**BEHAVIOUR**

 **POLICY**



“And this is love: that we walk in obedience to his commands. As you have heard from the beginning, his command is that you walk in love”.

**March 2023**

**BEHAVIOUR** **POLICY**

**MISSION** **STATEMENT**

The Holy Name Primary School is a voluntary aided, inclusive, Roman Catholic School serving the children of the Our Lady’s with St Alphonsus and neighbouring parishes.

The school exists to help the Catholic Community fulfill the promise made to each child when welcomed in Baptism by the promotion of Catholic values in school. This is undertaken in partnership within the home and parish.

Recognising the variety of children’s backgrounds, the Governors and staff seek to be sensitive to and cater for their individual needs. We work to create a safe and secure environment with consistency, tolerance and generosity of time for all members of our school community.

We emphasise the positive aspects of all parts of school life, teaching the children about their value and worth and at the same time having high expectations in relation to academic and personal development.

**INTRODUCTION**

There is a whole school approach to behaviour management which underpins the school’s Mission Statement and takes into account the views of Parents/Carers and the developmental needs of the pupils.

Our policy is based upon mutual respect, honesty and fairness and involves all staff and Parents/Carers.

Through the Behaviour Policy we hope to promote a sense of security for the children, staff and Parents/Carers and to create an environment in which good teaching and learning takes place, with the children developing responsibility for the way they behave.

**Sexual harassment (including sexual harassment through sexualised language), online sexual abuse and sexual violence are unacceptable.**

All staff are equally responsible for the maintenance of discipline. Positive reinforcement of good behaviour and consistent handing are vital to the success of our Policy.

On child’s admission to school, the Behaviour Policy is explained to Parents/Carers and fully discussed.

Parents/Carers are invited to come into school at any time if any aspect of their child’s behaviour, or that of others which affects their child, concerns them.

Discussions generally result in a joint action plan involving agreed strategies/sanctions at home as well as in school.

Parents/Carers are kept fully informed of their child’s progress and steps forward are given a high profile.

Parents/Carers with the class teacher if there are also invited into school for discussion if there are signs of lapses or deterioration in the standards of behaviour of their child. If the behaviour continues with Key Stage Manager and then Senior Management Team.

Emphasis is put on the sharing of responsibility between and school and the mutual support and action.

Where children have emotional and behavioural difficulties, help is sought with parental agreement, through the school doctor and the school psychological service.

Clear guidelines are given to all children about acceptable/unacceptable behaviour and the consequences clearly stated.

Particular attention is paid to the groupings, organisation, management and provision for the children, to ensure that they are in the most stimulating and enriching environment which contributes to a happy working atmosphere and reduces stress and antagonism for all.

The school uses a House Point System to promote positive behaviour and inspire our children in their lives inside and outside school.

Regular lessons, stories, projects and activities highlighting ‘peace education’ are used throughout the school.

Staff act as good role models with respectful and caring behaviour to each other, to the children and to all who come into the school.

Once a child enters school and begins to understand and accept the school ‘Code of Behaviour’, any digression is usually corrected by a simple ‘reminder’.

Generally, this reminder of the consequences, accompanied by encouragement, is sufficient to help the child to conform.

Staff are always looking for and acknowledging early signs of improvement eg more thinking before acting; improved self-control.

A recent key feature of our Behaviour Policy is the aspect of Children’s rights. As a Rights Respecting School, we expect our children to know their rights and how to support each other in respecting those rights.

**The** **Aims** **of** **this** **Behaviour** **and** **Discipline** **Policy**

1 To encourage the children to observe and imitate the example of Jesus Christ towards his fellow men and to embrace the ideal of reconciliation.

2 To maximize the amount of attention given for desirable and positive behaviour and to minimise the amount of attention given for negative behaviour.

3 To help to develop within the child a positive self-image, self-control and a consideration for others.

4 To try to change children’s patterns of inappropriate behaviour.

5 To ensure consistency in our consistency in our common approach to behaviour and discipline.

6 To clearly inform the children and parents of the standards of acceptable behaviour before they are violated and what will happen when these standards are violated.

7 To ‘catch them being good’

There is no physical chastisement or the ‘demeaning’ of pupils. If children learn behaviour from observing and copying, then as educators we must help to shape a positive atmosphere in school in which the children will imitate the teacher.

We should act as role models. Effective teachers are good at influencing the behaviour of their pupils in positive ways.

**POSITIVE** **BEHAVIOUR** **AT** **HOLY** **NAME** **PRIMARY**

All classrooms will display the following five rules

1 Always show respect to people and property 2 Follow directions without complaint

3 Raise your hand and wait your turn

4 Be in the right place at the right time 5 Keep your hands and feet to yourself

Teachers must stress the importance of keeping the five rules at all times in the classroom and wherever appropriate around the school.

All teachers shall try to focus on developing the positive behaviour and reward systems (positive consequences) should be encouraged at all times.

**Examples** **of** **Positive** **Consequences**

✓marbles in a jar ✓stickers

✓awards

✓five minutes extra play ✓badges

✓certificates ✓house points

✓visit to the Headteacher to share good news ✓treats

✓showing work other staff

It is important that positive behaviour is rewarded for all the children. For children who have excellent behaviour or have shown a huge improvement in their behaviour, they will be rewarded half termly.

Children should be made aware of when they are breaking rules. If unacceptable behaviour persists then the following **sanctions**are used.

i. Warning

ii. Name and cross this leads to playtime detention **iii.** Name and two crosses – Playtime detention

iv. Pupil is sent for 15 minutes to a senior manager

6 Name and three crosses if there are still problems then send to the Head of School.

All children begin a new day with a new start.

**HOT** **SPOT** **TIMETABLE**

For some of our pupils **INSTANT** **RECOGNITION** of good behaviour is needed at the end of each session – for those pupils a Hot Spot (visual) Timetable should be given as means of supporting behaviour on a daily basis, such as seeing the Head of School.

**Four** **Weekly** **Record** **Sheets** **(See** **Appendix** **1)**

At the end of the day, transfer names (crosses) from the warning system to your sheet, (please date).

Pupils sent out need to be recorded in the class book (Behaviour Log) stating the reason why they were sent out.

Major incident must be recorded in the Incident Book (which is kept in the Executive Headteacher’s office).

If a child has their name and cross three times in one week or five times in two consecutive weeks. Send out an appropriate Stage Letter to parents.

**Stage** **Letters** **(See** **Appendix** **2)**

As part of the Holy Name Behaviour Policy, if a child misbehaves we have a system of informing parents

1. **Stage** **1** **letter** given by the class teacher to their Parents/Carers during the stage one meeting informing them of child’s behaviour.

If unacceptable behaviour continues, then

2. **Stage** **2** **letter** given by the Key Stage Manager to their Parents/Carers at the stage 2 meeting where the parent/carer and teacher should discuss the strategies for improving behaviour, and possible consequences for the child if they do not, (IEP – behaviour).

3. **Stage** **3** **letter** sent home via the post inviting the Parents/Carers to a meeting of concern involving the class teacher, SENCO and Head of School and other appropriate agencies to discuss action needed to support pupil’s behaviour in school, (Behaviour/Pastoral Support Plan).

Decisions reached may include

▪Withdrawal of privileges

▪Drawing up of a Behaviour Contract/Pastoral Support Plan ▪Internal exclusion from the classroom

▪Exclusion from school (on a temporary or permanent basis)

**A** **photocopy** **of** **all** **Stage** **Letters** **must** **be** **made,** **dated** **and** **placed** **on the** **CPOM system, under Behaviour.**

Serious incidents, however, will require immediate action and the Stage Letters may be by passed. Serious incidents eg physical behaviour or refusal to leave the room should be referred straight to the Head of School and subsequently the Executive Headteacher if necessary.

**Parental** **Involvement**

It is essential that Parents/Carers are kept informed about their child’s behaviour and are provided with the opportunity to discuss their concerns whenever necessary.

We must encourage Parents/Carers to work in partnership with the school, to be consistent in tier approach to dealing with behaviour and in supporting our School Behaviour Policy if we are to change patterns of inappropriate behaviour.

**Behaviour** **Contacts** **and** **Exclusions**

On occasion the school has to take the Behaviour Policy further. If a child is unable to follow the School Rules and Stage Letters have not been successful, a Behaviour Contact/Pastoral Support Plan may be drawn up. This is a contract between the child, school and Parents/Carers, outlining the expected behaviour, its consequences and sanctions.

In the event of a child being excluded from school (either for fixed period or permanently), the DFE guidelines and procedures must be checked and followed carefully. Exclusions must be reported to the Governing Body and the Local Authority.

**Equal** **Opportunities**

At Holy Name RC Primary School all children are treated equally. Race, colour, gender and ability will have no bearing upon the way in which a child is disciplined in school. We have high expectations of behaviour for all children.

**Rights Respecting School**

We are currently a Rights Respecting School, meaning it respects the findings of the United Nations Convention on the Rights of the Child, which found that certain rights should be adhered to if children were to have a happy and successful life.

Most important of these to us as a school are as follows:

* Article 12 - You have the right to give your opinion and for adults to listen and take it seriously.
* Article 13 - You have the right to find things out and share what you think with others, by talking, drawing and writing, or in any other way unless it harms or offends other people.
* Article 15 - You have the right to choose your own friends and to join or set up groups as long as it isn’t harmful to others.
* Article 19 - You have the right to be protected from being hurt and mistreated, in body and mind.
* Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.
* Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
* Article 31 - You have the right to play and rest.

Children will be encouraged to familiarise themselves with these rights. We hope that the children will see this as a responsibility to behave in such a way that ensures all children’s rights are respected. Pupils who behave in such a way which violates the rights of their peers will have their attention drawn to this and, if required, sanctioned by a detention.

**De-Escalation** **–** **Appendix** **3**

All staff, visitors and parents are aware of the school’s policy on De-Escalation

**Other** **Related** **Documents**

o Equal Opportunities Policy

o Special Educational Needs Policy o Religious Education Policy

o De-Escalation Techniques – Appendix 3 o House Points System – Appendix 4

o **SUMMARY**

This **BEHAVIOUR** **POLICY** is based upon

⮚A Whole School approach

⮚Positive reinforcement of **GOOD** **BEHAVIOUR** ⮚Clear guidelines and expectations

⮚Encouragement and support, love and praise

⮚Clear statement of consequences of unacceptable behaviour ⮚Consistent handling

⮚Regular monitoring and assessment of needs, provision and organisation ⮚Full Parental involvement

**Policy** **Review**

This Policy is a working document which must be reviews at least annually, (or whenever the need arises between times).

**Appendix** **1** **Behaviour** **Log** **Sheet**

**HOLY** **NAME** **BEHAVIOUR** **LOG** **SHEET**

**Please** **record** **all** **names** **in** **accordance** **with** **the** **Positive** **Discipline** **Policy**

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**Appendix** **2** **Stage** **Letters**

HOLY NAME RC PRIMARY SCHOOL Denmark Road, Moss Side, Manchester, M15 6JS

Telephone 0161 226 6303 Fax 0161 232 1897 Email admin@holyname.manchester.sch.uk

Website [www.holyname.manchester.sch.uk](http://www.holyname.manchester.sch.uk/)

‘Placing the Gospel and the love of Christ at the heart of all that we do’

Executive Headteacher Catherine Gordon Head of School Damian Regan Chair of Governors Liz Gonzalez Date

To the Parents/Carers of Class

Dear Parents/Carers

**BEHAVIOUR** **AND** **DISCIPLINE** **POLICY** **–** **STAGE** **1** **LETTER**

………………………………………………………. has been disruptive throughout the week and after many warnings is now on STAGE 1 of our Behaviour Policy.

Thank you for attending today’s meeting and we would be grateful if you would support us by speaking to your child about his/her behaviour in school.

This letter is only to inform you that your child needs extra support from you and their teacher in following the school rules at this stage.

If, however your child’s behaviour continues to deteriorate you will be invited to attend a Stage 2 Meeting

Yours sincerely

Damian Regan Head of School

HOLY NAME RC PRIMARY SCHOOL Denmark Road, Moss Side, Manchester, M15 6JS

Telephone 0161 226 6303 Fax 0161 232 1897 Email admin@holyname.manchester.sch.uk

Website [www.holyname.manchester.sch.uk](http://www.holyname.manchester.sch.uk/)

‘Placing the Gospel and the love of Christ at the heart of all that we do’

Executive Headteacher Catherine Gordon Head of School Damian Regan Chair of Governors Liz Gonzalez Date

Date

To the Parents/Carers of Class

Dear Parents/Carers

**BEHAVIOUR** **AND** **DISCIPLINE** **POLICY** **–** **STAGE** **2** **LETTER**

………………………………………………………. has shown persistently unacceptable behaviour over a period and is now on **Stage** **2** of our Behaviour Policy.

Thank you for attending today’s meeting in which we are discussed the concerns around your child’s behaviour in school.

We look forward to seeing an improvement in your child’s behaviour, however if there is no significant improvement you will be asked to attend a Stage 3 meeting which involve a range of agencies to support your child.

Yours sincerely

Damian Regan Head of School

HOLY NAME RC PRIMARY SCHOOL Denmark Road, Moss Side, Manchester, M15 6JS

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Executive Headteacher Catherine Gordon Head of School Damian Regan Chair of Governors Liz Gonzalez Date

To the Parents/Carers of Class

Dear Parents/Carers

**BEHAVIOUR** **AND** **DISCIPLINE** **POLICY** **–** **STAGE** **3** **LETTER**

Since we last met to discuss …………………………………………………………. there has been no significant improvement in his/her behaviour and this is now giving us great cause for concern.

Could you please, therefore, make and appointment as soon as possible to see the Executive Headteacher.

Yours sincerely

Catherine Gordon Executive Head Teacher

**Appendix** **3**

**De-Escalation** **Techniques** **Stage**



**DE-ESCALATION**

**TECHNIQUES**

 **DAMIAN** **REGAN**

**HOLY** **NAME** **RC** **PRIMARY** **SCHOOL**

**DE-ESCALATION** **TECHNIQUES**

**MISSION** **STATEMENT**

The Holy Name Primary School is a voluntary aided, inclusive, Roman Catholic School serving the children of Our Lady’s and St Alphonsus and neighbouring parishes.

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We emphasise the positive aspects of all parts of school life, teaching the children about their value and worth and at the same time having high expectations in relation to academic and personal development.

**INTRODUCTION**

In 2004, The National Investigation and Referral Co-ordinators, reported that the majority of allegations against staff, were against those with less than 2 year’s experience - (particularly those with less than 1 year’s ); the next most vulnerable group were those with more than 14 Years’ experience !

Most experienced staff know in what situations and under what circumstances, a pupil is likely to become a management problem. Inevitably, however, staff have different thresholds and tolerances. Moreover, because of their personal differences, a degree of idiosyncrasy is likely to occur.

However, the management of pupils should not be dependent upon personal or spontaneous whims.

Consistency is nearly always trumpeted by most staff as the most important behaviour management tool. Therefore, we should all act in a similar way and know what the general response should be.

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting their behavioural growth.

It is axiomatic that, if some staff responses promote positive and appropriate behaviours, then others, inadvertently, increase the likelihood of acting-out behaviours.

These responses are grouped as a series of techniques.

**1.** **GROUP** **CONTROL**

**2.** **ATTITUDE** **and** **APPROACH** **3.** **NON-VERBAL** **BEHAVIOUR** **4.** **VERBAL** **BEHAVIOUR**

For each factor there are Behaviours which reduce problems and Behaviours which, potentially, increase problems.

**1** **GROUP** **CONTROL**

Good group control is an integral aspect of effective work with young people. If there is no order to group functioning, then neither individual, nor group objectives can be met.

**DO**

✓Be on time. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult places upon the activity/lesson and makes colleagues’ tasks easier. Be efficient. The more efficient you are, the better you feel, the higher your level of confidence, the better things are likely to go.

✓Settle the group to its task with as little delay as possible

✓Clearly state the expected task, which must be relevant to the ability and interest levels of all the children

✓Check that you have been understood ✓Try to be clear and decisive

✓Address and resolve situations - don’t let them drag on or escalate without attention.

✓Be alert to what is going on and ensure that your attention is distributed across the whole group. Scan the group regularly.

✓Relate to all the children by verbal exchanges and social reinforcers, such as eye contact, facial expressions and nods.

✓Know the management system already in the school and how to make it work.

**DON’T**

🗶Be unclear and hurried in speech or actions. 🗶Overreact.

🗶Issue complicated instructions.

🗶Show favouritism or be inconsistent 🗶Use ridicule or sarcasm.

🗶Have inappropriate expectations. 🗶Belittle effort of endeavour

🗶Send children off in numbers or a state, that would be problematic for someone else.

🗶Try not to shout – young people get habituated to the volume, use it for effect.

**2** **ATTITUDE** **AND** **APPROACH**

Staff members’ attitude and approach in all situations affects the quality of relationships with pupils. In situations of rising tension, staff attitude and approach is crucial. It can improve or complicate the chances of success.

**DO**

✓Appear calm and collected if possible – you are communicating messages ✓Be clear and firm about boundaries of acceptability

✓Show a non - biased nature and be aware of self-fulfilling prophesies and labelling

✓Be prepared to listen

✓Know when the situation is in stalemate. Don’t create a win – lose situation without it being a calculated decision

✓Be flexible in thought and response. Use tangential techniques

✓Spontaneously provide a range of roles, from dominance to reflective support

✓Value people as individuals

✓Be a sensitive objective observer who can make valid diagnoses

✓Wherever possible, show trust and allow pupils to resolve their own problems

**DON’T**

🗶Be fooled into thinking you should always be able to deal with any situation.

🗶Expect colleagues to do without your support

🗶Be unfair or hostile. Use high tariff intervention where low tariff will suffice.

🗶Inflate the situation out of proportion 🗶Allow yourself to be wound up

🗶Carry on, if you know you are wrong

🗶Re-start the argument or incident once calm has been achieved 🗶Use unnecessary peer group pressure

**3** **NON** **–** **VERBAL** **BEHAVIOUR**

The primary reason for using and interpreting non- verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage, or to signal low key staff involvement. Once sent, there will normally be a response. Similarly, acknowledging such signals from a pupil or the group, also enables low key responses from staff.

**DO**

✓Make an attempt to look at an individual when you are making an important point; intermittent eye contact is very powerful

✓Be aware of the signals given out by your body position and posture ✓Try to sit down

✓Nod your head to indicate attentiveness ✓Smile – particularly to show agreement

✓Be aware of the physical distance between yourself and others and the message it conveys

✓Raise your eyebrows to question

✓Use hand, shoulder and whole body gestures to support discussion ✓Use appropriate physical contact as reassurance

✓Seek signals that your message has been correctly received **DON’T**

🗶Invade personal space

🗶Use staring, threatening eye contact

🗶Stand over pupils in a threatening manner 🗶Appear to lack confidence

🗶Appear tense

🗶Retaliate with physical gestures

🗶Use inappropriate physical contact with any child 🗶Be oblivious to signals within the environment

🗶Remain static

🗶Appear intimidated

**NB** People on the autistic spectrum often have difficulties interpreting non-verbal communication.

**4** **VERBAL** **BEHAVIOUR**

Verbal communication operates at many levels within the teaching, caring and therapeutic processes at school. It is probably, the most important tool staff have, in helping young people towards personal growth and, employed correctly, the most powerful de-escalation skill staff have in their possession.

**DO**

✓Acknowledge the existence of a problem – check for anxiety (however it is manifested)

✓Give reassurance and offer support

✓Be aware of voice quality, pitch and power; make good use of pauses, allow take–up time

✓Paraphrase what has been said and check back with the child that it is accurate

✓Present facts or issues which may not be known to the child

✓Draw upon personalisation and former relationship factors. Invoke the norm of reciprocity

✓Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices and alternatives. Always provide an “escape route”.

✓Use the word “we” in discussion and explain that the solution can be a “together” one.

✓If you can, offer “If I were you ……, but it’s up to you”, programming leads

✓Identify the options – give three, with the preferred choice always last

**DON’T**

🗶Ever place the young person in a position of no escape

🗶Use destructive criticism, sarcasm, belittling methods to humiliate 🗶Remind the child of previous incidents

🗶Use personal details in front of a group 🗶Make unrealistic threats

🗶Make insensitive remarks 🗶Lose your temper

🗶Make, “YOU WILL“ statements

🗶Allow the, “You can’t make me - I won’t”, type situations to develop 🗶Get involved in “You did – no I didn’t”, type arguments

🗶Argue with adults present

**Appendix** **4**

**HOUSE** **POINTS** **SYSTEM**

**HOLY** **NAME** **RC** **PRIMARY** **SCHOOL**

**HOUSE** **POINTS** **SYSTEM**

This is the House Points System at Holy Name RC Primary School.

Children are grouped into four House Teams. These are:

Joseph Therese Don Bosco Martin

(blue), (yellow), (red)

(green) .

Every child and member of staff is given one of these four houses to support. Each child is placed in a House on entry to school and remains a member of this team throughout their time at the school. House Captains are elected from Year 6 pupils and they provide positive leadership to the children in their House and the various competitions and events organised throughout the year. On Sports Day the Houses compete against each other as teams and a cup is awarded to the winning House. Teaching and non-teaching staff also belong to a House, with the exception of the Head teacher, and they encourage and support the children in positive team building through the House system.

**Houses** **and** **the** **House** **Captains**

Each House is represented by their House Captains (1 boy and 1 girl from Year 6 elected by their peers in Year 6 at the beginning of the school year). In September, at the beginning of the academic year, Year 6 children prepare speeches to explain why they would make good House Captains and KS2 pupils vote for their preferred candidate.

The House Captains are responsible for leading their House in competitions and events, and representing the school in the community and a range of school events and activities. The responsibilities of the House Captains are:-

• to set an example to the other children

• to earn house points and encourage others to do so • to represent the house when collecting awards

• to be somebody others can turn to for advice

 **Therese** **(blue),**

will collect points

from: Nursery

Reception

**Martin** **(green),**

**Joseph** **(yellow)**

**Don** **Bosco** **(red)**

 Year 1

 Year 2

 Year 3

Year 4

Year 5

Year 6

**EARNING** **HOUSE** **POINTS**

House Points can be awarded by all staff to children for a variety of reasons.

For example:

✓Polite, well-mannered behaviour ✓Demonstrating a caring attitude towards peers ✓Working to the best of their ability

✓Good attendance

✓Putting special effort into a piece of work ✓Neatly presented work

✓Positive attitude towards work

✓Sporting achievement

✓Taking part in competitions and events ✓Helpful approaches to different situations

**House** **points** **are** **awarded** **using** **the** **following** **guidance**

✓**1** **house** **point** for an isolated achievement (e.g. a one off act of kindness, helpfulness, good work etc)

✓**1** **house** **point** awarded for each child lining up each day (break and lunch) for the best class.

✓**2** **house** **points** for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)

✓**3** **house** **points** for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class based team game)

✓**5** **to** **10** **house** **points** can be awarded for extra special achievements by the Senior Leadership Team

✓**1** **house** **point** awarded for each child lining up each day (break and lunch) for the best class.

**Calculation** **of** **points**

Every week, the house points are counted by our House Captains and a weekly winner announced during our Achievement Assembly every Friday and added to the house points chart. A winning class will be announced each week with a trophy awarded.

House points are then tallied over the course of a term, a winner is announced, and the children in that house are rewarded with a special event or treat.

At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.

The older children are positive role models and take on a pastoral role for the younger children. We are looking forward to developing our House Teams system this term, in particular through our Sports Day in July. We

will then continue this system in the new academic year and hope that it will become a central element of school life at Holy Name RC Primary School.