having a character lead, providing staff training and/or monitoring the development of character traits) were more likely to make use of a range of activities to develop character traits. In particular, they were more likely to offer distinct character education lessons, to focus on character during registration or tutor periods and to offer peer support to develop character traits.

Which approaches to character education do schools find most effective?

Respondents recommended school-wide and day-to-day approaches to developing character traits. Having a mission statement, ethos or set of core values was reported to be the most important thing that schools did to develop character traits. High levels of staff commitment and strong leadership were seen as essential in enabling schools to implement character education.

What challenges do schools face when implementing character education?

Competing time demands were reported to make it difficult to develop desirable character traits among pupils, particularly in secondary schools. Although other barriers such as a lack of engagement from pupils or parents and lack of knowledge or information were mentioned, these barriers were only experienced by the minority of schools.

Conclusions

Overall, this study found strong evidence of a school-wide approach to character education in schools across England.

Almost all schools sought to promote the development of desirable character traits, and most used a range of activities to do so. The most common aim of character education was to foster citizenship, but schools also reported seeking to develop character traits in order to promote academic attainment and employability.

Commitment to developing character traits was strong, regardless of whether a respondent was familiar with the terminology of "character education". However, schools familiar with the term were more likely to report structured and conscious approaches to character education. In turn, schools with such institutional processes in place were more likely to make use of a range of activities for character education.

Few schools report that a lack of priority is a barrier to character education. However, lack of time is a key constraint.

The findings from this survey have provided a foundation for further research, by observing what character education provision is currently offered in schools in England and how this provision is delivered. Further research is needed to explore gaps in provision and to evaluate the effectiveness of different activities.

1 Introduction

Character education can be defined in various ways, and can be seen to overlap with concepts in the literature such as 'non-cognitive skills'[3] or 'social and emotional skills'[4]. For the purpose of this survey, character education was defined as any activities that aim to develop desirable character traits in children and young people. These desirable traits might include, among others:

- Resilience, perseverance and persistence.

- Hard-work, self-control, discipline and good time-keeping.

- Self-confidence, leadership and team-working.

- Honesty, integrity and respect for others.

- Curiosity, problem-solving and motivation.

Ultimately, character education seeks to prepare children and young people for well-rounded and successful adult lives. The Department for Education (DfE) believes that desirable character traits such as those listed above:

- Can support improved academic attainment

- Are valued by employers, and

- Can enable children to make a positive contribution to British society.

Increasing emphasis has been placed on character education and development in recent years. In Autumn 2014, the DfE announced a £5 million Character Innovation Fund, including funding for grants, awards and research[5]. This was followed by an investment of £3.5 million in the 2015-16 academic year into Character Education Grants, available to projects developing new approaches or expanding and evaluating existing approaches to developing key character traits, attributes and behaviours in children aged 5-16[6]. These Character Education Grants have been repeated again to a value of £6 million in 2016-17[7]. The 2016 Budget[8] also announced a commitment of up to £285 million a year for secondary schools to extend their school day beyond current hours, allowing further

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[3] Morrison Gutman, L. and Schoon, I. (2013) *The Impact of non-cognitive skills on outcomes for young people* London: EEF and IoE.

[4] Feinstein, L. (ed.) (2015) *Social and Emotional Learning: Skills for life and work* London: Cabinet Office, Social Mobility & Child Poverty commission and EIF.

[5] Department for Education (2014) "Measures to help schools instil character in pupils announced" Press release, 8 December.

[6] Department for Education (2015) "Character education: apply for 2015 grant funding" News story, 12 January.

[7] Department for Education (2016) "Character Education Grant 2016-17" Contract summary, 26 May.

[8] HM Treasury (2016) *Budget 2016* London: House of Commons.

time for character building activities, as well as academic work and physical activity aimed at improving physical wellbeing.

A significant, multidisciplinary field of theory and research is emerging around how best to conceptualise character[9], identify what works in influencing children's the development of character traits[10,11], and explore the relationship between the development of character traits and academic and other life outcomes[12,13,14]. The aim of this report is to describe what schools in England currently do to try and develop desirable character traits among their pupils, and to explore their experiences of putting this provision into place. The DfE intend for this evidence to provide a basis for future work, including research into effective practice and gaps in provision.

1.1 Background to the research

NatCen Social Research (NatCen) and the National Children's Bureau (NCB) were contracted by the DfE in March 2016 to carry-out a mixed methods research project investigating mental health and character education provision in schools and colleges in England. NatCen is the lead contractor taking overall responsibility for the project.

NatCen carried out the survey in the final term of the academic year, 2015-16 (8th June to 1st August 2016). The primary aim of the survey was to gain a representative profile of provision within schools, colleges and other educational institutions, as well as providing an understanding of the issues that institutions face in delivering character education and mental health provision.

In order to extend learning from the survey, 11 case studies were carried out with a cross section of primary and secondary schools, special schools, pupil referral units and alternative provision. These were followed by a workshop at the DfE to consolidate the learning and further develop practice recommendations and conclusions from the

[9] Jubilee Centre (2014) *A Framework for Character Education in Schools* Birmingham: University of Birmingham.

[10] Berkowitz, M. and Bier,M. (2006) *What Works in Character Education: A Research driven Guide for Educators*. Washington, DC: Character Education Partnership.

[11] Early Intervention Foundation and Education Endowment Foundation (2015) Introductory presentation at EEF and EIF *Resilience, Character and Social and Emotional Skills – where next for Education Policy* event, London, 22 October.

[12] Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R. and Schellinger, K. (2011) "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions" *Child Development* 82(1): 405-432.

[13] Morrison Gutman, L. and Schoon, I. (2013) *The Impact of non-cognitive skills on outcomes for young people* London: EEF and IoE.

[14] Arthur, J., Kristjansson, K., Walker, D., Sanderse, W. and Jones, C. (2014) *Character Education in UK Schools* Birmingham: University of Birmingham.

research. The schools were purposively selected from the initial survey findings. The case studies and workshop were carried out by the Research and Policy Team at NCB between September 2016 and January 2017.

The findings from the case studies of character education and mental health are reported separately[15] [16], alongside the quantitative survey of mental health[17].

1.2 Research aims

This report presents the findings from the quantitative survey of the provision of character education in schools.[18]

The aims of the character education survey were to:

1. Derive robust national estimates on the activities and support provided by schools to support the development of character;

2. Provide examples of specific activities that schools have found effective in developing desirable character traits; and

3. Understand the motivations and priorities that schools place on the development of character.

1.3 Survey methodology

A full description of the survey and the fieldwork process can be found in Appendix E. A brief summary of the survey sampling and recruitment and response is presented below.

1.3.1 Sampling

A sample of 6,907 primary schools, secondary schools (with and without sixth forms), post-16 institutions (FE colleges and sixth form colleges)[19] and other less common types of institutions (including Pupil Referral Units (PRUs), alternative provision and special

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[15] White, C; Gibb, J; Lea, J; and Street, C. (2017) Developing character skills in schools: Qualitative case studies.

[16] White, C; Gibb, J; Lea, J; and Street, C. (2017) Supporting mental health in schools and colleges: Qualitative case studies.

[17] Marshall, L; Wishart, R.; Dunatchik, A; and Smith, N. (2017) Supporting mental health in schools and colleges: Quantitative survey

[18] Reporting on character education does not include colleges. Findings from the pilot survey and advice from the project advisory group suggested that these questions were not applicable to this institutional context.

[19] Findings from the pilot survey and advice from the project advisory group suggested that the questions about character education were less applicable to the college context. For this reason, this report on character education reports on all institution types other than colleges. Colleges are included in the reports on mental health provision.

schools) in England was drawn from the most up-to-date extract from Edubase (March 2016) for the dual topic survey of mental health and character education provision.

A stratified random sample was drawn to ensure representativeness with regards to educational institution type, local area characteristics, region and urban/rural location and institution size. There was an oversample of specific institutions, such as special schools, alternative provision, secondary schools and colleges due to the small number of these institutions within the sample frame.

Academy and LA maintained schools were stratified by phase: primary and secondary. Independent schools, special schools and alternative provision/PRUs could not be stratified by phase due to the high proportion of these institutions operating on an "all-through" basis which combines primary and secondary age groups.

1.3.2 Fieldwork

A web-enabled telephone survey (web-CATI) was offered to a pilot and mainstage sample of educational institutions in England. This mixed-mode approach provided the option of completing the survey online using a web browser or taking part in an interview over the telephone. The pilot survey of 72 institutions was conducted between 9th May and 20th May 2016 and three respondents were followed up to gather qualitative feedback on the content of the questionnaire. Mainstage fieldwork of 6,907 institutions started on 8th June 2016. The telephone survey closed on 22nd July 2016 and the web survey closed on 1st August 2016.

All institutions in the sample were sent an advance letter and an email explaining the research and containing a web link to the survey. Non-responders also received emails and telephone calls reminding them of the survey throughout the fieldwork period. More detail on the recruitment and fieldwork process is provided in Appendix G:.

1.3.3 Response

Overall, 880 institutions completed the character education section of the survey, representing a 13.4% response rate (see Table 2.1).

Table 1.1 Total achieved sample

Institution type	Population	Issued	Achieved	Response Rate	MoE (50% estimate)
Primary LA maintained	13,561	2,640	316	12.0%	± 3.6%
Primary academies	3,056	667	94	14.1%	± 7.0%
Secondary LA maintained	1,071	970	87	9.0%	± 10.8%
Secondary academies	2,076	667	95	14.2%	± 6.5%
Independent schools	1,861	666	64	9.5%	± 13.5%
Special schools	1,545	666	137	20.6%	± 9.2%
Alternative provision & PRUs	339	291	87	29.9%	± 11.5%
Overall Total	**23,855**	**6,567**	**880**	**13.4%**	

Note: MoE = Margin of Error around a 50% point prevalence; independent schools, special schools and alternative provision/PRUs are not reported by phase as the majority of these institutions operate on a combined basis across both primary and secondary phases.

The rate of response differed by institution type (see Table 1.1). Alternative provision/PRUs (30%) and special schools (21%) were the most likely to respond to the survey, whereas response was lowest among LA maintained secondary schools (9%) and independent schools (10%).

The majority of participants completing the survey were senior leaders; head teachers were most likely to complete the survey (31%) followed by another member of the senior leadership team (26%).

1.4 Reporting conventions for survey data

Survey findings presented in this report use data that has been weighted to take account of technical issues such as sample design and non-response. The use of weights ensures that the data matches the overall population as closely as possible.

There are two types of tables and charts included in this report. For those with mutually exclusive responses (the single coded questions) percentages will generally sum to 100%; however, there may be some instances where percentages will not sum exactly as a result of rounding. Where the survey question allowed multiple responses (i.e. the 'select all that apply' questions), the percentages may sum to more than 100%.

It is important to note that not all 880 schools that completed the character survey answered all questions (it was possible to use 'don't know' and 'refused' options to navigate around the survey). The findings reported here are based on valid responses with unweighted base sizes shown in all tables. Estimates have been supressed due to low bases in a limited number of cases. Where base sizes allow, the weighted prevalence and the respective 95% confidence interval has been estimated for the following institutional groupings:

- All schools and institutions (referred to as "all schools" throughout this report)

- Primary state maintained schools (LA maintained and academy)

- Secondary state maintained schools (LA maintained and academy)

- LA maintained schools

- Academy schools

- Independent schools

- Special schools

- Alternative provision/Pupil Referral Units (PRUs)

The report also includes a number of cross-tabulations that present the findings by key characteristics. These cross-tabulations present statistically significant relationships between two variables only. The cross-tabulated differences cited in the text or presented in the charts are statistically significant at the $p<0.05$ level (a significance level of 0.05 reflecting a 95% confidence interval). However, the appendix includes all tables regardless of whether results were significant. Statistical significance was tested using logistic regression.

1.5 Limitations

The findings presented in this report reflect the range and diversity of views and experiences of those surveyed and interviewed. Though weighting can eliminate some element of non-response bias, it is important to recognise that schools with more active programmes may have been more inclined to agree to participate.

The terminology of "character education" may have not have been understood similarly among the sample frame prior to participation. To address this limitation, recruitment materials and the survey defined what character education referred to in the context of the questionnaire:

> "*For the purposes of this survey, we are defining character education as any activity that aims to develop desirable character traits in pupils. These traits might include tolerance, motivation, resilience, confidence, community spirit, honesty or conscientiousness.*"

Throughout the survey schools were asked to comment on activities and structures aimed at developing pupils' character traits (see Appendix H:).

1.6 Overview of the report

Chapter two begins by describing why schools offer character education provision and how important it is considered to them. Chapter three then explores what sorts of activities are used to develop character traits, with chapter four following up to look at

how provision is delivered within schools. Chapter five explores in further detail how character can be delivered with particular reference to the barriers and enablers to effective provision. The final chapter draws some general conclusions from the data, highlighting key themes in the provision of character education across school types and phases.
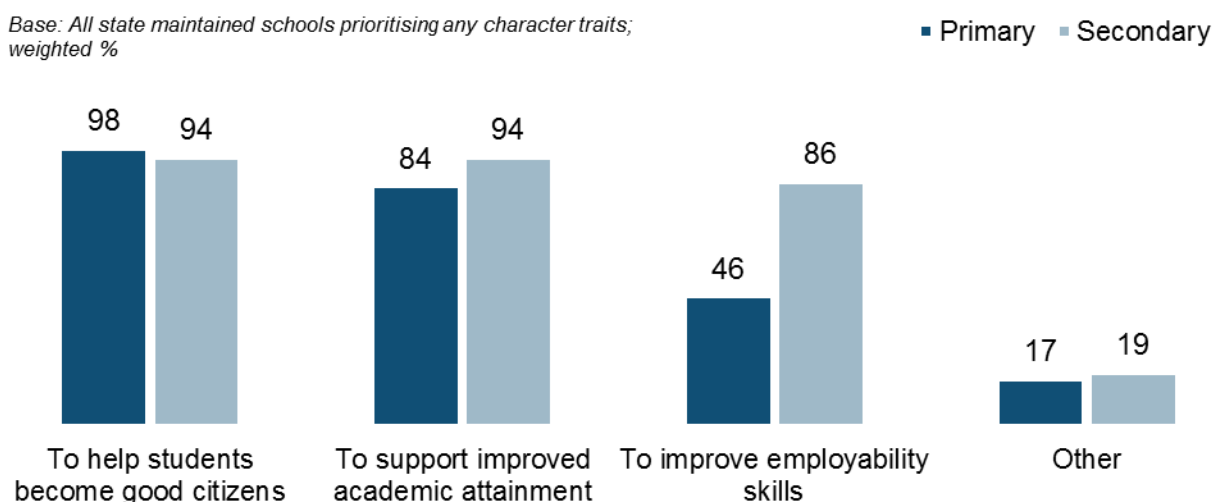
2 Motivations for character education

This chapter explores if and why schools seek to promote desirable character traits among their pupils, and the degree of importance that they place on different types of character traits. It also analyses familiarity with the term "character education", and looks at whether familiarity with this term is associated with greater importance being placed on the development of certain traits.

2.1 Intended outcomes of character education

Almost all (97%) schools indicated that they sought to promote desirable character traits among their pupils in order to help them become good citizens (Table C.1). The large majority (84%) sought to develop character traits in order to support improved academic attainment. Just over half (54%) of schools reported that they sought to develop character traits in order to improve employability, and just less than one in five (19%) reported promoting the development of character traits for other reasons.

Character education appeared to have different aims at different stages of the school cycle (Table C.2). Looking at state maintained schools, secondary schools were significantly more likely to report promoting the development of desirable character traits in order to support employability and academic attainment (Figure 2.1).

Figure 2.1: Reasons for promoting desirable character traits

Base: All state maintained schools prioritising any character traits; weighted %

■ Primary ■ Secondary

	To help students become good citizens	To support improved academic attainment	To improve employability skills	Other
Primary	98	84	46	17
Secondary	94	94	86	19

Different school types also seemed to be motivated to develop character traits for different reasons (Table C.3). For instance, special schools and alternative provision (including PRUs) were less likely to report promoting the development of desirable character traits in order to support improved academic attainment, and were more likely to report doing so for reasons other than improving academic performance, employability or citizenship.

2.2 Priority placed on different character traits

Respondents were asked about the level of priority that their school placed on five different groups of character traits (see Figure 2.2).

Figure 2.2: Character traits of high priority
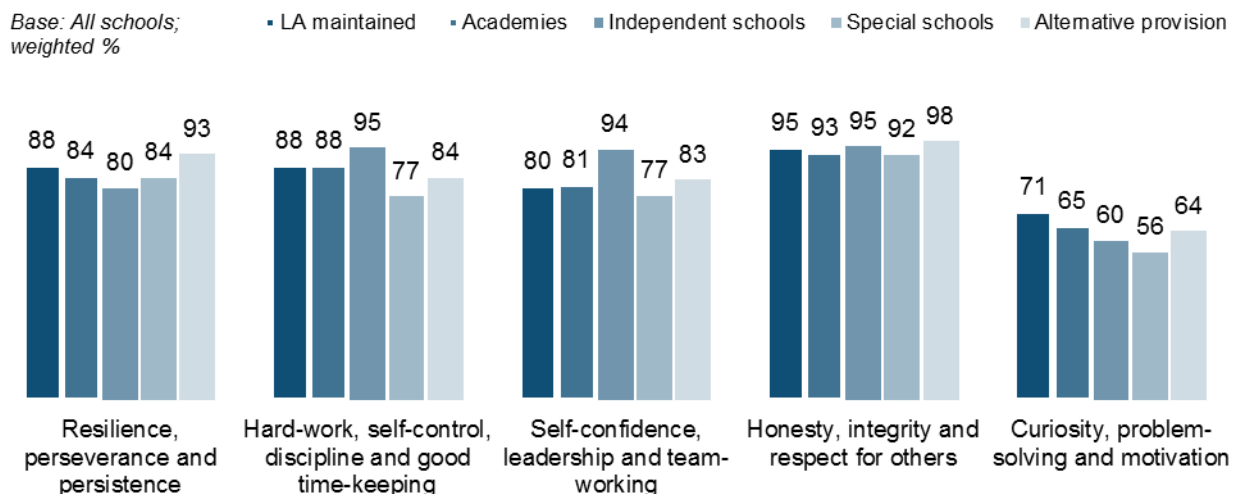
Much importance appeared to be placed on all of these traits, with no more than 2% of respondents reporting that they considered any given trait as being of "low" priority. Honesty, integrity and respect for others were reported to be of most importance, whilst curiosity, problem-solving and motivation were of least importance, although these traits were still a high priority for more than two-thirds (68%) of schools (Table C.4). This order of priority was roughly similar across all school types, although independent schools were more likely to place high priority on hard-work self-control, discipline and good time-keeping and self-confidence, leadership and team-working (Table C.6).

Among state-maintained schools, primary schools were more likely to place high priority on developing all five groups of character traits (Table C.5). In particular, they were significantly more likely than secondary schools to report placing high priority on resilience, perseverance and persistence; honesty, integrity and respect for others and curiosity, problem-solving and motivation.

All of these traits appeared to be relevant to all of the intended outcomes discussed in section 2.1. Schools did not prioritise different traits according to whether their aim was to promote employability, academic achievement or good citizenship (Table C.7).

2.3 Familiarity with the term character education

It was anticipated that the term "character education" might not be familiar to all respondents, and that this might discourage response[20]. For this reason, recruitment materials and the survey itself introduced the concept of character education as follows:

> *For the purposes of this survey, we are defining character education as any activity that aims to develop desirable character traits in pupils/students. These traits might include tolerance, motivation, resilience, confidence, community spirit, honesty or conscientiousness.*

The survey then asked whether, prior to any contact about the survey, respondents had been familiar with the term.

In total, more than half (54%) of respondents indicated that they had heard of character education before contact about the survey. Most of these (37% of all respondents) said that they were familiar with the term, whilst the rest (a further 17% of all respondents) indicated that they had some familiarity, although they didn't really know what it meant (Table C.10). Familiarity was highest among independent schools, and lowest among state maintained and special schools (Figure 2.3). Among state maintained schools, familiarity was significantly higher among secondary schools than primary schools (Figure 2.4).

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[20] Although this research found that specific terminology of character education was unfamiliar to many, the survey defined what was meant by the term prior to gathering information on what was provided within each school. Therefore any lack of familiarity at the outset of the study is unlikely to undermine the findings presented here.

Figure 2.3: Familiarity with the term character education by school type

Base: All schools; weighted %
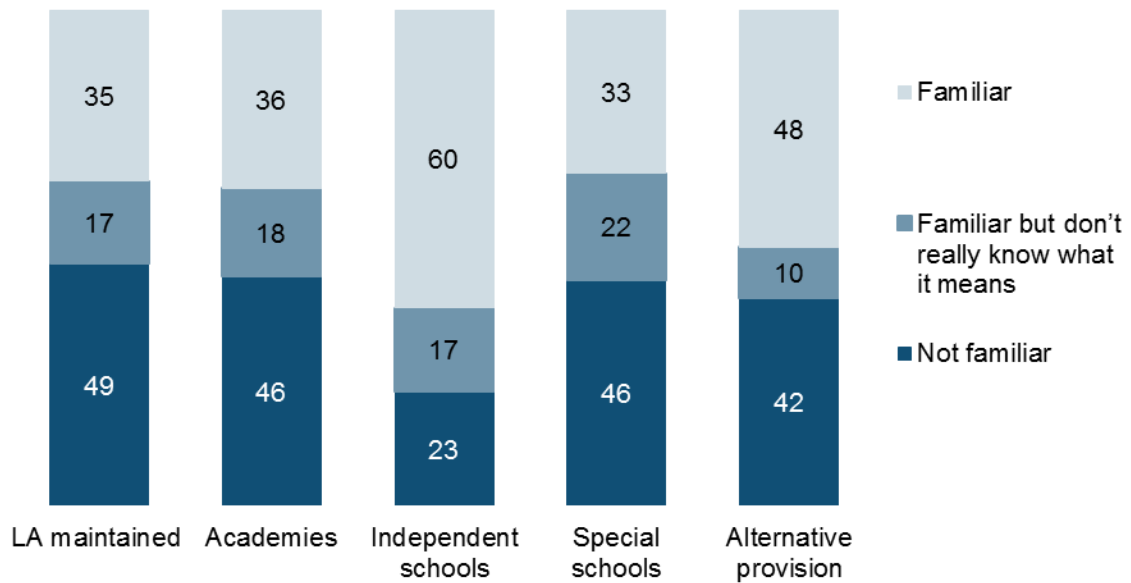
Figure 2.4: Familiarity with the term character education by school phase

Base: All state maintained schools; weighted %
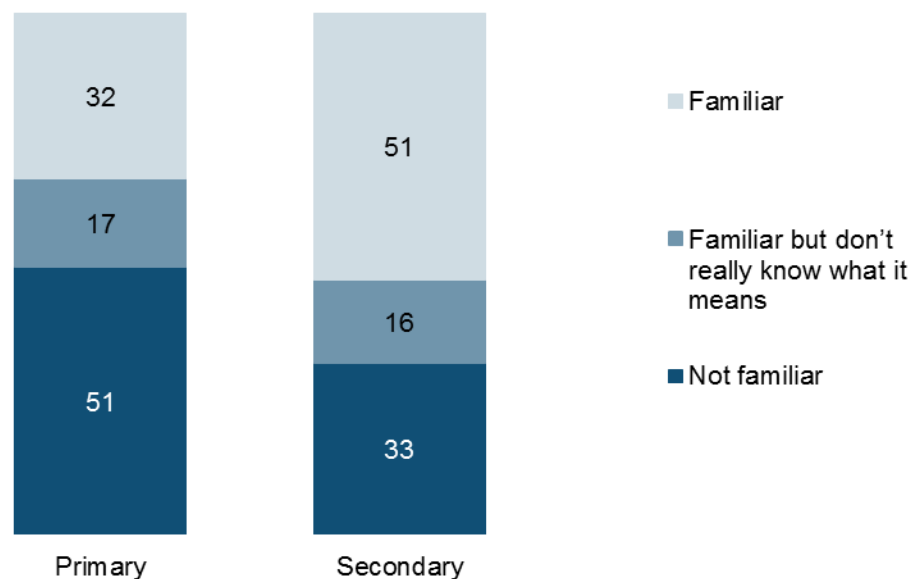
As discussed in section 2.2, schools across the board placed high priority on developing desirable character traits among their pupils. Even among schools not familiar with the term character education, high levels of priority were placed on all of the groups of character traits discussed in the survey. However, schools familiar with the concept of character education appeared to place even more importance on the development of character traits (Figure 2.5). In particular, respondents familiar with the term were significantly more likely to report that their school placed high priority on promoting resilience, perseverance and persistence (94% vs. 81%), and self-confidence, leadership and team-working (89% vs. 76%).

Figure 2.5: Familiarity with character education and high priority placed on character traits

Base: All schools; weighted %

■ Familiar   ■ Not familiar

	Familiar	Not familiar
Resilience, perseverance and persistence	94	81
Hard-work, self-control, discipline and good time-keeping	90	85
Self-confidence, leadership and team-working	89	76
Honesty, integrity and respect for others	96	94
Curiosity, problem-solving and motivation	72	66
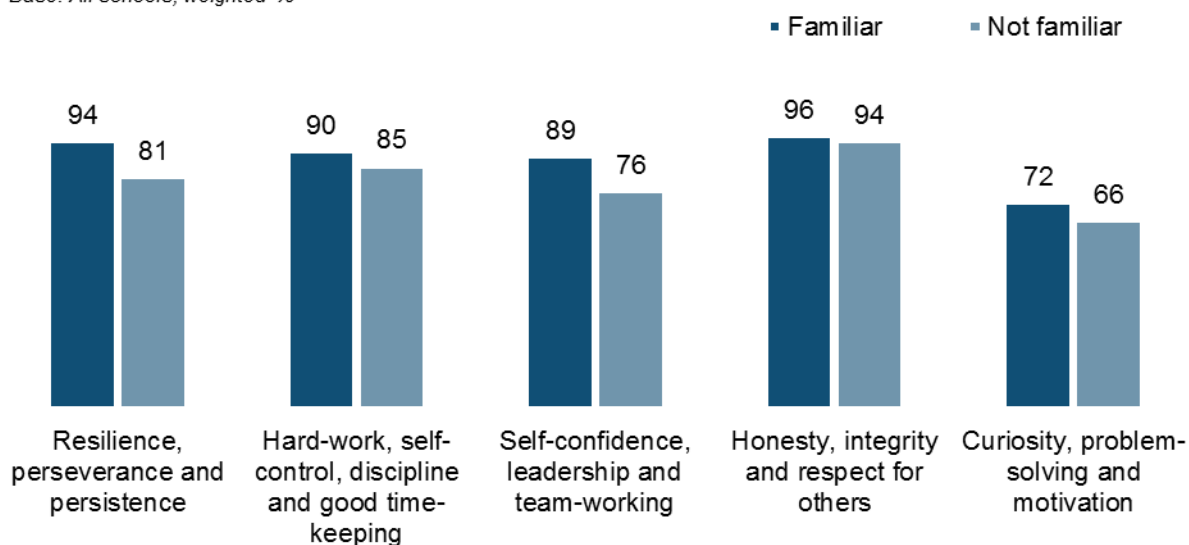
Respondents who were familiar with the term character education were also significantly more likely to say that their school sought to promote character in order to improve employability and for reasons "other" than those discussed in section 2.1 (Figure 2.6).

Figure 2.6: Familiarity with character education and reasons for promoting character traits

Base: All schools prioritising any character traits; weighted %

■ Familiar   ■ Not familiar

	Familiar	Not familiar
To support improved academic attainment	88	82
To improve employability skills	61	50
To help students become good citizens	98	97
Other	24	15
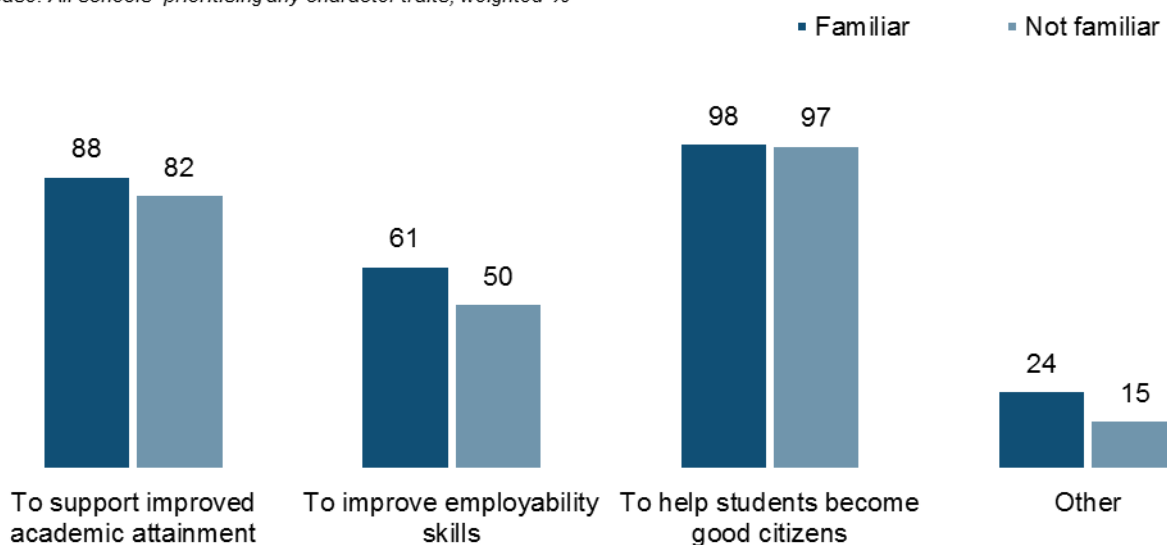
Summary

Almost all schools sought to promote desirable character traits among their pupils. They reported that they did this primarily to promote good citizenship and academic attainment, but also to promote employability (particularly in secondary schools) and other desired outcomes. Different school types placed varying emphasis on these intended outcomes of character education, with special schools and alternative provision being less likely than mainstream schools to focus on academic performance, employability or citizenship.

Respondents placed value on a wide range of desirable character traits, with **honesty, integrity and respect for others reported to be of most priority** across all school types. Overall, primary schools placed more emphasis on developing desirable character traits among their pupils than secondary schools. Schools did not prioritise different traits according to whether their aim was to promote employability, academic achievement or good citizenship.

Respondents who were familiar with the concept of character education prior to contact about this research were more likely to report that their institution placed high priority on developing desirable character traits among pupils, and to link the development of character traits to employability. Nevertheless, **commitment to developing character traits was strong, regardless of whether a respondent was familiar with the term.**

3 Character education activities

This chapter explores the activities and interventions that schools use to promote the development of desirable character traits. It analyses the proportion of schools using certain school-wide approaches, day-to-day activities (including subject lessons) and extra-curricular activities to promote the development of character traits. It also explores the range of activities and interventions that schools use.

The data discussed throughout this chapter were gathered by asking respondents whether their school employed these activities "*specifically in order to develop desired character traits among pupils*" (see Appendix F: Questionnaire).

This wording was used to prevent respondents from identifying activities that their school offered to pupils that did not have the primary aim of developing desired character traits. Despite this careful wording, there may be variation in its interpretation. For instance, respondents may have identified:

- Activities with the sole purpose of developing character traits

- Activities that had multiple purposes *including* the development of character

- Activities that could possibly (albeit unintentionally) develop character traits.

Despite this limitation, respondents' answers will have internal validity. That is, despite different interpretations of the questions, it is possible to identify which activities were most and least commonly reported as being used to develop character traits.

3.1 School-wide approaches

Almost all (97%) schools reported using a school mission statement or set of core values to develop character traits among their pupils. Pupil leadership (95%) was also a near universal means of developing character traits. Although less common, house systems (62%) and peer support and tutoring (65%) were also used by the majority of schools (Table D.1).

Special schools and alternative provision/PRUs were least likely to deploy house systems and/or peer support networks for the purpose of character education (Table D.3). Among state maintained schools, secondary schools were significantly more likely than primary schools to use these activities to develop character traits (Figure 3.1).

Figure 3.1: School-wide approaches used to develop character traits – State maintained

Base: All state maintained schools ; weighted %

■ Primary　■ Secondary

| School mission statement / set of core values | Pupil voice/leadership – e.g. school council, Head Boy/Girl | House system | Peer support such as mediation, mentoring or vertical tutoring | Something else |

(98, 95) (98, 99) (63, 73) (60, 87) (40, 31)
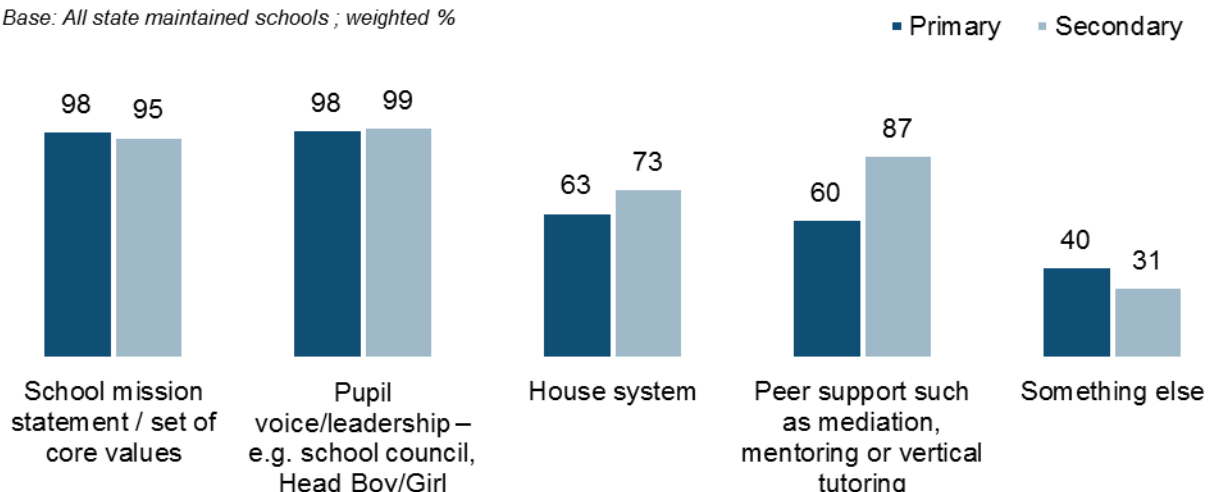
3.2 Day-to-day activities

Nine in ten (92%) schools reported delivering character education through assemblies, and around half (53%) of schools focussed on the development of character traits in registration or tutor periods (Table D.4). Most (89%) schools focused on d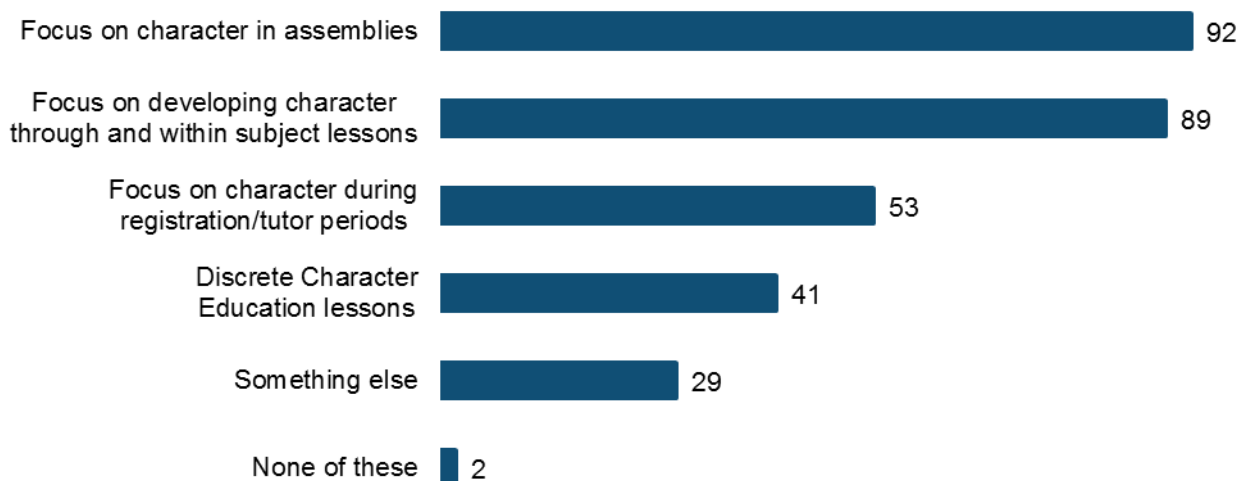eveloping character traits through and within subject lessons as part of the curriculum, and a significant minority of two in five (41%) schools delivered dedicated character education lessons (41%) (Table D.4).

Figure 3.2: Day-to-day activities used to develop character traits

Focus on character in assemblies	92
Focus on developing character through and within subject lessons	89
Focus on character during registration/tutor periods	53
Discrete Character Education lessons	41
Something else	29
None of these	2

Base: All schools; weighted %

Special schools and alternative provision/PRUs, which are generally smaller than mainstream schools, tended towards delivering character education provision within registration or tutor periods rather than assemblies (Table D.6). Among state maintained schools, secondary schools (81%) were nearly twice as likely as primary schools (44%) to focus on character during tutor periods and registration (Table D.5). Conversely,

primary schools were significantly more likely than secondary schools to focus on character in assemblies (97% vs. 89%) and subject lessons, including discrete character lessons (43% vs. 28%) and other subjects (91% vs. 77%) (Table D.5).

Among schools using subject lessons to develop character traits, personal, social and health education (PSHE) or citizenship lessons (98%) were the most commonly reported lessons used to develop character traits, though over 80% also reported using academic, arts and physical subjects (Table D.7). Vocational lessons were the least common lesson to be used to develop character traits, though this may be due to such lessons being less commonplace rather them not being used in delivery of the development of character traits. Table D.8 shows that the overall lower use of vocational lessons was driven by the significantly lower use of vocational lessons in primary schools compared to secondary schools. Apart from this, there was little variation within subject lessons used to deliver character for each school type (Table D.9).

Figure 3.3:Subject lessons used to develop character traits
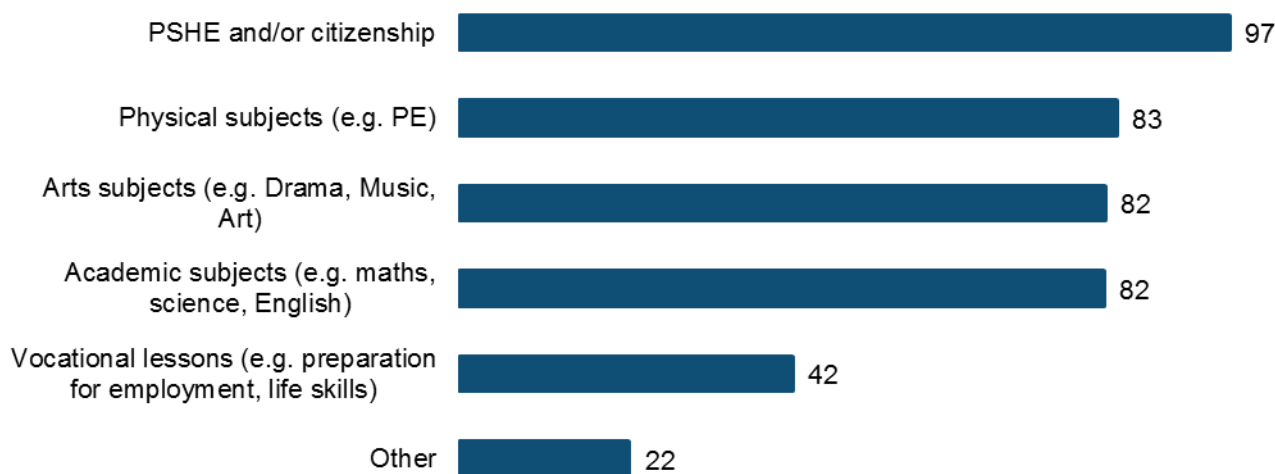
Base: All schools focusing on the development of character traits in subject lessons; weighted %

3.3 Extra-curricular activities

Just 3% of schools reported using no extra-curricular activities to promote the development of character traits among their pupils. Sports and/or performance arts clubs (91%), outward bound activities (72%), hobby clubs (71%) and subject learning clubs (60%) were all used to develop character traits by a majority of schools (Figure 3.4).

Figure 3.4: Extra-curricular activities used to develop character traits – All schools

Activity	%
Sports/performance arts clubs	91
Outward bound activities	72
Hobby clubs	71
Subject learning clubs	60
Role model sessions	47
Volunteering/social action	44
Debating	36
Something else	19
National Citizenship Service	8
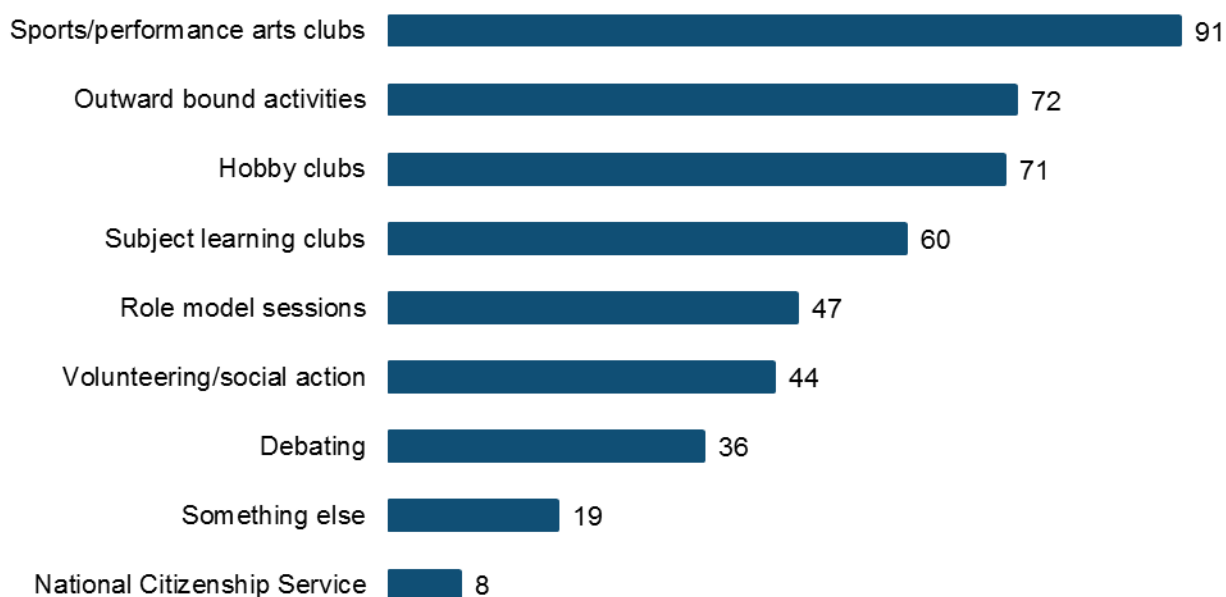
Base: All schools; weighted %

These aggregated findings mask some important underlying differences by school phase and type with regard to the types of extra-curricular activities used to develop character traits (Table D.11 and Table D.12).

Looking first at school phase, secondary schools were on average more likely than primary schools to use extracurricular activities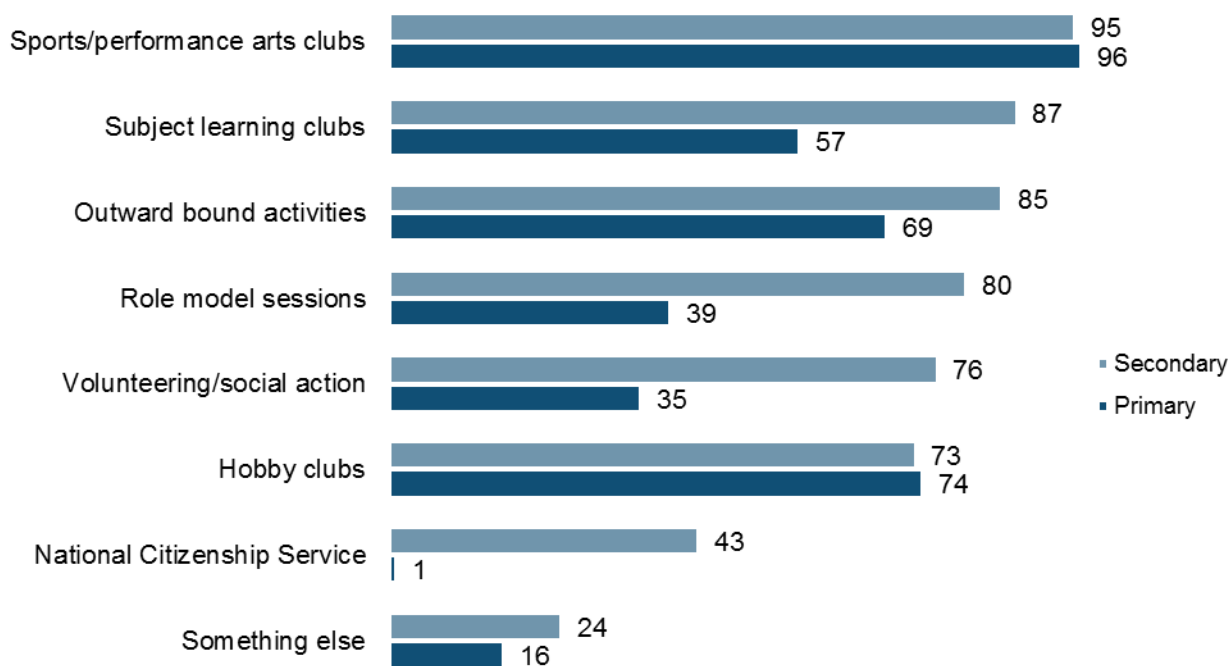 as a means of developing character traits. The use of hobby clubs and sports and performing arts clubs was equally common across both phases. However, state maintained secondary schools were significantly more likely to use other extracurricular activities such as subject learning clubs (87% vs. 57%), role model sessions (80% vs. 39%) or volunteering or social action opportunities (76% vs. 35%) to develop desirable character traits (Figure 3.5). This contrast might in part result from the lack of relevance or availability of certain activities to primary schools – for instance just 1% of primary schools reported offering the National Citizenship Service. On the other hand, secondary schools might have more opportunity to develop character traits through extra-curricular activities because of their increased potential for a longer school day.

Figure 3.5: Extra-curricular activities used to develop character traits – State maintained

Activity	Secondary	Primary
Sports/performance arts clubs	95	96
Subject learning clubs	87	57
Outward bound activities	85	69
Role model sessions	80	39
Volunteering/social action	76	35
Hobby clubs	73	74
National Citizenship Service	43	1
Something else	24	16

Base: All state maintained schools; weighted %

Turning to the different school types (Table D.12), alternative provision and PRUs were least likely to use extra-curricular activities to deliver character education. One in five (21%) of these schools reported using no extra-curricular activities to develop character traits. More specifically, these schools were far less likely than other school types to deliver character education through hobby, sports or performing arts clubs. Among mainstream schools, independent schools were considerably more likely than state maintained schools to use volunteering or social action opportunities and debating clubs to promote the development of desirable character traits.

3.4 Range of activities

The overwhelming majority of all types of school offered at least one school-wide approach, a day-to-day activity and an extra-curricular activity connected to the development of character traits (Table D.15). At least one of each of these types of activity was used to promote the development of character traits in over 90% of LA maintained, academy and independent schools, in 89% of special schools and in 78% of alternative provision/PRUs.

In addition to the activities previously outlined, schools also reported delivering character education through a range of other activities and approaches. These included praise and

reward schemes, "whole school approaches"[21] and shared mindsets, learning mentors and coaches, mental health provision, emotional literacy and wellbeing programmes, nurture groups, family engagement and social/life skills and employment sessions (Table D.16).

Summary

All schools reported using activities to promote the development of desirable character traits, despite the lack of familiarity with the formal term "character education" discussed in Chapter 3. Moreover, the overwhelming majority of schools used a wide range of activities to fulfil this aim, offering at least one of the school-wide approaches, day-to-day activities and extra-curricular activities asked about in the survey.

Almost all schools reported having a mission statement or set of core values that contributed to character education. Pupil leadership was also near-universal. House systems and peer support were also popular school-wide approaches used to promote the development of character traits, particularly in secondary schools.

Findings also indicate that **the aim of developing character traits runs throughout the day-to-day activity that takes place in schools**. Almost all respondents reported focusing on character in assemblies, registration periods or similar. The vast majority of schools also reported developing character traits within subject lessons, including but not limited to PSHE, citizenship and discrete character education lessons.

As well as these school-wide and every day activities, **most respondents reported that their school used extra-curricular provision including clubs and activities to develop character traits**. Potentially, reflecting the longer school day, this was much more common in secondary than primary schools.

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[21] These other activities to promote character were given as a response to the open question "*Is there anything else that your school/institution does specifically to promote desirable character traits among pupils?*". "*Whole school approach*" was a verbatim response and it is not possible to know what respondents meant by this term, which can have different meanings in different contexts.

4 Institutional processes for character education

This chapter looks at whether schools have plans and policies in place relating to character education and development, and how they staff this provision. It then explores whether schools that have specific plans, policies or staff responsible for character education are more likely to offer certain provision with the aim of developing desirable character traits.

4.1 Plans and policies

One in six schools (17%) indicated that they had a specific plan or policy in place for character education (Table E.1).

Although relatively few schools had a specific character education plan, a majority of all schools (62%) reported keeping parents informed of character education provision (Table E.4).

One in three (33%) schools formally monitored the development of character traits (Table E.7).

Figure 4.1 Plans, policies, communication and monitoring of character education

Base: All schools; weighted %
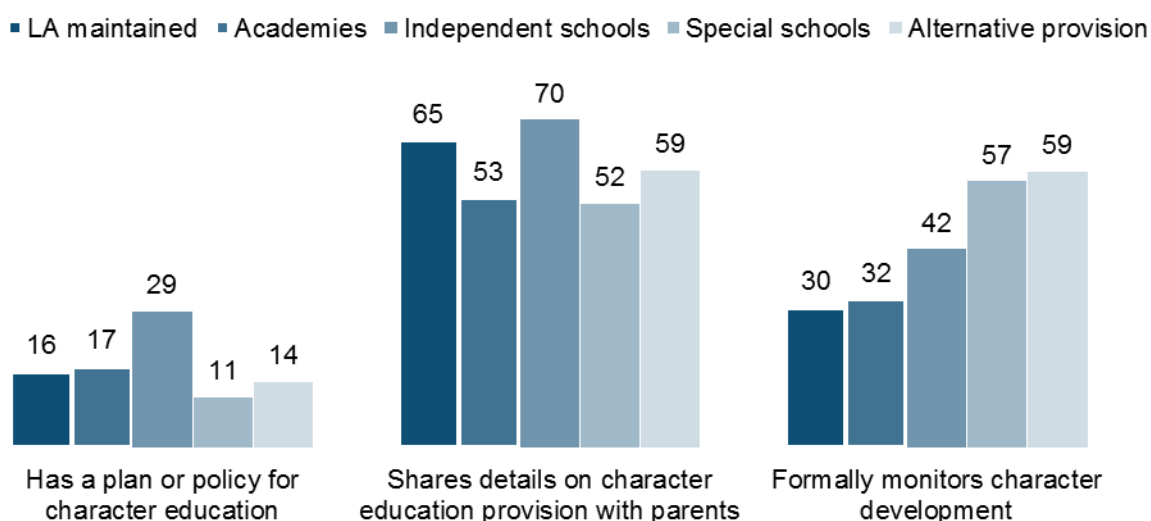
Independent schools appeared to be most likely to have a plan or policy on character education (Table E.3), whilst special schools and alternative provision/PRUs were most likely to formally monitor pupils' the development of character traits (Table E.9). Among state-maintained schools, there were no significant differences in having plans or policies or the monitoring of the development of character traits by school phase (Table E.2 and Table E.8), although primary schools were more likely than secondary schools to share details about character education provision with parents (64% vs. 51%) (Table E.5).

4.2 Staffing

A quarter (25%) of schools reported that that they had a dedicated character education lead (Table E.10). More commonly, most schools offered training in character education to at least some members of staff (77%). More than two in five (43%) offered training to all staff members and a further third (34%) offered training to some. Just a quarter (23%) of schools offered no training (Table E.13).

The likelihood of having a character education lead and offering staff training in character education was similar across the school types. Looking at state maintained schools, primary and secondary schools were equally likely to have a dedicated lead for character education, but primary schools were more likely to offer character education training to all staff (46% vs. 29%) while secondary schools were more likely to selectively offer training to a selection of staff (44% vs. 31%) (Table E.14).

Figure 4.2 Character education staffing, training and monitoring arrangements

Base: All schools; weighted %
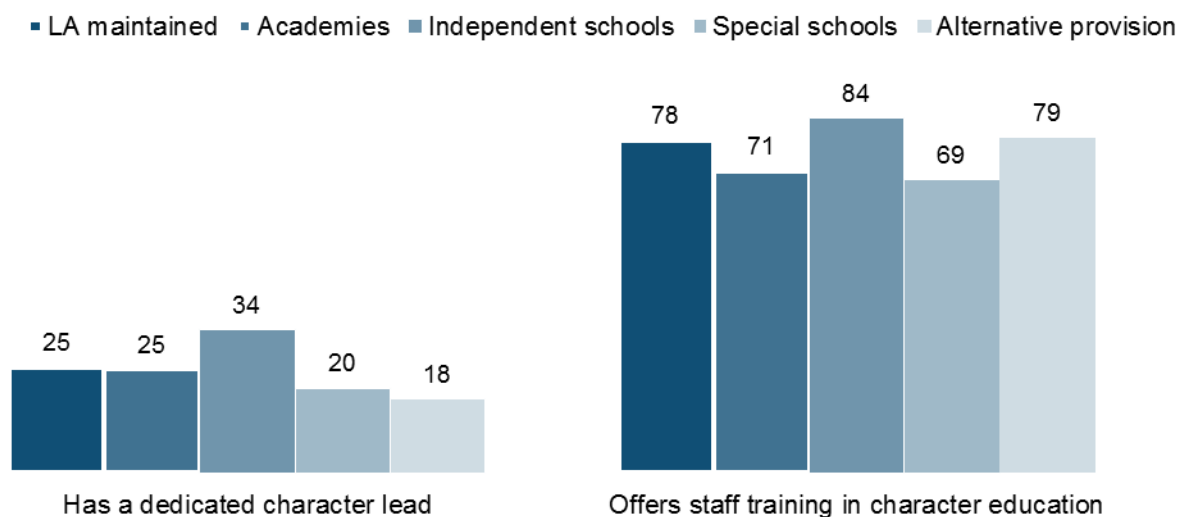
4.3 Processes and provision of activities

The following analysis considers the interactions between the various elements used to deliver character education, shown in Figure 4.3. It starts by exploring whether schools with a plan or policy in place relating to character education were more likely to have a lead member of staff for character, and whether they were more likely to provide staff training about supporting the development of pupils' character traits. It then considers whether schools with more structured approaches to character education provision (including plans and policies, staffing, parental engagement and monitoring of pupils' development of character traits) were more likely to use different approaches and activities to develop desirable character traits among their pupils.

Figure 4.3: Institutional process and activities for character education

Informing parents of plans / activities

Monitoring of pupils' development of desirable character traits

Institutional process for character education

Character plan   Character lead   Staff training

Activities

Institution-wide approaches   Day-to-day activities   Extra-curricular provision
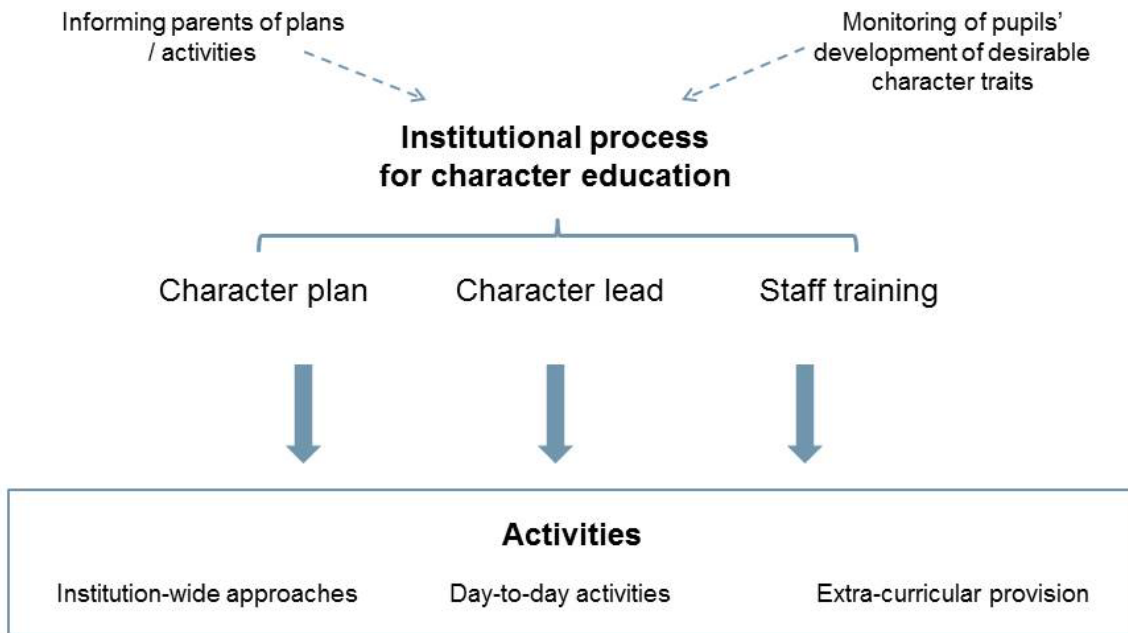
Across all schools, those with a plan or policy on character education were far more likely to have a dedicated character education lead. Nearly three in five (58%) schools with a character plan had a dedicated character lead compared with a fifth (18%) of those without a character plan (Table E.16).

Schools with a character plan were also more likely than those without one to offer character education training to all staff. More than half (58%) of schools with a character plan offered training to all staff compared with 40% of those without. Those without a character plan were more likely to offer no training (27% vs. 7%) (Table E.19).

Figure 4.4 Staff trained in character education by whether the institution has a character plan

Base: All schools; weighted %

	Has a character plan	No character plan
None	7	27
Some staff	35	34
All staff	58	40

31
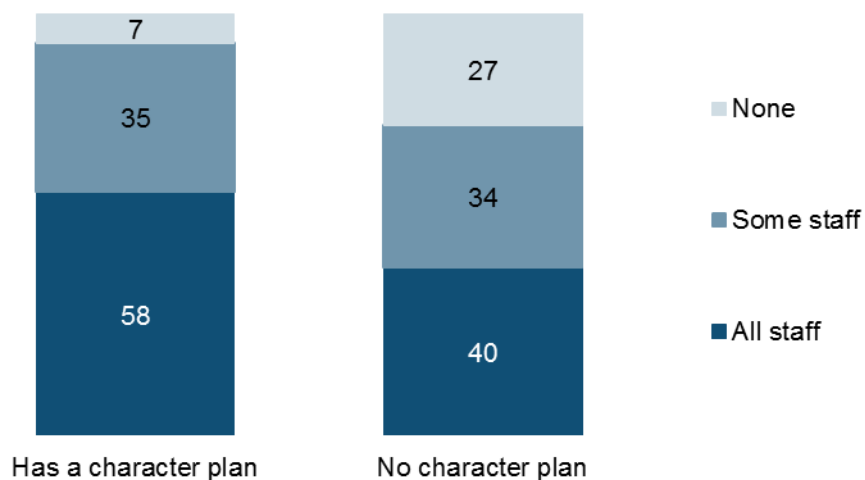
The types of activities and approaches that schools used to encourage the development of character traits varied substantially by

- Whether they had a character plan in place or a designated character lead;

- The staff offered training in character education; and

- The extent to which their approach to character education was structured[22].

Schools with a character plan in place were more likely to provide discrete character education lessons (66% vs. 36%) as well as to focus on character during registration or tutor periods (65% vs. 51%) and assemblies (97% vs. 91%) (Table E.23). Schools with a specific character plan were also more likely to offer extra-curricular activities in order to develop positive character traits. For instance, they were more likely to offer a debating club or society (48% vs. 34%), volunteering opportunities (55% vs. 42%) and outward bound or outdoor learning activities (82% vs. 70%) to develop character traits (Table E.24). The majority of these trends apply to primary and secondary schools alike. Where these two phases do differ it is due to predictable reasons, such as secondary schools offering sessions with employers (Table E.43 to Table E.48).

Schools that had a designated character lead were more likely to offer some school-wide approaches to developing character traits, including peer support, mentoring or vertical tutoring (78% vs. 60%) (Table E.31). Such schools were also more likely to use a variety of day-to-day and extra-curricular activities to encourage the development of character traits when compared to those without a character lead. For instance, over three quarters (76%) of schools with a character lead offered discrete character education lessons, compared to just less than a third (30%) of those without a lead (Table E.32 and Table E.33).

The greater the proportion of staff offered training in character education, the more likely schools were to deploy a variety of activities to develop positive character traits. Those offering training to all staff were significantly more likely to provide peer support, such as mediation or mentoring, compared to those offering no training (72% vs. 57%) (Table E.40). On a day-to-day basis, these schools were more likely than those offering no training to focus on the development of character traits within subject lessons (93% vs. 82%) as well as to offer discrete character education lessons (58% vs. 15%) (Table E.41). These schools were also more likely to use debating (40% vs. 28%) and hobby clubs (75% vs. 61%) to develop character traits than those offering no training (Table E.42).

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[22] It is important to note that the presence of a relationship does not indicate causality. For example, the fact that schools with a character education plan were more likely to offer staff training does not indicate that having a plan *causes* schools to train their staff.

Schools with more structured[23] approaches to character education provision made a greater use of a range of activities for the development of character traits. Those with highly structured approaches were particularly more likely than those with little structure to offer discrete character education lessons (77% vs. 15%), to focus on character during registration or tutor periods (75% vs. 42%) and to offer peer support like mediation and mentoring (77% vs. 51%) (Table E.49 to Table E.57).

Summary

A minority of schools reported having a specific plan or policy in place for character education, having a dedicated lead for character education on their staff or formally monitoring pupils' the development of character traits. Despite this, a majority reported keeping parents informed of a plan (if they had one) or of the wider character education provision discussed in Chapter 4. Moreover, **most schools reported offering training relating to character education to at least some members of staff**.

There were strong associations between formal institutional processes relating to character – **schools with a plan or policy on character were more likely to have a dedicated character lead, and to offer training in character education to all staff**.

Schools with formal processes for character education were also more likely to make use of a variety approaches and activities for character education. Those with a strong institutional process were particularly more likely to offer discrete character education lessons, to focus on character during registration or tutor periods and to offer peer support like mediation or mentoring in order to develop desirable character traits among their pupils.

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[23] The measure for the level of structure in character education provision is a derived index from 0-5 in which schools are assigned one point for each of the following: having a character plan, sharing details with parents about character education provision, having a character lead, providing staff training in character education and monitoring pupils' development of character traits. Schools with scores of 0-1 are considered to have "little structure," those with scores of 2-3 have "some structure" and those with scores of 4-5 are considered highly structured.

5 Delivery of character education

This chapter explores schools' experiences of delivering character education. It analyses the types of provision that schools recommend most, as well as the key facilitators and barriers that they experience in trying to promote the development of character traits.

5.1 Effective provision

The actions most highly recommended as being effective in developing character traits were school-wide approaches or day-to-day activities rather than specific, extra-curricular activities or interventions (Table F.1)[24]. Almost one-quarter (24%) of respondents favoured a mission statement, ethos or set of core values as the most effective thing that their school did to develop character traits.

Figure 5.1 shows that preferences varied across the different school types surveyed. State maintained schools were most likely to view their mission statement, ethos or values as most effective in developing desirable character traits (27%), and this did not differ between primary and secondary schools (Table F.2). Independent schools were most likely to highlight group time such as circle time, tutor periods or assemblies as being most effective (22%), whilst respondents working in alternative provision were more likely to perceive role models as most their most effective tool (Figure 5.1).

Figure 5.1: Most effective activity that the school uses to develop desirable character traits

Base: All schools using any activities to develop character traits; weighted %

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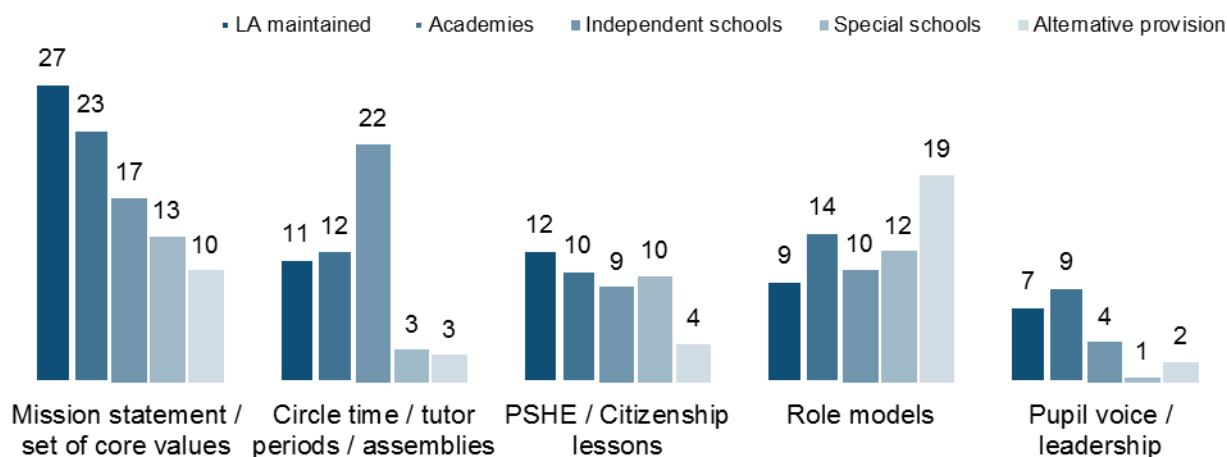
[24] These were responses to the open question "*Thinking about all of the things that your school does to develop desirable character traits among pupils, which would you say is the most effective?*". Responses were coded back to the activities listed in chapter three, plus additional categories where relevant. The top five responses across all schools are discussed here.
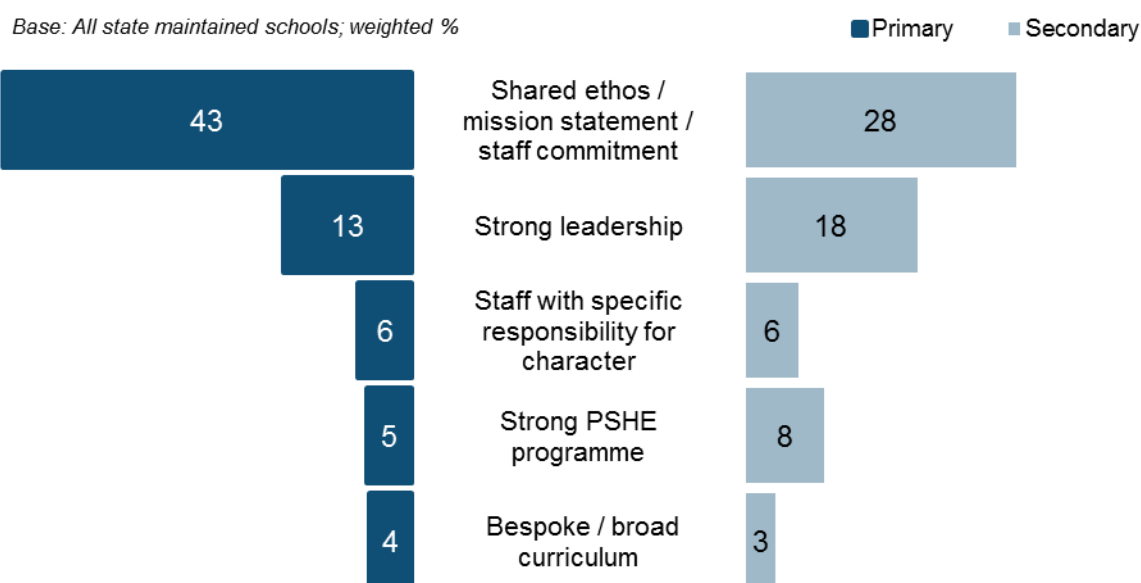
5.2 Enablers of character education

As well as the specific activities that were most effective, the survey asked respondents about the factors that had enabled their school to implement activities that developed desirable character traits[25].

The importance of a school-wide approach to character was once again apparent in respondents' answers. A shared ethos or mission or high level of staff commitment (39%) was most commonly cited as enabling schools to implement activities to develop character traits. The importance of strong leadership (13%) and of having designated staff with responsibility for character education (6%) were also emphasised. A significant minority of respondents also emphasised the importance of having a strong PSHE programme (6%) or a bespoke and relevant curriculum more generally (5%).

Among state maintained schools, primary schools were more likely than secondary schools to highlight the importance of staff commitment and a shared ethos (43% vs. 28%) (Figure 5.2). Independent schools experienced similar enabling factors as state maintained schools, whilst respondents working in alternative provision were more likely to report having dedicated staff for character provision as an important facilitator. Both special schools and alternative provision/PRUs were more likely to place importance on a broad or bespoke curriculum.

Figure 5.2: Factors enabling school to implement character education

Base: All state maintained schools; weighted %   ■Primary ■Secondary

|	Primary	Secondary
Shared ethos / mission statement / staff commitment	43	28
Strong leadership	13	18
Staff with specific responsibility for character	6	6
Strong PSHE programme	5	8
Bespoke / broad curriculum	4	3

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[25] These were responses to the open question "*Overall, what factors would you say have most enabled your school to implement activities which aim to develop desirable character traits among pupils?*". Responses were coded thematically and the top five responses across all schools are discussed here.

5.3 Barriers to character education

Almost a quarter (23%) of respondents indicated that their school had faced no barriers in trying to develop desirable character traits among their pupils. However, more than half (57%) reported that competing time demands were a significant barrier to developing desirable character traits among their pupils. Other barriers included a lack of pupil or parent engagement (26%) and a lack of knowledge or information (24%). Just one in ten (10%) respondents said that a lack of priority within their school made it difficult for them to promote the development of character traits (Table F.7).

Figure 5.3: Barriers to character education – all schools
Base: All schools; weighted %
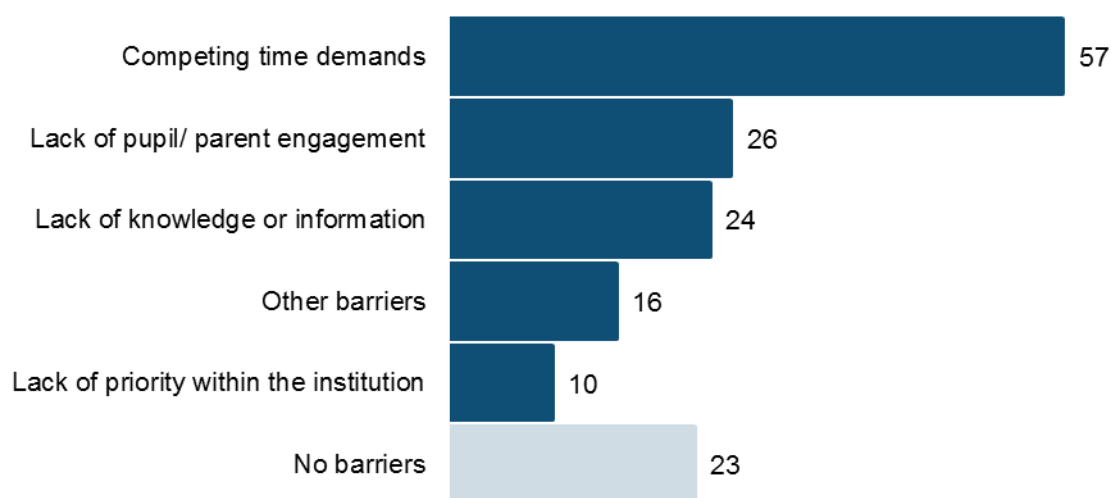
Different school types reported similar barriers to implementing character education, although lack of pupil or parent engagement was more commonly reported as a barrier in alternative provision (Table F.9). Among state maintained schools (Table F.8), secondary schools were more likely than primary schools to report competing time demands as a barrier (70% vs 57%). Primary schools were more likely to have experienced no barriers to putting these activities in place (25% vs 15%).

Summary

Respondents recommended school-wide and day-to-day approaches to developing character traits. Having a mission statement, ethos or set of core values was reported to be the most important thing that schools did to develop character traits, and a shared ethos, high levels of staff commitment and strong leadership were seen as essential in enabling schools to implement character education activities.

Reflecting the high levels of commitment to character education discussed in Chapter 3, **only a small proportion of respondents said that a lack of priority within their school was a barrier to developing character traits**. Moreover, almost a quarter of respondents indicated that their school faced no barriers to implementing the activities discussed in Chapter 4. However, **competing time demands were reported to make it difficult to develop desirable character traits among pupils in some schools**, and particularly in secondary schools.

6 Conclusions

This research into the provision of character education in schools in England revealed a clear commitment and high sense of priority attached to the development of character traits. Though the majority of schools did not appear to fully recognise the term "character education", almost half (46%) of schools being familiar with the term. This finding should be placed in the context that the specific term "character education" has gained currency within educational settings only relatively recently.

Moreover, the research found that almost all schools sought to promote desirable character traits among their pupils. They did this primarily to promote good citizenship and academic attainment, but also to promote employability (particularly in secondary schools) and "other" desired outcomes. Different school types placed varying emphasis on these intended outcomes of character education, with special schools and alternative provision being less likely than mainstream schools to focus on academic performance, employability or citizenship. However, there were few differences in the character traits prioritised by schools aiming to promote employability, academic achievement or citizenship.

The majority of schools carried out a variety of activities in order to develop desirable character traits among their pupils, ranging from extra-curricular provision to day-to-day actions and school-wide processes. Importantly, the majority of schools carried out at least some of these activities regardless of whether they were already familiar with the term "character education" or whether they had a formal character education plan or lead in place. Nevertheless, schools familiar with the term and who had a plan or lead in place were significantly more likely to make use of a wide range of activities to develop character traits, and in particular to use more tailored or targeted approaches. These schools placed a greater focus on delivery within discrete character education lessons, during tutor periods and through peer support or mentoring. It therefore seems that while most schools offer a high level of character education via collective activities such as assemblies, schools more familiar with the term offer even higher levels through the additional provision of smaller group or inter-personal activities.

Despite the commitment to developing pupils' character and the considerable attention paid to it at school level, respondents most commonly cited a lack of time as the biggest barrier to the further implementation of character education. Character education clearly must compete against many other activities, interventions or curricular developments taking place. This survey was not able to understand how well character manages to compete, but given that only 2% of respondents stated that the development of character traits was a low priority suggests that the development of pupils' character traits is an important issue for schools.

Respondents further highlighted how the overall delivery of character education is very much a school-wide process rather than a topic delivered by individuals. Having a

mission statement, ethos or set of core values was reported to be the most important thing that schools did to develop character traits, and high levels of staff commitment and strong leadership were seen as essential in enabling schools to implement character education.

More broadly, the mode of provision raises interesting questions about maximising the value of the school day, which is of particular relevance to secondary schools. A wide range of extra-curricular activities were reported to be used for the development of character traits, many of which take place after school. Such activities also carry co-benefits, for instance through the enhancement of creative skills, or the promotion of a healthy lifestyle[26]. What is not clear from this survey is whether the development of character traits itself is the primary intended benefit, or whether it is also a co-benefit of these extra-curricular activities.

The lack of clarity around the intended purpose of activities points towards a more detailed investigation into provision. This study was intended to provide a foundation for further investigation, by observing what provision is offered currently and how it is delivered. The next steps should focus in more detail on why different types of provision are in place and attempt to make value judgments on how effective they are for developing character traits.

Overall, this study has found strong evidence of a school-wide approach to character education in schools across England. Though the terminology of character education clearly varies, this report shows that the overall concept is unifying and widely understood and provided for by institutional processes. The majority of schools prioritise the development of character traits highly, but it was the minority of schools with formal processes in place for character education that were the most likely to offer a wide range of activities for development.

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[26] Morrison Gutman, L. and Schoon, I. (2013) *The Impact of non-cognitive skills on outcomes for young people* London: EEF and IoE.

Appendix A: List of figures

Appendix B: List of tables

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Appendix C: Motivations for Character Education

Table C.1 Reasons for promoting desirable character traits – All schools

%	All schools
To support improved academic attainment	84.4 [81.3, 87.0]
To improve employability skills	53.8 [49.9, 57.8]
To help students become good citizens	96.7 [95.1, 97.8]
Other	18.9 [16.0, 22.2]
Unweighted base	*878*

Base: All schools prioritising character traits

Table C.2 Reasons for promoting desirable character traits – State maintained

%	State maintained	
	Primary	Secondary
To support improved academic attainment	84.3* [80.2, 87.7]	94.2* [89.5, 96.9]
To improve employability skills	45.7* [40.7, 50.7]	85.7* [79.3, 90.3]
To help students become good citizens	97.6 [95.4, 98.7]	94.2 [89.5, 96.9]
Other	16.6 [13.2, 20.6]	19.0 [13.6, 26.0]
Unweighted base	*409*	*181*

Base: All state maintained schools prioritising character traits

Table C.3 Reasons for promoting desirable character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
To support improved academic attainment	85.0 [80.6, 88.5]	88.5 [82.3, 92.7]	89.4 [74.9, 96.0]	59.9 [50.5, 68.6]	80.4 [70.1, 87.7]
To improve employability skills	48.5 [43.2, 53.8]	62.4 [54.7, 69.6]	64.1 [46.0, 78.9]	58.2 [48.9, 67.0]	79.3 [69.2, 86.7]
To help students become good citizens	97.0 [94.6, 98.3]	97.1 [93.8, 98.6]	95.5 [82.3, 99.0]	94.5 [89.3, 97.3]	94.9 [87.9, 97.9]
Other	17.0 [13.4, 21.3]	16.9 [11.9, 23.4]	27.1 [13.9, 45.9]	29.2 [21.8, 37.8]	40.1 [30.0, 51.2]
Unweighted base	*402*	*188*	*64*	*137*	*87*

Base: All schools prioritising character traits

Table C.4 High priority character traits – All schools

%	All schools
Resilience, perseverance and persistence	86.2 [83.3, 88.7]
Hard-work, self-control, discipline and good time-keeping	87.9 [85.2, 90.2]
Self-confidence, leadership and team-working	81.4 [78.2, 84.2]
Honesty, integrity and respect for others	94.4 [92.4, 95.9]
Curiosity, problem-solving and motivation	67.8 [64.0, 71.3]
Unweighted base	*879*

Base: All schools

Table C.5 High prioritisation of specific character traits – State maintained

%	State maintained	
	Primary	Secondary
Resilience, perseverance and persistence	88.4* [84.7, 91.3]	79.2* [72.3, 84.8]
Hard-work, self-control, discipline and good time-keeping	88.5 [84.9, 91.3]	87.0 [80.7, 91.4]
Self-confidence, leadership and team-working	81.5 [77.3, 85.1]	75.0 [67.9, 81.0]
Honesty, integrity and respect for others	95.3* [92.7, 97.0]	90.1* [84.2, 93.9]
Curiosity, problem-solving and motivation	71.9* [67.2, 76.2]	57.1* [49.2, 64.6]
Unweighted base	*409*	*182*

Base: All state maintained schools

Table C.6 High prioritisation of specific character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Resilience, perseverance and persistence	87.9 [84.1, 90.9]	84.1 [77.6, 88.9]	79.9 [64.1, 89.8]	83.7 [75.6, 89.5]	92.5 [84.7, 96.5]
Hard-work, self-control, discipline and good time-keeping	88.2 [84.4, 91.2]	88.3 [82.5, 92.3]	94.9 [84.3, 98.5]	76.7 [67.9, 83.7]	83.6 [73.9, 90.1]
Self-confidence, leadership and team-working	80.3 [75.8, 84.1]	81.0 [74.3, 86.3]	94.2 [84.4, 98.0]	77.0 [68.1, 84.0]	83.0 [73.2, 89.7]
Honesty, integrity and respect for others	95.0 [92.3, 96.8]	92.9 [88.0, 96.0]	95.3 [79.3, 99.1]	92.3 [85.1, 96.2]	97.5 [92.4, 99.2]
Curiosity, problem-solving and motivation	71.0 [66.0, 75.5]	65.4 [57.8, 72.2]	60.2 [43.4, 74.9]	55.7 [46.5, 64.5]	63.8 [52.8, 73.6]
Unweighted base	*402*	*189*	*64*	*137*	*87*

Base: All schools

Table C.7 Character traits prioritised highly by reasons for promoting desirable character traits – All schools

%	Aims of promoting character traits			
Character traits prioritised highly	**To support improved academic attainment**	**To improve employability skills**	**To help students become good citizens**	**Other**
Resilience, perseverance and persistence	87.5	89.3	87.0	90.6
	[84.4, 90.0]	[85.8, 92.0]	[84.1, 89.5]	[84.0, 94.6]
Hard-work, self-control, discipline and good time-keeping	89.2	90.5	88.7	93.2
	[86.3, 91.5]	[87.2, 93.1]	[86.1, 91.0]	[87.8, 96.3]
Self-confidence, leadership and team-working	83.5	86.5	82.0	85.7
	[80.2, 86.3]	[82.8, 89.4]	[78.8, 84.8]	[78.5, 90.8]
Honesty, integrity and respect for others	94.3	96.5	95.2	98.8
	[92.0, 95.9]	[94.5, 97.8]	[93.2, 96.6]	[96.3, 99.6]
Curiosity, problem-solving and motivation	71.4	72.8	68.5	75.2
	[67.4, 75.0]	[68.1, 77.0]	[64.7, 72.1]	[66.6, 82.2]
Unweighted base	*732*	*542*	*840*	*194*

Base: All schools prioritising character traits highly

Table C.8 Character traits prioritised highly by reasons for promoting desirable character traits – State maintained primary schools

%	Aims of promoting character traits			
Character traits prioritised highly	**To support academic attainment**	**To improve employability skills**	**To help students become good citizens**	**Other**
Resilience, perseverance and persistence	90.1	92.8	88.9	92.2
	[86.3, 92.9]	[87.8, 95.8]	[85.2, 91.8]	[83.1, 96.6]
Hard-work, self-control, discipline and good time-keeping	88.9	91.2	89.1	93.9
	[85.0, 91.9]	[85.9, 94.7]	[85.6, 91.9]	[84.3, 97.8]
Self-confidence, leadership and team-working	84.0	88.8	81.9	84.8
	[79.6, 87.6]	[83.2, 92.7]	[77.7, 85.5]	[73.2, 91.9]
Honesty, integrity and respect for others	94.7	97.7	95.8	100.0
	[91.8, 96.7]	[94.4, 99.1]	[93.3, 97.4]	[ ]
Curiosity, problem-solving and motivation	76.4	80.2	72.4	74.6
	[71.5, 80.7]	[73.5, 85.6]	[67.6, 76.7]	[62.1, 84.1]
Unweighted base	*349*	*187*	*399*	*68*

Base: All state maintained primary schools prioritising character traits highly

Table C.9 Character traits prioritised highly by reasons for promoting desirable character traits – State maintained secondary schools

%	Aims of promoting character traits			
Character traits prioritised highly	**To support academic attainment**	**To improve employability skills**	**To help students become good citizens**	**Other**
Resilience, perseverance and persistence	80.3 [73.2, 85.8]	82.7 [75.6, 88.0]	81.4 [74.6, 86.8]	93.2 [73.9, 98.5]
Hard-work, self-control, discipline and good time-keeping	88.1 [81.9, 92.4]	90.0 [83.9, 94.0]	88.7 [82.6, 92.8]	92.5 [77.6, 97.8]
Self-confidence, leadership and team-working	75.4 [68.1, 81.5]	76.9 [69.4, 83.0]	77.2 [70.0, 83.0]	88.7 [73.5, 95.7]
Honesty, integrity and respect for others	91.0 [85.2, 94.7]	93.5 [88.0, 96.6]	92.0 [86.4, 95.5]	96.5 [77.2, 99.6]
Curiosity, problem-solving and motivation	57.6 [49.4, 65.3]	60.7 [52.2, 68.6]	60.1 [51.9, 67.7]	73.1 [54.4, 86.0]
Unweighted base	*170*	*156*	*170*	*35*

Base: All state maintained secondary schools prioritising character traits highly

Table C.10 Familiarity with the term character education – All schools

%	**All schools**
Familiar	36.9 [33.2, 40.8]
Familiar but don't really know what it means	17.1 [14.3, 20.2]
Not familiar	46.0 [42.1, 50.0]
Unweighted base	*874*

Base: All schools

Table C.11 Familiarity with the term character education – State maintained

%	State maintained	
	Primary	**Secondary**
Familiar	31.7* [27.2, 36.6]	51.1* [43.3, 58.8]
Familiar but don't really know what it means	17.0 [13.6, 21.1]	16.0 [11.0, 22.8]
Not familiar	51.3* [46.2, 56.3]	32.9* [26.1, 40.4]
Unweighted base	*407*	*182*

Base: All state maintained schools

Table C.12 Familiarity with the term character education by school type

%	**LA maintained**	**Academies**	**Independent schools**	**Special schools**	**Alternative provision**
Familiar	34.5 [29.7, 39.7]	35.9 [29.1, 43.4]	60.0 [43.0, 75.0]	32.9 [25.0, 42.0]	47.7 [36.9, 58.8]
Familiar but don't really know what it means	16.5 [12.9, 20.8]	17.9 [12.8, 24.3]	16.9 [7.4, 34.0]	21.6 [15.0, 30.0]	10.3 [5.1 19.8]
Not familiar	49.0 [43.7, 54.3]	46.2 [38.8, 53.8]	23.1 [12.1, 39.6]	45.5 [36.5, 54.7]	41.9 [31.5, 53.1]
Unweighted base	*401*	*188*	*64*	*136*	*85*

Base: All schools

Table C.13 High priority character traits by familiarity with the term character education – All schools

%	Familiar	Not familiar
Resilience, perseverance and persistence	93.9* [90.6, 96.2]	81.4* [76.3, 85.5]
Hard-work, self-control, discipline and good time-keeping	90.4 [86.5, 93.3]	85.2 [80.5, 88.9]
Self-confidence, leadership and team-working	88.5* [84.2, 91.7]	76.4* [71.1, 81.0]
Honesty, integrity and respect for others	95.7 [92.3, 97.6]	93.9 [90.6, 96.1]
Curiosity, problem-solving and motivation	72.4 [66.4, 77.6]	66.1 [60.3, 71.4]
Unweighted base	*347*	*381*

Base: All schools prioritising character traits highly

Table C.14 High prioritisation of specific character traits by familiarity with the term character education – State maintained primary schools

%	Familiar	Not familiar
Resilience, perseverance and persistence	96.5* [90.8, 98.7]	84.0* [78.0, 88.5]
Hard-work, self-control, discipline and good time-keeping	90.8 [84.8, 94.6]	85.9 [80.1, 90.2]
Self-confidence, leadership and team-working	92.1* [85.6, 95.9]	76.4* [70.0, 81.8]
Honesty, integrity and respect for others	97.6 [93.7, 99.1]	94.4 [90.2, 96.8]
Curiosity, problem-solving and motivation	78.8 [70.4, 85.3]	68.8 [61.9, 74.9]
Unweighted base	*128*	*207*

Base: All state maintained primary schools prioritising character traits highly

Table C.15 High prioritisation of specific character traits by familiarity with the term character education – State maintained secondary schools

%	Familiar	Not familiar
Resilience, perseverance and persistence	86.1 [76.1, 92.3]	69.2 [55.8, 80.0]
Hard-work, self-control, discipline and good time-keeping	89.5 [80.0, 94.8]	85 [72.8, 92.3]
Self-confidence, leadership and team-working	76.6 [66.0, 84.7]	70.5 [57.4, 81.0]
Honesty, integrity and respect for others	91.7 [81.9, 96.5]	88.7 [77.4, 94.8]
Curiosity, problem-solving and motivation	54.1 [42.9, 64.9]	62.5 [49.2, 74.2]
Unweighted base	*92*	*63*

Base: All state maintained secondary schools prioritising character traits highly

Table C.16 Reasons for promoting desirable character traits by familiarity with the term character education – All schools

%	Familiar	Not familiar
To support improved academic attainment	87.9 [83.0, 91.6]	82.4 [77.4, 86.5]
To improve employability skills	61.2* [54.5, 67.5]	50.0* [44.1, 55.8]
To help students become good citizens	97.5 [94.6, 98.8]	97.1 [94.6, 98.4]
Other	24.1* [18.8, 30.3]	15.3* [11.6, 19.9]
Unweighted base	*346*	*381*

Base: All schools

53

Table C.17 Reasons for promoting desirable character traits by familiarity with the term character education – State maintained primary schools

%	Familiar	Not familiar
To support improved academic attainment	87.7 [80.0, 92.8]	82.0 [75.8, 86.9]
To improve employability skills	52.7 [43.7, 61.5]	42.3 [35.4, 49.4]
To help students become good citizens	98.6 [94.3, 99.6]	97.6 [94.3, 99.0]
Other	21.3 [14.8, 29.6]	13.3 [9.2, 18.8]
Unweighted base	*128*	*207*

Base: All state maintained primary schools

Table C.18 Reasons for promoting desirable character traits by familiarity with the term character education – State maintained secondary schools

%	Familiar	Not familiar
To support improved academic attainment	95.9 [89.0, 98.5]	94.0 [83.7, 98.0]
To improve employability skills	85.8 [75.9, 92.1]	88.7 [77.2, 94.8]
To help students become good citizens	98.3 [93.3, 99.6]	92.4 [81.8, 97.1]
Other	18.5 [11.5, 28.4]	19.8 [10.8, 33.4]
Unweighted base	*91*	*63*

Base: All state maintained secondary schools

Appendix D: Character education activities

Table D.1 School-wide approaches used to develop character traits – All schools

%	All schools
School mission statement / set of core values	97.3 [95.7, 98.3]
Dedicated Character lead	25.1 [21.8, 28.7]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	95.0 [93.2, 96.4]
House system	61.5 [57.6, 65.3]
Peer support such as mediation, mentoring or vertical tutoring	64.7 [60.9, 68.4]
Something else	38.8 [35.0, 42.7]
None of these	. [ ]
Unweighted base	*878*

Base: All schools, low cell counts suppressed

Table D.2 School-wide approaches used to develop character traits – State maintained

%	State maintained	
	Primary	**Secondary**
School mission statement / set of core values	98.0 [96.1, 99.0]	95.1 [90.5, 97.6]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	97.5 [95.4, 98.7]	99.1 [96.4, 99.8]
House system	63.0* [58.0, 67.8]	72.6* [65.1, 79.0]
Peer support such as mediation, mentoring or vertical tutoring	60.3* [55.3, 65.1]	86.9* [80.6, 91.3]
Something else	39.9* [35.1, 45.0]	30.7* [24.1, 38.2]
None of these	. [ ]	. [ ]
Unweighted base	*409*	*182*

Base: All state maintained schools, low cell counts suppressed

Table D.3 School-wide approaches that the school used develop character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
School mission statement / set of core values	98.1 [96.0, 99.1]	96.1 [92.2, 98.1]	94.5 [79.8, 98.7]	97.1 [92.9, 98.8]	96.1 [88.2, 98.8]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	97.8 [95.4, 98.9]	97.8 [94.0, 99.2]	79.0 [63.1, 89.3]	85.3 [78.0, 90.4]	66.9 [55.8, 76.4]
House system	62.8 [57.5, 67.8]	69.6 [62.2, 76.1]	67.5 [50.0, 81.2]	27.2 [19.8, 36.1]	8.2 [4.0, 15.8]
Peer support such as mediation, mentoring or vertical tutoring	64.2 [58.9, 69.1]	65.9 [58.3, 72.8]	75.8 [59.4, 87.0]	57.1 [47.8, 65.8]	47.1 [36.3, 58.1]
Something else	38.6 [33.5, 43.9]	38.1 [31.0, 45.7]	37.9 [24.0, 54.3]	40.3 [31.8, 49.4]	56.1 [44.9, 66.6]
None of these	. [ ]	. [ ]	. [ ]	. [ ]	. [ ]
Unweighted base	*402*	*189*	*64*	*137*	*86*

Base: All schools, low cell counts suppressed

Table D.4 Day-to-day activities used to develop character traits – All schools

%	All schools
Focus on character during registration / tutor periods	53.1 [49.1, 57.1]
Focus on character in assemblies	92.2 [90.1, 93.8]
Focus on developing character traits through and within subject lessons	89.0 [86.4, 91.1]
Discrete character education lessons	41.2 [37.3, 45.2]
Something else	28.9 [25.5, 32.6]
None of these	1.8 [1.0, 3.2]
Unweighted base	*877*

Base: All schools

Table D.5 Day-to-day activities used to develop character traits – State maintained

%	State maintained	
	Primary	**Secondary**
Focus on character during registration / tutor periods	44.3* [39.4, 49.4]	80.5* [73.5, 86.0]
Focus on character in assemblies	96.5* [94.1, 97.9]	89.2* [83.2, 93.2]
Focus on developing character traits through and within subject lessons	91.2* [87.9, 93.7]	77.1* [69.7, 83.2]
Discrete character education lessons	43.1* [38.2, 48.1]	27.7* [21.5, 34.9]
Something else	27.1 [22.9, 31.8]	24.6 [18.6, 31.7]
None of these	1.1* [0.4, 3.0]	4.0* [1.8, 9.0]
Unweighted base	*409*	*182*

Base: All state maintained schools

Table D.6 Day-to-day activities used to develop character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Focus on character during registration / tutor periods	48.5 [43.3, 53.9]	54.8 [47.2, 62.2]	69.6 [51.2, 83.3]	68.2 [59.3, 76.0]	66.3 [55.1, 75.9]
Focus on character in assemblies	96.0 [93.5, 97.6]	93.2 [88.7, 96.0]	82.4 [68.5, 91.0]	72.3 [64.0, 79.3]	51.2 [40.2, 62.1]
Focus on developing character traits through and within subject lessons	91.0 [87.5, 93.6]	83.0 [76.8, 87.8]	89.9 [78.1, 95.7]	88.2 [80.8, 93.0]	91.6 [82.8, 96.1]
Discrete character education lessons	43.3 [38.1, 48.6]	32.9 [26.2, 40.4]	49.8 [33.5, 66.1]	38.9 [30.5, 48.1]	40.4 [30.0, 51.7]
Something else	26.3 [22.0, 31.2]	27.8 [21.5, 35.2]	41.1 [26.2, 57.8]	38.0 [29.6, 47.1]	47.5 [36.7, 58.6]
None of these	1.0 [0.3, 3.0]	3.2 [1.4, 7.3]	2.7 [0.4, 17.4]	4.2 [1.7, 9.7]	. [ ]
Unweighted base	*402*	*189*	*64*	*137*	*85*

Base: All schools; low cell count suppressed

Table D.7 Subject lessons used to develop character traits – All schools

%	All schools
Academic subjects (e.g. maths, science, English)	81.6 [78.1, 84.7]
PSHE and/or citizenship	97.9 [96.2, 98.9]
Vocational lessons (e.g. preparation for employment, life skills)	41.5 [37.4, 45.7]
Physical subjects (e.g. PE)	83.7 [80.2, 86.6]
Arts subjects (e.g. Drama, Music, Art)	82.1 [78.5, 85.2]
Other	21.3 [18.0, 25.0]
Unweighted base	*743*

Base: All schools focusing on the development of character traits in lessons

Table D.8 Subject lessons used to develop character traits – State maintained

%	State maintained	
	Primary	Secondary
Academic subjects (e.g. maths, science, English)	80.7 [76.2, 84.5]	83.7 [75.9, 89.3]
PSHE and/or citizenship	98.2 [96.3, 99.2]	97.4 [91.3, 99.3]
Vocational lessons (e.g. preparation for employment, life skills)	28.9* [24.4, 33.9]	73.2* [64.5, 80.5]
Physical subjects (e.g. PE)	82.4 [78.0, 86.1]	88.8 [81.5, 93.4]
Arts subjects (e.g. Drama, Music, Art)	81.2 [76.7, 85.0]	89.0 [81.6, 93.7]
Other	20.5 [16.5, 25.2]	17.6 [11.6, 25.7]
Unweighted base	*364*	*136*

Base: All state maintained schools focusing on the development of character traits in lessons

Table D.9 Subject lessons used to develop character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Academic subjects (e.g. maths, science, English)	80.2 [75.4, 84.3]	83.8 [76.3, 89.3]	90.9 [73.3, 97.3]	76.8 [67.2, 84.2]	85.4 [74.4, 92.1]
PSHE and/or citizenship	98.1 [96.0, 99.1]	98.1 [94.1, 99.4]	94.2 [72.8, 99.0]	99.0 [92.8, 99.9]	100.0 [ ]
Vocational lessons (e.g. preparation for employment, life skills)	32.0 [27.1, 37.4]	44.4 [36.2, 52.8]	65.9 [47.1, 80.8]	87.4 [79.5, 92.5]	85.4 [74.9, 91.9]
Physical subjects (e.g. PE)	83.3 [78.7, 87.1]	83.2 [75.3, 89.0]	87.7 [71.7, 95.2]	83.9 [74.7, 90.2]	81.5 [70.1, 89.2]
Arts subjects (e.g. Drama, Music, Art)	82.9 [78.1, 86.7]	80.4 [72.2, 86.6]	79.4 [61.4, 90.3]	82.2 [73.3, 88.6]	85.7 [74.2, 92.6]
Other	19.6 [15.4, 24.5]	21.7 [15.4, 29.7]	27.3 [13.8, 46.9]	26.9 [19.0, 36.5]	34.4 [24.2, 46.3]
Unweighted base	*353*	*147*	*53*	*115*	*75*

Base: All schools focusing on the development of character traits in lessons

Table D.10 Extracurricular activities used to develop character traits – All schools

%	All schools
Volunteering and/or social action opportunities	44.4 [40.6, 48.4]
Sessions with role models e.g. employers or voluntary organisations	47.1 [43.2, 51.1]
National Citizenship Service	8.2 [6.6, 10.1]
Debating	36.3 [32.5, 40.2]
Hobby clubs	71.0 [67.4, 74.4]
Outward bound activities/outdoor learning	72.3 [68.6, 75.7]
Subject learning clubs	59.6 [55.7, 63.4]
Sports and/or performing arts clubs	91.3 [89.1, 93.1]
Something else	19.4 [16.5, 22.6]
None of these	2.8 [1.8, 4.3]
Unweighted base	*879*

Base: All schools

Table D.11 Extracurricular activities used to develop character traits – State maintained

%	Primary	Secondary
Volunteering and/or social action opportunities	34.6*	76.2*
	[29.9, 39.5]	[68.9, 82.2]
Sessions with role models e.g. employers or voluntary organisations	38.7*	79.8*
	[33.9, 43.7]	[72.9, 85.4]
National Citizenship Service	1.1*	43.2*
	[0.4, 3.1]	[35.7, 51.1]
Debating	28.2*	67.1*
	[23.8, 32.9]	[59.6, 73.9]
Hobby clubs	73.6	73.1
	[69.0, 77.8]	[65.6, 79.5]
Outward bound activities/outdoor learning	69.4*	84.6*
	[64.6, 73.8]	[78.1, 89.5]
Subject learning clubs	57.0*	87.0*
	[52.0, 61.9]	[80.7, 91.5]
Sports and/or performing arts clubs	95.5	95.0
	[92.9, 97.1]	[89.5, 97.7]
Something else	16.3*	24.1*
	[12.9, 20.4]	[18.2, 31.2]
None of these	2.2	.
	[1.2, 4.2]	[ ]
Unweighted base	*409*	*182*

Base: All state maintained schools

Table D.12 Extracurricular activities used to develop character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Volunteering and/or social action opportunities	39.1 [34.1, 44.4]	47.5 [40.1, 55.0]	73.8 [55.3, 86.5]	50.3 [41.2, 59.3]	39.5 [29.4, 50.5]
Sessions with role models e.g. employers or voluntary organisations	40.5 [35.5, 45.8]	59.0 [51.4, 66.3]	66.1 [49.3, 79.7]	46.4 [37.5, 55.6]	50.6 [39.8, 61.4]
National Citizenship Service	4.6 [3.2, 6.6]	17.5 [12.8, 23.3]	9.4 [3.7, 21.8]	8.9 [4.9, 15.6]	11.6 [6.2, 20.5]
Debating	30.8 [26.1, 35.9]	44.8 [37.5, 52.3]	74.6 [58.7, 85.9]	18.1 [12.2, 26.0]	14.7 [8.5, 24.3]
Hobby clubs	74.4 [69.6, 78.8]	70.9 [63.4, 77.5]	71.5 [55.4, 83.5]	49.8 [40.8, 58.9]	20.0 [12.8, 29.8]
Outward bound activities/outdoor learning	71.4 [66.4, 76.0]	73.0 [65.5, 79.4]	79.2 [61.0, 90.3]	71.6 [62.7, 79.1]	63.5 [52.4, 73.3]
Subject learning clubs	59.4 [54.1, 64.5]	68.8 [61.2, 75.5]	62.1 [44.9, 76.8]	35.1 [26.8, 44.4]	23.7 [15.5, 34.6]
Sports and/or performing arts clubs	95.4 [92.6, 97.1]	95.5 [90.8, 97.8]	82.5 [66.7, 91.8]	62.3 [53.1, 70.6]	34.1 [24.5, 45.2]
Something else	18.6 [14.8, 23.0]	14.8 [10.3, 20.8]	28.8 [16.9, 44.7]	29.8 [22.1, 38.9]	28.5 [19.5, 39.5]
None of these	1.8 [0.8, 3.8]	2.1 [0.6, 6.5]	4.7 [1.0, 19.9]	8.5 [4.6, 15.0]	20.9 [13.3, 31.2]
Unweighted base	*402*	*189*	*64*	*137*	*87*

Base: All schools

Table D.13 Whether offers at least one school-wide, day-to-day and extra-curricular activity to develop positive character traits – All schools

%	All schools
No	4.5 [3.1, 6.3]
Yes	95.5 [93.7, 96.9]
Unweighted base	*879*

Base: All schools

Table D.14 Whether offers at least one school-wide, day-to-day and extra-curricular activity to develop positive character traits – State maintained

%	State maintained	
	Primary	Secondary
No	3.2 [1.8, 5.5]	4.0 [1.8, 9.0]
Yes	96.8 [94.5, 98.2]	96.0 [91.0, 98.2]
Unweighted base	*409*	*182*

Base: All state maintained schools

Table D.15 Whether offers at least one school-wide, day-to-day and extra-curricular activity to develop positive character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
No	2.8 [1.5, 5.2]	4.8 [2.3, 9.8]	7.3 [2.1, 22.4]	11.5 [6.8, 18.7]	22.3 [14.4, 32.7]
Yes	97.2 [94.8, 98.5]	95.2 [90.2, 97.7]	92.7 [77.6, 97.9]	88.5 [81.3, 93.2]	77.7 [67.3, 85.6]
Unweighted base	*402*	*189*	*64*	*137*	*87*

Base: All schools

Table D.16 Other activities used to develop character traits – All schools

%	All schools
Ethos / mindset / "whole school approach"[27]	10.4 [7.9, 13.6]
Praise / rewards / awards	10.2 [7.8, 13.3]
Learning mentors / coaches	8.9 [6.7, 11.8]
Mental health provision including therapies, counselling, social workers	8.5 [6.4, 11.1]
Emotional literacy/wellbeing/mindfulness	6.3 [4.6, 8.7]
Nurture groups	5.4 [3.7, 7.8]
Social skills / life skills / employment skills	4.0 [2.7, 5.9]
Family engagement	3.9 [2.5, 6.0]
Unweighted base	*727*

Base: All schools with other activities in place for character education

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[27] These other activities to promote character were given as a response to the open question "*Is there anything else that your school/institution does specifically to promote desirable character traits among pupils?*". "*Whole school approach*" was a verbatim response and it is not possible to know what respondents meant by this term, which can have different meanings in different contexts.

Appendix E: Institutional processes for character education

Table E.1 Whether school has a plan or policy on character education - All schools

%	All schools
Yes	17.1 [14.3, 20.3]
No	82.9 [79.7, 85.7]
Unweighted base	*875*

Base: All schools

Table E.2 Whether school has a plan or policy on character education – State maintained

	State maintained	
%	Primary	Secondary
Yes	16.2 [12.8, 20.3]	17.9 [12.6, 24.8]
No	83.8 [79.7, 87.2]	82.1 [75.2, 87.4]
Unweighted base	*408*	*180*

Base: All state maintained schools

Table E.3 Whether school has a plan or policy on character education by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Yes	16.2 [12.6, 20.5]	17.3 [12.4, 23.6]	29.0 [16.7, 45.5]	10.8 [6.4, 17.5]	14.1 [8.1, 23.3]
No	83.8 [79.5, 87.4]	82.7 [76.4, 87.6]	71.0 [54.5, 83.3]	89.2 [82.5, 93.6]	85.9 [76.7, 91.9]
Unweighted base	*399*	*189*	*64*	*136*	*87*

Base: All schools

Table E.4 Whether school shares character plans and policies with parents – All schools

%	All schools
Yes	61.9 [58.0, 65.6]
No	38.1 [34.4, 42.0]
Unweighted base	*877*

Base: All schools

Table E.5 Whether school shares character plans and policies with parents – State maintained

%	State maintained	
	Primary	**Secondary**
Yes	64.0* [59.1, 68.7]	51.4* [43.6, 59.2]
No	36.0 [31.3, 40.9]	48.6 [40.8, 56.4]
Unweighted base	*408*	*181*

Base: All state maintained schools

Table E.6 Whether school shares character plans and policies with parents by school type

%	LA maintained schools	Academies	Independent schools	Special schools	Alternative provision
Yes	65.2 [60.0, 70.0]	53.0 [45.4, 60.4]	69.6 [52.4, 82.7]	51.9 [42.8, 60.9]	58.8 [47.7, 69.0]
No	34.8 [30.0, 40.0]	47.0 [39.6, 54.6]	30.4 [17.3, 47.6]	48.1 [39.1, 57.2]	41.2 [31.0, 52.3]
Unweighted base	*401*	*188*	*64*	*137*	*87*

Base: All schools

Table E.7 Whether school formally monitors the development of character traits – All schools

%	All schools
Yes	33.4 [29.7, 37.2]
No	66.6 [62.8, 70.3]
Unweighted base	*876*

Base: All schools

Table E.8 Whether school formally monitors the development of character traits – State maintained

%	State maintained	
	Primary	**Secondary**
Yes	29.7 [25.2, 34.5]	33.6 [26.6, 41.3]
No	70.3 [65.5, 74.8]	66.4 [58.7, 73.4]
Unweighted base	*408*	*181*

Base: All state maintained schools

Table E.9 Whether school formally monitors the development of character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Yes	29.8 [25.1, 35.0]	31.6 [25.2, 38.9]	42.2 [26.8, 59.2]	56.6 [47.4, 65.4]	58.7 [47.6, 69.0]
No	70.2 [65.0, 74.9]	68.4 [61.1, 74.8]	57.8 [40.8, 73.2]	43.4 [34.6, 52.6]	41.3 [31.0, 52.4]
Unweighted base	*401*	*188*	*64*	*136*	*87*

Base: All schools

Table E.10 Whether school has a dedicated character lead – All schools

%	All schools
No	74.9 [71.3, 78.2]
Yes	25.1 [21.8, 28.7]
Unweighted base	*878*

Base: All schools

Table E.11 Whether school has a dedicated character lead – State maintained

%	State maintained	
	Primary	**Secondary**
No	75.5 [70.9, 79.5]	73.7 [66.2, 80.1]
Yes	24.5 [20.5, 29.1]	26.3 [19.9, 33.8]
Unweighted base	*409*	*182*

Base: All state maintained schools

Table E.12 Whether school has a dedicated character lead by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
No	75.1 [70.1, 79.4]	75.5 [68.6, 81.3]	66.1 [49.3, 79.7]	80.0 [72.1, 86.2]	82.5 [72.4, 89.4]
Yes	24.9 [20.6, 29.9]	24.5 [18.7, 31.4]	33.9 [20.3, 50.7]	20.0 [13.8, 27.9]	17.5 [10.6, 27.6]
Unweighted base	*402*	*189*	*64*	*137*	*86*

Base: All schools

Table E.13 Staff members offered training in character education – All schools

%	All schools
All staff	43.2 [39.3, 47.1]
Some staff	33.5 [29.9, 37.4]
No members of staff are trained	23.3 [20.2, 26.8]
Unweighted base	*876*

Base: All schools

Table E.14 Staff members offered training in character education – State maintained

%	State maintained	
	Primary	**Secondary**
All staff	46.4* [41.4, 51.4]	29.0* [22.6, 36.4]
Some staff	31.0* [26.5, 35.8]	43.5* [36.0, 51.4]
No members of staff are trained	22.6 [18.7, 27.1]	27.5 [21.0, 35.1]
Unweighted base	*408*	*182*

Base: All state maintained schools

Table E.15 Staff members offered training in character education by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
All staff	48.1 [42.9, 53.5]	30.6 [24.2, 37.9]	30.6 [17.5, 47.8]	49.9 [40.8, 59.0]	59.7 [48.4, 69.9]
Some staff	30.3 [25.6, 35.4]	40.8 [33.7, 48.4]	53.1 [36.5, 69.1]	19.4 [13.0, 27.8]	19.4 [12.0, 29.8]
No members of staff are trained	21.6 [17.6, 26.3]	28.6 [22.2, 35.8]	16.3 [7.2, 32.6]	30.7 [22.8, 39.8]	21.0 [13.3, 31.4]
Unweighted base	*401*	*189*	*64*	*136*	*86*

Base: All schools

Table E.16 Whether school has a character lead by whether it has a character plan – All schools

%	Has a character plan?	
	Yes	**No**
No character lead	41.9*	81.6*
	[32.8, 51.7]	[78.0, 84.8]
Has a character lead	58.1*	18.4*
	[48.3, 67.2]	[15.2, 22.0]
Unweighted base	*147*	*727*

Base: All schools

Table E.17 Whether school has a character lead by whether it has a character plan – State maintained primary schools

%	Has a character plan?	
	Yes	**No**
No character lead	40.5*	82.2*
	[28.8, 53.3]	[77.5, 86.0]
Has a character lead	59.5*	17.8*
	[46.7, 71.2]	[14.0, 22.5]
Unweighted base	*66*	*342*

Base: All state maintained primary schools

Table E.18 Whether school has a character lead by whether it has a character plan – State maintained secondary schools

%	Has a character plan?	
	Yes	**No**
No character lead	46.9*	79.7*
	[28.6, 66.1]	[71.7, 85.9]
Has a character lead	53.1*	20.3*
	[33.9, 71.4]	[14.1, 28.3]
Unweighted base	*32*	*148*

Base: All state maintained secondary schools

Table E.19 Character education training offered to staff by whether school has a character plan – All schools

%	Has a character plan?	
	Yes	No
All staff	57.9* [48.0, 67.1]	40.2* [36.0, 44.5]
Some staff	35.0 [26.2, 44.9]	33.2 [29.2, 37.4]
No members of staff are trained	7.2* [3.6, 13.7]	26.6* [23.0, 30.6]
Unweighted base	*147*	*726*

Base: All schools

Table E.20 Character education training offered to staff by whether school has a character plan – State maintained primary schools

%	Has a character plan?	
	Yes	No
All staff	63.6* [50.6, 74.9]	43.0* [37.7, 48.5]
Some staff	30.6 [20.1, 43.6]	31.1 [26.2, 36.4]
No members of staff are trained	5.7* [2.0, 15.2]	25.9* [21.4, 31.0]
Unweighted base	*66*	*342*

Base: All state maintained primary schools

Table E.21 Character education training offered to staff by whether school has a character plan – State maintained secondary schools

%	Has a character plan?	
	Yes	No
All staff	42.8 [25.4, 62.3]	25.8 [19.1, 33.9]
Some staff	45.9 [27.6, 65.3]	42.9 [34.6, 51.6]
No members of staff are trained	11.3 [3.3, 32.1]	31.3 [23.8, 40.0]
Unweighted base	*32*	*148*

Base: All state maintained secondary schools

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Table E.22 School-wide approaches school uses to develop character traits by whether it has a character plan or policy in place – All schools

%	Has a character plan?	
	Yes	**No**
School mission statement/set of core values	96.6 [89.2, 99.0]	97.4 [95.8, 98.4]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	95.4 [89.8, 98.0]	95.2 [93.1, 96.6]
House system	60.3 [50.7, 69.3]	61.9 [57.6, 66.0]
Peer support – e.g. mediation, mentoring, vertical tutoring	68.9 [59.1, 77.3]	64.0 [59.7, 68.0]
Unweighted base	*147*	*727*

Base: All schools

Table E.23 Day-to-day activities that the school uses to develop character traits by whether it has a character plan or policy in place – All schools

%	Has a character plan?	
	Yes	**No**
Focus on character during registration / tutor periods	65.0* [54.9, 73.9]	50.5* [46.1, 54.8]
Focus on character in assemblies	96.7* [92.7, 98.5]	91.2* [88.9, 93.1]
Focus on developing character traits through and within subject lessons	93.7 [87.0, 97.0]	88.0 [85.0, 90.4]
Discrete character education lessons	65.9* [56.2, 74.4]	36.1* [32.0, 40.5]
Unweighted base	*147*	*726*

Base: All schools

Table E.24 Extra-curricular activities school offers by whether it has a character plan or policy in place – All schools

%	Has a character plan?	
	Yes	No
Volunteering and/or social action opportunities	54.9* [45.1, 64.3]	42.3* [38.1, 46.6]
Sessions with role models e.g. employers or voluntary organisations	53.7 [44.0, 63.2]	45.8 [41.5, 50.2]
National Citizenship Service	11.5 [7.3, 17.6]	7.5 [5.9, 9.6]
Debating	47.7* [38.2, 57.3]	33.9* [29.9, 38.2]
Hobby clubs	76.8 [68.2, 83.6]	69.8 [65.7, 73.6]
Outward bound activities/outdoor learning	81.7* [73.2, 88.0]	70.2* [66.0, 74.1]
Subject learning clubs	66.1 [56.5, 74.5]	58.1 [53.7, 62.3]
Sports and/or performing arts clubs	91.3 [85.4, 94.9]	91.3 [88.8, 93.2]
Unweighted base	*147*	*728*

Base: All schools

Table E.25 School-wide approaches school uses to develop character traits by whether it has a character plan or policy in place – State maintained primary schools

%	Has a character plan?	
	Yes	No
School mission statement / set of core values	98.4 [88.9, 99.8]	97.9 [95.7, 99.0]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	98.0 [86.7, 99.7]	97.7 [95.4, 98.9]
House system	57.9 [45.0, 69.8]	64.2 [58.8, 69.3]
Peer support such as mediation, mentoring or vertical tutoring	68.0 [55.1, 78.6]	59.0 [53.5, 64.3]
Unweighted base	*66*	*342*

Base: All state maintained primary schools

Table E.26 Day-to-day activities that the school uses to develop character traits by whether it has a character plan or policy in place – State maintained primary schools

%	Has a character plan?	
	Yes	No
Focus on character during registration / tutor periods	53.9 [41.2, 66.2]	42.3 [37.0, 47.8]
Focus on character in assemblies	98.4 [89.0, 99.8]	96.1 [93.3, 97.8]
Focus on developing character traits through and within subject lessons	94.6 [84.3, 98.3]	90.5 [86.7, 93.3]
Discrete character education lessons	70.9* [57.9, 81.2]	37.8* [32.7, 43.3]
Unweighted base	*66*	*342*

Base: All state maintained primary schools

Table E.27 Extra-curricular activities school offers by whether it has a character plan or policy in place – State maintained primary schools

%	Has a character plan?	
	Yes	No
Volunteering and/or social action opportunities	42.9 [31.0, 55.8]	33.1 [28.1, 38.5]
Sessions with role models e.g. employers or voluntary organisations	44.1 [32.0, 56.9]	37.8 [32.6, 43.3]
National Citizenship Service	2.1 [0.3, 13.8]	0.9 [0.3, 3.0]
Debating	38.7* [27.4, 51.4]	26.2* [21.6, 31.4]
Hobby clubs	83.0 [71.7, 90.4]	71.7 [66.5, 76.4]
Outward bound activities/outdoor learning	77.9 [65.7, 86.7]	67.6 [62.3, 72.5]
Subject learning clubs	63.4 [50.5, 74.7]	55.7 [50.2, 61.0]
Sports and/or performing arts clubs	95.1 [85.4, 98.5]	95.5 [92.7, 97.3]
Unweighted base	*66*	*342*

Base: All state maintained primary schools

Table E.28 School-wide approaches school uses to develop character traits by whether it has a character plan or policy in place – State maintained secondary schools

%	Has a character plan?	
	Yes	No
School mission statement/set of core values	100.0 [ ]	94.0 [88.4, 97.0]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	97.0 [79.6, 99.6]	99.6 [97.0, 99.9]
House system	70.7 [51.1, 84.8]	72.7 [64.3, 79.7]
Peer support – e.g. mediation, mentoring or vertical tutoring	83.0 [63.3, 93.3]	87.6 [80.5, 92.3]
Unweighted base	*32*	*148*

Base: All state maintained secondary schools

Table E.29 Day-to-day activities that the school uses to develop character traits by whether it has a character plan or policy in place – State maintained secondary schools

%	Has a character plan?	
	Yes	No
Focus on character during registration /tutor periods	95.3 [71.0, 99.4]	77.0 [69.0, 83.5]
Focus on character in assemblies	97.0 [79.6, 99.6]	87.3 [80.3, 92.1]
Focus on developing character traits through and within subject lessons	82.0 [59.6, 93.4]	75.8 [67.5, 82.5]
Discrete character education lessons	40.9 [24.1, 60.2]	24.0 [17.6, 31.9]
Unweighted base	*32*	*148*

Base: All state maintained secondary schools

Table E.30 Extra-curricular activities school offers by whether it has a character plan or policy in place – State maintained secondary schools

%	Has a character plan?	
	Yes	No
Volunteering and/or social action opportunities	86.5 [67.0, 95.3]	73.7 [65.4, 80.6]
Sessions with role models e.g. employers or voluntary organisations	89.6 [69.1, 97.1]	77.5 [69.5, 83.9]
National Citizenship Service	57.9 [38.2, 75.4]	40.5 [32.4, 49.2]
Debating	66.1 [46.4, 81.4]	67.0 [58.6, 74.5]
Hobby clubs	77.6 [57.5, 89.9]	71.9 [63.4, 79.0]
Outward bound activities/outdoor learning	91.4 [74.2, 97.5]	83.0 [75.4, 88.6]
Subject learning clubs	85.0 [64.4, 94.7]	87.3 [80.3, 92.1]
Sports and/or performing arts clubs	91.8 [70.1, 98.2]	95.7 [89.3, 98.3]
Unweighted base	*32*	*148*

Base: All state maintained secondary schools

Table E.31 School-wide approaches school uses to develop character traits by whether it has a character lead – All schools

%	Has a character lead?	
	No	Yes
School mission statement / set of core values	97.2 [95.5, 98.3]	97.5 [92.6, 99.2]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	95.2 [93.1, 96.6]	94.7 [89.3, 97.4]
House system	59.5 [54.9, 63.8]	67.8 [60.0, 74.7]
Peer support such as mediation, mentoring or vertical tutoring	60.3* [55.7, 64.6]	78.1* [70.7, 84.1]
Unweighted base	*665*	*213*

Base: All schools

Table E.32 Day-to-day activities that the school uses to develop character traits by whether it has a character lead – All schools

%	Has a character lead?	
	No	**Yes**
Focus on character during registration / tutor periods	47.1*	71.1*
	[42.6, 51.7]	[63.0, 78.0]
Focus on character in assemblies	91.2	95.2
	[88.7, 93.1]	[91.0, 97.5]
Focus on developing character traits through and within subject lessons	87.3*	94.1*
	[84.1, 89.9]	[89.6, 96.7]
Discrete character education lessons	29.6*	75.8*
	[25.6, 34.0]	[68.7, 81.7]
Unweighted base	*664*	*213*

Base: All schools

Table E.33 Extra-curricular activities school offers by whether it has a character lead – All schools

%	Has a character lead?	
	No	**Yes**
Volunteering and/or social action opportunities	41.5*	53.2*
	[37.1, 46.0]	[45.2, 61.0]
Sessions with role models e.g. employers or voluntary organisations	43.8*	57.3*
	[39.3, 48.3]	[49.2, 65.0]
National Citizenship Service	7.8	9.2
	[6.0, 10.1]	[6.2, 13.4]
Debating	33.7*	43.9*
	[29.4, 38.2]	[36.2, 51.9]
Hobby clubs	68.7*	78.2*
	[64.4, 72.6]	[71.1, 84.0]
Outward bound activities/outdoor learning	70.3	78.0
	[66.0, 74.4]	[70.6, 84.0]
Subject learning clubs	56.5*	68.8*
	[51.9, 61.0]	[60.9, 75.8]
Sports and/or performing arts clubs	92.1	89.1
	[89.8, 93.9]	[83.0, 93.2]
Unweighted base	*665*	*213*

Base: All schools

Table E.34 School-wide approaches school uses to develop character traits by whether it has a character lead – State maintained primary schools

%	Has a character lead?	
	No	**Yes**
School mission statement / set of core values	97.7 [95.3, 98.9]	98.9 [92.6, 99.9]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	96.7 [93.9, 98.3]	100.0 [ ]
House system	60.7 [54.9, 66.2]	70.1 [59.8, 78.7]
Peer support such as mediation, mentoring or vertical tutoring	55.1* [49.3, 60.7]	76.5* [66.5, 84.2]
Unweighted base	*310*	*99*

Base: All state maintained primary schools

Table E.35 Day-to-day activities that the school uses to develop character traits by whether it has a character lead – State maintained primary schools

%	Has a character lead?	
	No	**Yes**
Focus on character during registration / tutor periods	37.9* [32.4, 43.6]	64.3* [53.8, 73.5]
Focus on character in assemblies	95.7 [92.6, 97.5]	98.9 [92.6, 99.9]
Focus on developing character traits through and within subject lessons	89.3* [85.1, 92.4]	97.1* [91.0, 99.1]
Discrete character education lessons	30.8* [25.8, 36.3]	80.9* [71.4, 87.7]
Unweighted base	*310*	*99*

Base: All state maintained primary schools

Table E.36 Extra-curricular activities school offers by whether it has a character lead – State maintained primary schools

%	Has a character lead?	
	No	Yes
Volunteering and/or social action opportunities	31.9 [26.8, 37.6]	42.7 [32.9, 53.1]
Sessions with role models e.g. employers or voluntary organisations	35.1* [29.8, 40.8]	49.7* [39.6, 59.9]
National Citizenship Service	1.3 [0.4, 3.9]	0.7 [0.1, 4.8]
Debating	24.9* [20.1, 30.3]	38.3* [29.0, 48.6]
Hobby clubs	69.9* [64.3, 74.9]	85.2* [76.7, 90.9]
Outward bound activities/outdoor learning	67.0 [61.4, 72.1]	76.7 [66.7, 84.5]
Subject learning clubs	53.5* [47.7, 59.2]	67.9* [57.7, 76.7]
Sports and/or performing arts clubs	96.3 [93.5, 97.9]	92.9 [85.4, 96.6]
Unweighted base	*310*	*99*

Base: All state maintained primary schools

Table E.37 School-wide approaches school uses to develop character traits by whether it has a character lead – State maintained secondary schools

%	Has a character lead?	
	No	Yes
School mission statement/set of core values	94.4 [88.3, 97.4]	97.2 [88.5, 99.3]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	98.8 [95.1, 99.7]	100.0 [ ]
House system	70.0 [61.0, 77.7]	79.9 [65.0, 89.4]
Peer support – e.g. mediation, mentoring, vertical tutoring	84.0 [76.0, 89.7]	95.0 [83.9, 98.5]
Unweighted base	*135*	*47*

Base: All state maintained secondary schools

Table E.38 Day-to-day activities that the school uses to develop character traits by whether it has a character lead – State maintained secondary schools

%	Has a character lead?	
	No	**Yes**
Focus on character during registration/tutor periods	77.9 [69.4, 84.5]	87.8 [72.4, 95.2]
Focus on character in assemblies	87.4 [80.1, 92.2]	94.2 [78.3, 98.7]
Focus on developing character traits through and within subject lessons	78.9 [70.5, 85.3]	72.2 [55.1, 84.7]
Discrete character education lessons	19.2* [13.4, 26.8]	51.4* [35.8, 66.7]
Unweighted base	*135*	*47*

Base: All state maintained secondary schools

Table E.39 Extra-curricular activities school offers by whether it has a character lead – State maintained primary schools

%	Has a character lead?	
	No	**Yes**
Volunteering and/or social action opportunities	74.7 [66.1, 81.7]	80.4 [64.4, 90.3]
Sessions with role models e.g. employers or voluntary organisations	77.7 [69.3, 84.3]	85.9 [70.6, 94.0]
National Citizenship Service	39.6 [31.2, 48.7]	53.4 [37.7, 68.4]
Debating	66.0 [57.1, 73.9]	70.3 [54.6, 82.3]
Hobby clubs	70.2 [61.2, 77.9]	81.2 [65.8, 90.7]
Outward bound activities/outdoor learning	84.8 [77.1, 90.2]	84.2 [68.6, 92.9]
Subject learning clubs	84.0 [75.9, 89.7]	95.6 [83.1, 99.0]
Sports and/or performing arts clubs	93.8 [86.4, 97.3]	98.4 [88.5, 99.8]
Unweighted base	*135*	*47*

Base: All state maintained secondary schools

Table E.40 School-wide approaches used to develop character traits by staff offered character education training – All schools

%	Staff offered training		
	All staff	**Some staff**	**None**
School mission statement / set of core values	98.0 [95.2, 99.2]	96.9 [93.4, 98.6]	96.4 [93.1, 98.1]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	94.4 [90.8, 96.7]	96.9 [93.9, 98.4]	94.2 [90.4, 96.6]
House system	58.7 [52.7, 64.5]	63.6 [56.7, 70.1]	64.4 [56.5, 71.6]
Peer support such as mediation, mentoring or vertical tutoring	71.9* [66.2, 77.0]	61.1* [54.1, 67.6]	57.3* [49.2, 65.1]
Unweighted base	*381*	*282*	*212*

Base: All schools

Table E.41 Day-to-day activities used to develop character traits by staff offered character education training – All schools

%	Staff offered training		
	All staff	**Some staff**	**None**
Focus on character during registration / tutor periods	59.6* [53.5, 65.4]	50.8* [43.9, 57.7]	44.1* [36.3, 52.1]
Focus on character in assemblies	93.9* [91.0, 96.0]	95.3* [92.1, 97.2]	84.6* [78.6, 89.1]
Focus on developing character traits through and within subject lessons	93.2* [89.5, 95.6]*	88.1* [82.9, 91.8]	82.4* [76.0, 87.4]
Discrete character education lessons	58.1* [52.1, 63.8]	37.7* [31.2, 44.8]	15.3* [10.7, 21.4]
Unweighted base	*381*	*282*	*211*

Base: All schools

Table E.42 Extra-curricular activities used to develop character traits by staff offered character education training – All schools

%	Staff offered training		
	All staff	**Some staff**	**None**
Volunteering and/or social action opportunities	45.7*	49.0*	35.9*
	[39.7, 51.7]	[42.1, 56.0]	[28.7, 43.9]
Sessions with role models e.g. employers or voluntary organisations	51.7*	47.0*	39.1*
	[45.7, 57.7]	[40.2, 53.9]	[31.6, 47.1]
National Citizenship Service	7.1	9.4	8.3
	[5.0, 10.2]	[6.6, 13.3]	[5.5, 12.4]
Debating	39.9*	37.7*	27.8*
	[34.1, 46.0]	[31.2, 44.6]	[21.1, 35.6]
Hobby clubs	75.3*	72.3*	61.2*
	[69.8, 80.1]	[66.0, 77.9]	[53.2, 68.7]
Outward bound activities/outdoor learning	76.7	68.9	68.7
	[71.2, 81.4]	[62.0, 75.1]	[60.8, 75.6]
Subject learning clubs	66.6*	59.1*	47.1*
	[60.7, 72.0]	[52.1, 65.8]	[39.2, 55.1]
Sports and/or performing arts clubs	91.2	92.3	90.1
	[87.5, 93.9]	[88.2, 95.0]	[85.5, 93.4]
Unweighted base	*382*	*282*	*212*

Base: All schools

Table E.43 School-wide approaches used to develop character traits by staff offered character education training – State maintained primary schools

%	Staff offered training		
	All staff	**Some staff**	**None**
School mission statement / set of core values	99.0	96.6	97.9
	[96.0, 99.8]	[90.9, 98.8]	[93.3, 99.3]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	97.1	99.0	97.4
	[93.0, 98.8]	[93.1, 99.9]	[92.0, 99.2]
House system	62.3	61.6	67.2
	[54.8, 69.2]	[52.4, 70.1]	[56.6, 76.4]
Peer support such as mediation, mentoring or vertical tutoring	70.5*	51.9*	51.7*
	[63.4, 76.7]	[42.8, 60.9]	[41.2, 62.1]
Unweighted base	*188*	*125*	*95*

Base: All state maintained primary schools

Table E.44 Day-to-day activities used to develop character traits by staff offered character education training – State maintained primary schools

%	Staff offered training		
	All staff	**Some staff**	**None**
Focus on character during registration / tutor periods	52.5* [45.1, 59.8]	40.2* [31.7, 49.4]	32.6* [23.5, 43.3]
Focus on character in assemblies	97.8* [94.3, 99.2]	98.3* [93.1, 99.6]	91.2* [82.9, 95.7]
Focus on developing character traits through and within subject lessons	93.8 [89.0, 96.6]	88.8 [81.3, 93.5]	89.0 [80.7, 94.0]
Discrete character education lessons	58.5* [51.0, 65.5]	40.1* [31.5, 49.3]	16.1* [10.1, 24.8]
Unweighted base	*188*	*125*	*95*

Base: All state maintained primary schools

Table E.45 Extra-curricular activities used to develop character traits by staff offered character education training – State maintained primary schools

%	Staff offered training		
	All staff	**Some staff**	**None**
Volunteering and/or social action opportunities	38.3* [31.3, 45.7]	37.9* [29.4, 47.2]	22.9* [15.2, 32.9]
Sessions with role models e.g. employers or voluntary organisations	47.1* [39.8, 54.6]	32.8* [24.8, 41.9]	30.0* [21.3, 40.4]
National Citizenship Service	2.4 [0.9, 6.5]	. [ ]	. [ ]
Debating	36.7* [29.8, 44.1]	21.5* [14.8, 30.1]	20.2* [13.0, 30.1]
Hobby clubs	80.8* [74.2, 86.0]	70.8* [62.0, 78.2]	62.5* [51.7, 72.1]
Outward bound activities/outdoor learning	75.5* [68.5, 81.3]	62.5* [53.4, 70.9]	65.9* [55.3, 75.1]
Subject learning clubs	67.7* [60.5, 74.2]	52.5* [43.4, 61.5]	40.9* [31.0, 51.5]
Sports and/or performing arts clubs	96.5 [92.3, 98.4]	94.5 [88.6, 97.5]	94.6 [88.1, 97.7]
Unweighted base	*188*	*125*	*95*

Base: All state maintained primary schools, low cell counts suppressed

Table E.46 School-wide approaches used to develop character traits by staff offered character education training – State maintained secondary schools

%	Staff offered training		
	All staff	**Some staff**	**None**
School mission statement / set of core values	97.3 [89.4, 99.4]	95.7 [88.5, 98.5]	91.9 [76.6, 97.5]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	100.0 [ ]	100.0 [ ]	96.8 [87.1, 99.3]
House system	75.0 [61.0, 85.3]	75.1 [63.7, 83.9]	65.9 [49.6, 79.2]
Peer support such as mediation, mentoring or vertical tutoring	94.8 [85.4, 98.2]	85.7 [74.9, 92.3]	80.4 [64.8, 90.1]
Unweighted base	*56*	*79*	*47*

Base: All state maintained secondary schools

Table E.47 Day-to-day activities used to develop character traits by staff offered character education training – State maintained secondary schools

%	Staff offered training		
	All staff	**Some staff**	**None**
Focus on character during registration / tutor periods	81.4 [66.7, 90.5]	81.7 [70.9, 89.1]	77.6 [61.8, 88.2]
Focus on character in assemblies	89.2 [75.1, 95.7]	94.0 [85.8, 97.6]	81.5 [66.5, 90.7]
Focus on developing character traits through and within subject lessons	83.8* [69.5, 92.2]	84.8* [73.7, 91.7]	57.9* [42.1, 72.3]
Discrete Character Education lessons	43.8* [30.5, 58.1]	25.7* [16.9, 37.2]	13.8* [6.6, 26.8]
Unweighted base	*56*	*79*	*47*

Base: All state maintained secondary schools

Table E.48 Extra-curricular activities school offers by staff offered character education training – State maintained secondary schools

%	Staff offered training		
	All staff	**Some staff**	**None**
Volunteering and/or social action opportunities	76.5 [61.3, 87.0]	79.9 [69.0, 87.6]	70.0 [54.4, 82.1]
Sessions with role models e.g. employers or voluntary organisations	81.0 [66.3, 90.2]	81.9 [71.3, 89.2]	75.4 [59.8, 86.4]
National Citizenship Service	36.7 [24.3, 51.2]	44.1 [32.6, 56.2]	48.7 [33.6, 64.0]
Debating	70.6* [56.4, 81.7]	74.3* [63.2, 82.9]	52.2* [36.8, 67.2]
Hobby clubs	78.5* [63.9, 88.3]	78.9* [67.5, 87.1]	58.3* [42.5, 72.5]
Outward bound activities/outdoor learning	84.3 [70.0, 92.6]	90.6 [81.9, 95.3]	75.5 [59.7, 86.6]
Subject learning clubs	89.2 [77.1, 95.3]	89.1 [78.5, 94.8]	81.5 [65.9, 90.9]
Sports and/or performing arts clubs	96.5 [78.0, 99.5]	95.6 [86.3, 98.7]	92.7 [77.3, 97.9]
Unweighted base	*56*	*79*	*47*

Base: All state maintained secondary schools

Table E.49 School-wide approaches school uses to develop character traits by how structured character education provision is – All schools

%	Structure[28] of character education		
	Highly structured	Some structure	Little structure
School mission statement / set of core values	96.7* [89.5, 99.0]	99.1* [97.6, 99.7]	95.0* [91.6, 97.1]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	94.7 [88.3, 97.7]	95.7 [92.9, 97.5]	94.7 [91.3, 96.8]
House system	62.8 [53.4, 71.4]	61.7 [55.8, 67.2]	61.2 [54.6, 67.4]
Peer support such as mediation, mentoring or vertical tutoring	77.4* [68.5, 84.5]	70.4* [64.8, 75.4]	50.9* [44.3, 57.5]
Unweighted base	*159*	*405*	*305*

Base: All schools

Table E.50 Day-to-day activities that the school uses to develop character traits by how structured character education provision is – All schools

%	Structure of character education		
	Highly structured	Some structure	Little structure
Focus on character during registration / tutor periods	75.1* [65.7, 82.7]	52.6* [46.8, 58.4]	42.2* [35.8, 48.8]
Focus on character in assemblies	94.4* [88.6, 97.4]	94.7* [92.1, 96.4]	87.8* [83.5, 91.2]
Focus on developing character traits through and within subject lessons	94.4* [87.8, 97.6]	91.3* [87.5, 93.9]	83.3* [78.0, 87.5]
Discrete character education lessons	76.8* [68.0, 83.7]	47.7* [41.9, 53.6]	14.9* [11.0, 19.9]
Unweighted base	*159*	*405*	*304*

Base: All schools

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[28] The measure for level of structure in character education provision is a derived index from 0-5 in which institutions are assigned one point for each of the following: having a character plan, sharing details with parents about character education provision, having a character lead, providing staff training in character education and monitoring the development of character traits. Institutions with scores of 0-1 are considered to have "little structure," those with scores of 2-3 have "some structure" and those with scores of 4-5 are considered highly structured.

Table E.51 Extra-curricular activities school offers by how structured character education provision is – All schools

%	Structure of character education		
	Highly structured	**Some structure**	**Little structure**
Volunteering and/or social action opportunities	58.1*	44.3*	37.7*
	[48.4, 67.2]	[38.6, 50.1]	[31.6, 44.3]
Sessions with role models e.g. employers or voluntary organisations	62.3*	47.3*	39.2*
	[52.6, 71.2]	[41.5, 53.1]	[33.0, 45.8]
National Citizenship Service	11.9	7.5	7.3
	[7.6, 18.1]	[5.3, 10.4]	[5.1, 10.4]
Debating	48.3*	38.5*	27.1*
	[38.9, 57.8]	[32.9, 44.4]	[21.6, 33.4]
Hobby clubs	77.8*	74.6*	62.8*
	[69.4, 84.4]	[69.4, 79.2]	[56.2, 68.9]
Outward bound activities/outdoor learning	80.2*	74.0*	65.7*
	[71.0, 87.0]	[68.5, 78.8]	[59.2, 71.8]
Subject learning clubs	67.6*	65.2*	47.7*
	[58.1, 75.9]	[59.6, 70.5]	[41.1, 54.3]
Sports and/or performing arts clubs	88.8	91.3	92.4
	[81.9, 93.3]	[87.8, 93.9]	[89.1, 94.8]
Unweighted base	*159*	*405*	*305*

Base: All schools

Table E.52 School-wide approaches school uses to develop character traits by how structured character education provision is – State maintained primary schools

%	Structure of character education		
	Highly structured	Some structure	Little structure
School mission statement / set of core values	98.4 [89.0, 99.8]	99.5 [96.2, 99.9]	95.8 [91.0, 98.1]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	98.0 [86.7, 99.7]	99.4 [95.9, 99.9]	95.3 [90.2, 97.8]
House system	65.2 [52.0, 76.4]	63.5 [56.2, 70.2]	61.8 [53.3, 69.7]
Peer support such as mediation, mentoring or vertical tutoring	77.5* [64.9, 86.5]	66.7* [59.6, 73.1]	44.0* [35.8, 52.5]
Unweighted base	*65*	*199*	*144*

Base: All state maintained primary schools

Table E.53 Day-to-day activities that the school uses to develop character traits by how structured character education provision is – State maintained primary schools

%	Structure of character education		
	Highly structured	Some structure	Little structure
Focus on character during registration / tutor periods	66.2* [53.2, 77.2]	45.9* [38.8, 53.1]	31.6* [24.2, 40.1]
Focus on character in assemblies	98.4 [89.0, 99.8]	98.3 [94.8, 99.5]	93.0 [87.3, 96.3]
Focus on developing character traits through and within subject lessons	94.7 [84.3, 98.3]	92.6 [87.7, 95.6]	87.6 [80.8, 92.2]
Discrete character education lessons	82.7* [70.7, 90.4]	49.6* [42.4, 56.8]	15.9* [10.9, 22.7]
Unweighted base	*65*	*199*	*144*

Base: All state maintained primary schools

Table E.54 Extra-curricular activities school offers by how structured character education provision is – State maintained primary schools

%	Structure of character education		
	Highly structured	**Some structure**	**Little structure**
Volunteering and/or social action opportunities	46.9*	36.5*	26.5*
	[34.6, 59.7]	[29.8, 43.7]	[19.6, 34.8]
Sessions with role models e.g. employers or voluntary organisations	54.5*	39.5*	30.6*
	[41.7, 66.8]	[32.6, 46.7]	[23.3, 39.0]
National Citizenship Service	3.1	1.3	.
	[0.7, 12.7]	[0.3, 5.1]	[ ]
Debating	41.7*	31.4*	17.6*
	[29.9, 54.4]	[24.9, 38.6]	[11.9, 25.3]
Hobby clubs	87.1*	76.9*	62.5*
	[76.4, 93.4]	[70.3, 82.5]	[54.0, 70.4]
Outward bound activities/outdoor learning	77.4*	72.6*	60.9*
	[64.6, 86.6]	[65.8, 78.5]	[52.4, 68.9]
Subject learning clubs	67.6*	65.5*	40.1*
	[54.5, 78.4]	[58.5, 71.9]	[32.1, 48.7]
Sports and/or performing arts clubs	93.5	95.8	96.0
	[83.4, 97.6]	[91.5, 97.9]	[91.5, 98.1]
Unweighted base	*65*	*199*	*144*

Base: All state maintained primary schools

Table E.55 School-wide approaches school uses to develop character traits by how structured character education provision is – State maintained secondary schools

%	Structure of character education		
	Highly structured	**Some structure**	**Little structure**
School mission statement/set of core values	100.0 [ ]	97.4 [91.8, 99.2]	90.5 [79.7, 95.9]
Pupil voice/leadership – e.g. school council, Head Boy/Girl	100.0 [ ]	98.7 [91.1, 99.8]	99.1 [93.9, 99.9]
House system	75.9 [55.7, 88.8]	75.0 [63.4, 83.9]	68.8 [55.8, 79.4]
Peer support – e.g. mediation, mentoring, vertical tutoring	92.3 [72.2, 98.2]	91.7 [82.3, 96.3]	80.0 [67.7, 88.4]
Unweighted base	*29*	*78*	*71*

Base: All state maintained secondary schools

Table E.56 Day-to-day activities that the school uses to develop character traits by how structured character education provision is – State maintained secondary schools

%	Structure of character education		
	Highly structured	**Some structure**	**Little structure**
Focus on character during registration/tutor periods	95.0 [69.5, 99.4]	83.2 [71.9, 90.6]	70.5 [57.9, 80.6]
Focus on character in assemblies	100.0 [ ]	89.5 [78.9, 95.1]	83.7 [72.3, 91.0]
Focus on developing character traits through and within subject lessons	84.1 [59.8, 95.0]	81.3 [70.0, 89.0]	69.8 [56.8, 80.2]
Discrete character education lessons	51.2* [31.3, 70.8]	35.2* [24.8, 47.1]	9.0* [4.3, 18.1]
Unweighted base	*29*	*78*	*71*

Base: All state maintained secondary schools

Table E.57 Extra-curricular activities school offers by how structured character education provision is – State maintained secondary schools

%	Structure of character education		
	Highly structured	**Some structure**	**Little structure**
Volunteering and/or social action opportunities	90.7 [72.5, 97.3]	76.7 [65.0, 85.3]	69.5 [56.6, 79.9]
Sessions with role models e.g. employers or voluntary organisations	96.6* [77.1, 99.6]	82.0* [70.2, 89.8]	69.6* [57.2, 79.7]
National Citizenship Service	59.6 [38.9, 77.4]	38.1 [27.3, 50.2]	43.8 [31.8, 56.4]
Debating	79.1 [59.4, 90.7]	70.4 [58.7, 79.9]	58.2 [45.5, 69.9]
Hobby clubs	79.0 [57.4, 91.3]	77.5 [66.1, 85.9]	64.8 [51.8, 75.9]
Outward bound activities/outdoor learning	94.1 [76.0, 98.7]	84.0 [73.6, 90.8]	81.7 [69.1, 90.0]
Subject learning clubs	92.8 [73.5, 98.4]	87.5 [76.6, 93.7]	84.6 [72.9, 91.8]
Sports and/or performing arts clubs	100.0 [ ]	94.4 [85.1, 98.0]	93.3 [80.4, 97.9]
Unweighted base	*29*	*78*	*71*

Base: All state maintained secondary schools

Appendix F: Delivery of character education

Table F.1 Most effective activity to promote the development of character traits – All schools – top 5 responses

%	All schools
Mission statement/set of core values	24.4 [20.8, 28.3]
Circle time/tutor periods/assemblies	11.8 [9.2, 15.0]
PSHE/Citizenship lessons	11.2 [8.7, 14.3]
Role models	10.7 [8.4, 13.6]
Pupil voice/leadership	6.7 [4.9, 9.1]
Unweighted base	*715*

Base: All schools using activities to develop character traits

Table F.2 Most effective activity to promote the development of character traits – State maintained schools

%	State maintained schools	
	Primary	Secondary
Mission statement/set of core values	27.0 [22.5, 32.1]	21.5 [15.0, 29.7]
Circle time/tutor periods/assemblies	11.4 [8.4, 15.4]	12.2 [7.1, 20.1]
PSHE/Citizenship lessons	12.8 [9.5, 16.9]	5.6 [2.6, 11.5]
Role models	10.6 [7.7, 14.3]	10.5 [6.2, 17.2]
Pupil voice/leadership	6.5 [4.3, 9.7]	13.8 [8.6, 21.4]
Unweighted base	*347*	*134*

Base: All state maintained schools using activities to develop character traits

Table F.3 Most effective activity to promote the development of character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Mission statement/set of core values	27.3 [22.5, 32.8]	23.1 [16.8, 30.9]	16.9 [7.1, 35.0]	13.4 [8.0, 21.6]	10.3 [4.8, 20.9]
Circle time/tutor periods/assemblies	11.3 [8.1, 15.7]	12.1 [7.6, 18.7]	21.8 [11.1, 38.3]	3.1 [1.1, 8.5]	2.6 [0.6, 10.2]
PSHE/Citizenship lessons	12.2 [8.8, 16.7]	10.3 [6.1, 16.9]	8.8 [3.3, 21.8]	9.8 [5.2, 17.9]	3.6 [0.8, 14.5]
Role models	9.4 [6.5, 13.3]	13.8 [8.9, 20.7]	10.4 [3.9, 24.9]	12.1 [6.9, 20.2]	19.0 [10.8, 31.4]
Pupil voice/leadership	7.0 [4.6, 10.6]	8.8 [5.3, 14.5]	3.8 [1.0, 13.7]	0.6 [0.1, 4.4]	2.0 [0.3, 13.6]
Unweighted base	327	154	58	111	65

Base: All schools using activities to develop character traits

Table F.4 Factors enabling activities to promote the development of character traits – All schools

%	All schools
Shared ethos/mission statement/staff commitment	39.4 [35.0, 43.8]
Strong leadership	13.3 [10.6, 16.7]
Staff with specific responsibility for character	5.7 [4.0, 8.2]
Strong PSHE programme	5.5 [3.7, 8.2]
Bespoke/broad curriculum	5.2 [3.6, 7.6]
Unweighted base	684

Base: All schools

Table F.5 Factors enabling activities to promote the development of character traits – State maintained schools

%	Primary	Secondary
Shared ethos/mission statement/staff commitment	42.8* [37.4, 48.4]	28.4* [21.0, 37.2]
Strong leadership	13.4 [10.0, 17.8]	18.0 [11.8, 26.6]
Staff with specific responsibility for character	5.6 [3.5, 8.8]	5.6 [2.5, 12.3]
Strong PSHE programme	4.7 [2.7, 7.9]	8.3 [4.4, 15.2]
Bespoke/broad curriculum	4.4 [2.6, 7.4]	3.2 [1.1, 8.8]
Unweighted base	*330*	*131*

Base: All state maintained schools

Table F.6 Factors enabling activities to promote the development of character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Shared ethos/mission statement/staff commitment	41.3 [35.5, 47.3]	38.9 [31.0, 47.4]	37.4 [21.2, 57.0]	26.2 [18.0, 36.3]	29.0 [18.9, 41.7]
Strong leadership	15.0 [11.2, 19.8]	11.7 [7.3, 18.4]	9.4 [3.3, 24.0]	9.4 [4.9, 17.3]	7.0 [2.8, 16.4]
Staff with specific responsibility for character	6.8 [4.4, 10.5]	2.2 [0.7, 6.8]	5.9 [1.2, 24.1]	5.3 [1.9, 14.4]	14.3 [7.4, 25.8]
Strong PSHE programme	3.8 [1.9, 7.3]	9.1 [5.3, 15.2]	12.6 [4.3, 31.5]	1.2 [0.2, 8.4]	2.1 [0.5, 8.6]
Bespoke/broad curriculum	4.2 [2.3, 7.4]	4.3 [1.9, 9.6]	8.2 [2.1, 26.9]	13.1 [7.2, 22.7]	16.4 [9.0, 28.0]
Unweighted base	*311*	*150*	*55*	*101*	*67*

Base: All schools

Table F.7 Barriers to the development of character traits – All schools

%	All schools
Lack of knowledge or information	23.9 [20.7, 27.4]
Competing time demands	56.8 [52.9, 60.7]
Lack of engagement from pupils/students or parents/caregivers	26.1 [22.8, 29.7]
Lack of priority/policy within the school	9.5 [7.4, 12.1]
Other barriers	15.7 [13.1, 18.6]
No barriers	23.0 [19.9, 26.6]
Unweighted base	*874*

Base: All schools

Table F.8 Barriers to the development of character traits – State maintained

%	State maintained	
	Primary	**Secondary**
Lack of knowledge or information	24.5 [20.4, 29.1]	22.3 [16.6, 29.2]
Competing time demands	56.6 [51.5, 61.5]	70.0 [62.3, 76.7]
Lack of engagement from pupils/students or parents/caregivers	26.0 [21.8, 30.6]	25.7 [19.6, 33.0]
Lack of priority/policy within the school	10.4 [7.7, 13.9]	10.4 [6.4, 16.5]
Other barriers	14.0 [10.9, 17.8]	18.5 [13.2, 25.2]
No barriers	24.6 [20.5, 29.2]	15.1 [10.1, 21.8]
Unweighted base	*407*	*180*

Base: All state maintained schools

Table F.9 Barriers to the development of character traits by school type

%	LA maintained	Academies	Independent schools	Special schools	Alternative provision
Lack of knowledge or information	23.3 [19.1, 28.1]	26.5 [20.2, 34.0]	18.6 [9.6, 33.1]	27.4 [20.0, 36.4]	25.8 [17.3, 36.6]
Competing time demands	58.6 [53.3, 63.8]	59.0 [51.4, 66.2]	57.3 [40.7, 72.5]	34.7 [26.7, 43.7]	43.8 [33.3, 54.9]
Lack of engagement from pupils/students or parents/caregivers	25.2 [20.8, 30.1]	28.1 [21.7, 35.5]	22.1 [11.4, 38.5]	28.6 [21.1, 37.5]	44.5 [33.9, 55.6]
Lack of priority/policy within the school	10.3 [7.4, 14.0]	10.7 [6.7, 16.7]	6.1 [2.1, 16.8]	3.1 [1.3, 7.5]	2.8 [0.9, 8.7]
Other barriers	12.5 [9.4, 16.3]	21.1 [15.5, 28.1]	11.0 [4.8, 23.1]	30.5 [22.7, 39.5]	27.1 [18.4, 37.9]
No barriers	24.2 [19.9, 29.1]	19.8 [14.5, 26.4]	22.3 [11.7, 38.4]	24.9 [17.7, 33.8]	18.1 [11.1, 28.1]
Unweighted base	*399*	*188*	*64*	*137*	*86*

Base: All schools

Appendix G: Survey methods

Survey design

A multi-mode survey was designed in order to elicit the highest response rate. Participants were able to complete the survey online using a standard web browser or to complete a telephone interview with a NatCen interviewer. Schools also had the option of partially completing the questionnaire using both modes. This approach was considered vital to recruitment, offering maximum flexibility to teachers who typically yield low response due to their busy and sometimes unpredictable daily schedules.

Sampling

A sample of 6,907 primary schools, secondary schools (with and without sixth forms), post-16 institutions (FE colleges and sixth form colleges) and other less common types of institutions (including Pupil Referral Units, free schools and special schools) in England was drawn from the most up-to-date extract from Edubase (March 2016). A pilot sample of 72 institutions was drawn, with each institution type being equally represented.

The mainstage stratified random sample was drawn to ensure representativeness with regards to educational institution type, local area characteristics, region and urban/rural location. There was secondary school oversample and a census of colleges and primary Pupil Referral Units (PRUs)/Alternative Provision (AP) due to the small number of institutions of each type. To enable robust analysis, a target achieved sample was set at 2,100 institutions including 100 alternative provision and pupil referral units. The target response rate was 30%.

The sample was split into two batches in order to avoid an overlap with another Department for Education survey that was contacting the same types of institutions. The first batch (containing schools not invited to take part in the other DfE survey) was released on June 8th and the second batch on June 14th 2016. The random probability sample was designed to limit the number of cases of institutions being involved in both surveys.

Table G.1 describes the number of interviews targeted within each type of institution.

Table G.1 : Sample distribution by institution type

Institution type	Target interviews (n=2,100)	Effective sample size	MoE (50% estimate)
LA maintained	1,083	903	± 3.3
Academies (incl. free schools)	400	333	± 5.4
Independent schools	200	167	± 7.6
Special schools	200	167	± 7.6
AP/PRU	108	90	± 10.3
Primary	**1,250**	**1,042**	**± 3.0**
Secondary/16+	**850**	**708**	**± 3.7**

The effective sample size is shown which takes into account the sample design (e.g. oversampling certain institution types) and weighting – this is the sample we would have achieved if we used a basic simple random sampling approach and it represents the size of the sample on which the estimates are based. The margins of error (MoE) show the variation expected around an estimated prevalence of 50%. For instance, if 50% of LA maintained schools reported having a policy lead for mental health provision, then we can be 95% confident that the true value will lie between 46.7% and 53.3% (i.e. ±3.3 % around 50%). However, despite all primary pupil referral units being sampled, the margins of error for these institutions are high at ± 10.3%.

Weighting

Survey weights were designed to correct the survey estimates for unequal selection probabilities and non-response bias. The small number of some institution types (such as colleges and APs and PRUs) resulted in a higher probability of selection. The weight for non-response is applied to re-balance the sample to reduce bias arising from some types of institutions having a greater inclination to take part in the survey. Together, the application of weights will ensure that the achieved sample is sample is representative of school types in England and the survey estimates are robust.

Recruitment and fieldwork

All institutions in the sample were sent an advance letter and an email containing a web link to the survey. The materials explained the purpose of the study, who it was funded by and why it was important. They also stated that participation was voluntary, and that participants would be entered into a prize draw to win a small sum of money. Importantly, all study materials were branded in bright colours to differentiate the survey from the other DfE survey in the field at the same time. Following guidance from the Steering Group, recruitment materials were sent to head teachers, with copies also addressed to the deputy headteacher/deputy principal in the 50% of cases where this information was available.

NatCen's telephone interviewers began to make contact with schools following receipt of the letters and emails. In the first instance, all institutions were contacted once in order to gather contact information (name, number and email address) for the person best placed to complete the survey. This information was used to send them the study information and the unique link to the survey. Following this phase of initial contact the telephone interviewers called the named teachers at regular intervals, allowing time between calls for them to respond. The majority (62%) of non-responders were contacted at least 6 times at different times/days of the week. Email reminders were sent to all non-responders on three occasions throughout fieldwork.

Fieldwork began on 8th June 2016. The telephone survey closed on 22nd July 2016 and the web survey closed on 1st August 2016.

Response

Findings from the pilot survey and advice from the project advisory group suggested that the questions about character education were less applicable to the college context. For this reason, this report on character education reports on all institution types other than colleges. Overall, 880 institutions completed the character education section of the survey, representing an overall 13.4% response rate.

Table G.2 : Achieved sample characteristics

Institution type	Population	Issued	Achieved	Response Rate	MoE (50% estimate)
Primary LA maintained	13,561	2,640	316	12.0%	± 3.6%
Primary academies	3,056	667	94	14.1%	± 7.0%
Secondary LA maintained	1,071	970	87	9.0%	± 10.8%
Secondary academies	2,076	667	95	14.2%	± 6.5%
Independent schools	1,861	666	64	9.5%	± 13.5%
Special schools	1,545	666	137	20.6%	± 9.2%
Alternative provision & PRUs	339	291	87	29.9%	± 11.5%
Overall Total	**23,855**	**6,567**	**880**	**13.4%**	

Note: MoE: Margin of error around a 50% point prevalence; independent schools, special schools and alternative providers/PRUs are not reported by phase as the majority of these institutions operate across both primary and secondary phases.

The rate of response differed by institution type. Alternative providers/PRUs (30%) and special schools (21%) were the most likely to respond to the survey, whereas response was lowest among LA maintained secondary schools (9%) and independent (10%).

The majority of participants completing the survey were senior leaders; head teachers were most likely to complete the survey (31%) followed by another member of the Senior Leadership Team (26%).

The majority of institutions completed the survey online. In total 71% of cases were completed online and 29% were completed via the telephone.

Appendix H: Questionnaire

Mental Health and Character Education Survey

Thank you for your interest in this study of mental health and character education provision in schools and colleges

By taking part you will help the Department for Education better understand provision available to young people across England

The survey is not an assessment of what your institution does, but rather an information-gathering exercise. You and your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} will not be identified in any research findings.

The survey will take around 25 minutes to complete. If you need to pause the questionnaire, you can simply close the browser and log back in later using the same link you used to get here. Please note that if someone else from your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} logs into the survey, they will be able to see the answers that you have provided.

As a thank you for completing the survey, your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} will be entered into a draw to win one of three prizes worth up to £1000.

If you have any questions or concerns about the research, or have difficulties completing the survey online, please email character@natcen.ac.uk or call 0800 652 0401.

RoleCheck

Please confirm your job role.
1. Head teacher / Principal
2. Deputy head / Vice-principal
3. Other member of the Senior Leadership Team
4. Teaching staff
5. Support staff
6. Other

AbleAns

For the purposes of this survey, we are defining character education as any activity that aims to develop desirable character traits in {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}. These traits might include tolerance, motivation, resilience, confidence, community spirit, honesty and conscientiousness.

Mental health provision is used in this survey to describe all provision aimed at improving and supporting the mental health and wellbeing of {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}.

Would you say that in your role you…
1. Have some involvement with mental health and/or character education provision?
2. Have no involvement with mental health and/or character education provision?

NewCord

Can you please provide the name and contact details of a staff member at your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} who does have some involvement in mental health and/or character education provision?
INTERVIEWER: PLEASE COLLECT NAME, PHONE NUMBER AND EMAIL ADDRESS IF POSSIBLE
    :
    OPEN <300 characters>

INTERVIEWER: THANK RESPONDENT FOR THEIR TIME AND END CALL.
IF GIVEN NEW CONTACT DETAILS, MAKE A SOFT APPOINTMENT TO CALL NEW CONTACT FOR ONE WEEK'S TIME.

IF NOT GIVEN NEW CONTACT DETAILS, ASK TO FORWARD EMAIL AND/OR WEBLINK AND ACCESS CODE TO RELEVANT MEMBER OF STAFF.

FOR CAWI: Thank you very much for taking the time to complete our initial questions. As this survey is aimed specifically at staff members who have some involvement in mental health and/or character education provision, we will be contacting a relevant member of staff at your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"}.

Familiarity and plans

{Ask all}
Familiar (VARLAB: Familiarity with the term character education)
This first section of the questionnaire is about your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"}'s provision of character education.

Prior to our contact about this survey, were you familiar with the term character education?
1. Familiar
2. Familiar but don't really know what it means
3. Not familiar

Activities to promote the development of character traits

If SampleSplit=1-10
CActIntro

The next set of questions is about different activities and policies that schools, and other educational institutions may employ specifically to develop desirable character traits among their pupils.

If SampleSplit=1-10
CAct1 (VARLAB: Aspects of governance institution uses to develop character traits traits)
The first question is about aspects of a school or institution's governance that might be used to develop desirable character traits among pupils.
Does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution"} have any of the following specifically in order to develop desired character traits among pupils?

FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE CONTINUING.
CODE ALL THAT APPLY
1. School mission statement / set of core values
2. Dedicated Character lead
3. Pupil voice/leadership – e.g. school council, Head Boy/Girl
4. House system
5. Peer support such as mediation, mentoring or vertical tutoring
6. Something else
7. None of these

If SampleSplit=1-10
CAct2 (VARLAB: Things that happen throughout the day that institution uses to develop character traits traits)
The next question is about things that happen throughout the day that might be used to promote desirable character traits among pupils.

Does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution"} do any of these things in order to develop desired character traits among pupils?
FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE CONTINUING.

CODE ALL THAT APPLY

1. Focus on developing character traits during registration / tutor periods
2. Focus on developing character traits in assemblies
3. Focus on developing character traits through and within subject lessons
4. Discrete Character Education lessons
5. Something else
6. None of these

{If CAct2 = 3 }
CLess (VARLAB: Subject lessons that institution uses to develop character traits traits)
Which subject lessons does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution"} use in order to develop desirable character traits among pupils?
FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE CONTINUING.
CODE ALL THAT APPLY

1. Academic subjects (e.g. maths, science, English)
2. PSHE and/or citizenship
3. Vocational lessons (e.g. preparation for employment, life skills)
4. Physical subjects (e.g. PE)
5. Arts subjects (e.g. Drama, Music, Art)
6. Other

If SampleSplit=1-10
CAct3 (VARLAB: Extra-curricular activities institution uses to develop character traits traits)
The next question is about extra-curricular activities that some schools and institutions use to try and develop desirable character traits among their pupils.

Does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution"} offer any of the following extra-curricular activities in order to develop desirable character traits among pupils?

FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE CONTINUING.
CODE ALL THAT APPLY
1. Volunteering or social action opportunities
2. Sessions with role models e.g. employers or voluntary organisations
3. National Citizenship Service
4. Debating
5. Hobby clubs
6. Outward bound activities/outdoor learning
7. Subject learning clubs
8. Sports and/or performing arts clubs
9. Something else
10. None of these

If SampleSplit=1-10
OthCAct (VARLAB: Other things institution does to try and develop desirable character traits)

Is there anything else that your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution"} does specifically to develop desirable character traits among pupils?

:

OPEN <300 characters>

{If any of CAct1, CAct2 or CharAct3 >0}
CActEff (VARLAB: Most effective thing institution does to develop desirable character traits among pupils)
Thinking about all of the things that your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution"} does to develop desirable character traits among pupils, which would you say is most effective?

:

OPEN <300 characters>

Plans, priorities and aims of character education

{Ask all}
CharPlan (VARLAB: Whether institution has a plan or policy on character education)
Does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} have a named plan or policy on character education?
   1. Yes
   2. No

{Ask all}
CharPar (VARLAB: Whether institution shares plan or policy on character education with parents)
Does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} share information about any plan, policy or provision related to character education with parents/caregivers?
   1. Yes
   2. No

{Ask all}
PriTrait
Overall, what priority would you say your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} gives to ensuring that {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"} develop the following types of traits?

{Ask all}
PriTrait1 (VARLAB: Priority given to resilience, perseverance and persistence)
Resilience, perseverance and persistence.
   1. High priority
   2. Medium priority
   3. Low priority
   4. No priority

{Ask all}
PriTrait2 (VARLAB: Priority given to hard-work, self-control, discipline and good time-keeping)
Hard-work, self-control, discipline and good time-keeping.
   1. High priority
   2. Medium priority
   3. Low priority
   4. No priority

{Ask all}
PriTrait3 (VARLAB: Priority given to self-confidence, leadership and team-working)
Self-confidence, leadership and team-working.
1. High priority
2. Medium priority
3. Low priority
4. No priority

{Ask all}
PriTrait4 (VARLAB: Priority given to honesty, integrity and respect for others)
Honesty, integrity and respect for others.
1. High priority
2. Medium priority
3. Low priority
4. No priority

{Ask all}
PriTrait5 (VARLAB: Priority given to curiosity, problem-solving and motivation.)
Curiosity, problem-solving and motivation.
1. High priority
2. Medium priority
3. Low priority
4. No priority

{If any of PriTrait1 to PriTrait5 = 1 OR 2}
TraitAim (VARLAB: Reasons institution seeks to promote desirable character traits)
Why would you say that your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} seeks to promote desirable character traits among {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}?

FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE
CONTINUING.
CODE ALL THAT APPLY
1. To support improved academic attainment
2. To improve employability skills
3. To help students become good citizens
4. Other

{Ask all}
TraitMon (VARLAB: Whether institution formally monitors the development of character traits)
Does your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} formally monitor {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}' development of desirable character traits?
1. Yes
2. No

Staff training

{Ask all}
CTrn (VARLAB: Staff members offered training in character education)
Which, if any, members of staff in your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} are offered training in providing character education or supporting the development of desirable character traits in {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}?

FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE CONTINUING.
CODE ALL THAT APPLY

1. All staff
2. All teaching staff
3. Staff with specific responsibility for character education
4. Other
5. No members of staff are trained

Barriers and enablers to the development of character traits

{Ask all}
CBar (VARLAB: Barriers institution faces in trying to develop character traits)
Are any of the following a significant barrier to your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} in trying to develop desirable character traits among {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}?

FOR CAWI: (Please select all that apply)
INTERVIEWER: READ OUT EACH CODE AND WAIT FOR RESPONSE BEFORE CONTINUING.
CODE ALL THAT APPLY
1. Lack of knowledge or information about character education
2. Competing time demands
3. Lack of engagement from {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"} or parents/caregivers
4. Lack of priority/policy within the {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} for the development of character traits
5. Other barriers
6. No barriers

{Ask all]
CEnab (VARLAB: Factors that have most enabled institution to develop certain character traits among pupils)
Overall, what factors would you say have most enabled your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"} to implement activities which aim to develop desirable character traits among {TEXTFILL: SampleSplit=1-10 "pupils" / SampleSplit=11 "students"}?
    :
    OPEN <300 characters>

{Ask all}
NCB
In addition to the survey you have just completed, our colleagues at the National Children's Bureau (NCB) will be carrying out some case studies in schools, colleges and other educational institutions later this year. Like the survey, these case studies will further help the Department for Education to understand the mental health and character education provision that is available to children and young people in England. They will also explore staff, health professionals', parents' and students' experiences of this provision.

CAWI ONLY
NCB is a research and development charity that works to improve the lives of children and young people. They work with children and for children to influence government policy, be a strong voice for young people and practitioners, and provide creative solutions on a range of social issues. You can find out more about NCB at www.ncb.org.uk.

CATI ONLY
INTERVIEW: IF ASKED WHO NCB ARE, NCB is a research and development charity that works to improve the lives of children and young people. They work with children and for children to influence government policy, be a strong voice for young people and practitioners, and provide creative solutions on a range of social issues. You can find out more about NCB at www.ncb.org.uk.

CATI AND CAWI
By agreeing to be contacted by NCB, you are under no obligation to take part in the case studies. Once NCB explain more about the case studies, they will then ask for your consent to take part. Please also note that not all {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"}s who agree to be contacted will be invited to take part in a case study.

Would you be willing for us to pass on your contact details to our colleagues at NCB so that they can explain more about the case studies to you, and invite you to take part?

1. Yes
2. No

{If NCB = 1. Yes}
NCBname
Please enter your name below
    OPEN: <100 CHARACTERS>

{If NCB = 1. Yes}
NCBtel
Please enter the best telephone number for our colleagues at NCB to contact you on
    OPEN: <100 CHARACTERS>

{If NCB = 1. Yes}
NCBemail
Please enter your email address below
    OPEN: <100 CHARACTERS>

{If NCB = 1. Yes}
NCBans
Would you be happy for NCB to see your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"}'s answers to this survey?
  1. Yes, I am happy for NCB to see our answers prior to contacting me about the case studies
  2. No, I am not happy for NCB to our my answers prior to contacting me

{Ask All}
Link
In order to make your survey responses even more useful, DfE would like to be able link schools' answers to the National Pupil Database (NPD) which tracks pupil attainment. This is to see whether differences in character education and mental health provision are related to levels of pupil attainment across different types of schools and colleges.

This information will only be used for research purposes; your personal details will be kept completely confidential. All information will be treated in line with the Data Protection Act.

IF NECESSARY: What will DfE do with the data once they've linked it?
DfE will link survey answers to the NPD to conduct analysis at an aggregate level, looking at how the provision on offer differs by school characteristics. They will also be able to look at how character and mental health provision differs across different regions and eligibility for pupil premiums. This anonymised information may also be used by other researchers.

Are you able and willing to give consent for DfE to link your {TEXTFILL: SampleSplit=1-8 "school" / SampleSplit=9-10 "institution" / SampleSplit=11 "college"}'s survey answers with NPD data so it can be used for future analysis?

  1. Yes
  2. No

{Ask all}
LinkBye
Thank you for taking the time to respond to this survey. Your answers will be really helpful to the Department for Education, and will inform future thinking about mental health and character education provision in schools and colleges.

If you have any questions or concerns about the research, please visit www.natcen.ac.uk/character, email character@natcen.ac.uk or call 0800 652 0401.

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

Any enquiries regarding this publication should be sent to us at: catherine.newsome@education.gov.uk or www.education.gov.uk/contactus

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