



# THE FULHAM BOYS SCHOOL

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| <b>Policy Title</b>                            | Behaviour and Exclusions Policy |
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| <b>Approved By<br/>Education<br/>Committee</b> | Summer 2018                     |
| <b>Date of Approval<br/>by Governing Body</b>  | Summer 2018                     |
| <b>Version Approved</b>                        | Summer 2018                     |
| <b>Date of Next<br/>Review</b>                 | Summer 2019                     |

## Revisions Table

| <b>Version</b> | <b>Date</b> | <b>Edited by</b> | <b>Description of Change</b>  |
|----------------|-------------|------------------|---|
| Summer 2018    | Spring 2018 | Sam Johnson      | Items amended:<br>1.3<br>3.6.4<br>3.6.6, 3.6.7, 3.6.8,<br>6.2.7<br>7.3, 7.8.11, 7.9.7, 7.9.8, 7.10<br>Appendix 3.8.1, 3.8.2, 4.2, 5.3 |

The master copy of this document can be found on the FBS Google Drive, under the “Policies” folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



## **BEHAVIOUR AND EXCLUSIONS POLICY**

**Date of Next Review: Summer 2019**

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## 1. INTRODUCTION

- 1.1 At The Fulham Boys School we expect our pupils to maintain the highest standards of behaviour at all times. Members of the school community are entitled to work in a safe, positive and ordered atmosphere so that learning can take place and everyone can fulfil their potential.
- 1.2 This policy should be read in conjunction with the school's anti-bullying policy.
- 1.3 The policy is formed around the statutory guidelines and legislation in the DfE 'Exclusion from maintained schools, academies and pupil referral units in England' (2017) <https://www.gov.uk/government/publications/school-exclusion>
- 1.4 We believe:
- 1.4.1 The foremost contributor to good student behaviour is a positive and invigorating school atmosphere (see Appendix 1 – Rewards Procedures) with well-paced and appropriately challenging lessons for all (see Teaching and Learning Policy).
  - 1.4.2 Boys who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their school. The Fulham Boys School will have rigorous systems to maximise attendance (see Attendance Policy).
  - 1.4.3 Every incident of misbehaviour in the School is seen as instructive and a learning experience as boys are encouraged to learn constructively from their mistakes.
  - 1.4.4 The best type of discipline is self-discipline; that the boys know how to conduct themselves and behave appropriately even when teachers and their parents are not around.
  - 1.4.5 Each boy has the right to learn in an environment which promotes Christian values. We promote principles of respect, hard work, courtesy, co-operation, consideration, kindness, forgiveness, unselfishness, justice, self-discipline and respect and a no nonsense approach to bullying.
  - 1.4.6 Boys respond best to strong discipline and firm boundaries.
- 1.5 We seek to:
- 1.5.1 Encourage our boys to take responsibility for their own actions and develop as proactive young citizens.
  - 1.5.2 Help develop young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.
  - 1.5.3 Emphasise the importance of social enterprise and encourage our young men to make a positive difference to the locality, and even the country and world, in which they live.
- 1.6 The curriculum will give the opportunity to discuss the principles that underpin the Behaviour Policy. Staff will support our expectations of good behaviour explicitly in all lessons, around the school, in form time and in assemblies.

## **2. BOYS, HOME AND SCHOOL**

- 2.1 Good education relies on a partnership between parents or carers, boys and the school. To achieve our aims of the highest standards of behaviour, we are reliant on a strong three-way partnership between the boys, the school and home. The school, boys, parents/guardians must share the same expectations in a positive way.
- 2.2 Every boy will have a conduct card which is their passport through the school each half term and it should never leave his person while in school except during sport. A new conduct card is supplied on the first day of each half term and is used to record House Points and incidents of poor behaviour through Conduct Points.
- 2.3 Boys' behaviour will be tracked internally on the school's MIS and to parents/guardians via the parent portal and Conduct Card.
- 2.4 Boys who require support in order to meet set targets of behaviour will be placed on a daily report. They will collect the report from their Form Teacher/Head of House in the morning. The boy then gives the report to each of his subject teachers who will comment regarding his attitude to learning, behaviour or the set targets. The report is then taken home for parents to read and sign each evening. The report is used as basis for discussion and target setting between the boy and the Form Teacher/Head of House. Boys remain on report at the discretion of the Form Teacher/Head of House. Reports can be escalated to Head of House or SLT as necessary. All completed report cards will be centrally stored in the Boy's file.

## **3. THE BOYS**

### *3.1 To and from school:*

- 3.1.1 School uniform is to be worn correctly on the way to and from school
- 3.1.2 Always be polite and considerate to everyone

### *3.2 In the Classroom boys:*

- 3.2.1 Are to be punctual to all lessons.
- 3.2.2 Wait outside the classroom in an orderly manner until told to enter by the teacher.
- 3.2.3 Remove outside clothing
- 3.2.4 Work to the best of their ability; Give of their best effort at all times
- 3.2.5 Cannot eat or drink in lessons (other than water from a clear bottle or an FBS water bottle).
- 3.2.6 Must have the necessary equipment for all lessons.
- 3.2.7 Are expected to complete ownwork and submit it by the set deadlines.
- 3.2.8 Are not to distract others from working
- 3.2.9 Are not to disrupt teaching and learning
- 3.2.10 Need to act in a safe and responsible manner.
- 3.2.11 Must listen to and follow the instructions of the teacher first time.

### 3.3 *In the Dining Area:*

- 3.3.1 Boys must queue in an orderly manner.
- 3.3.2 Table manners should be of the highest standard at all times.
- 3.3.3 Clear tables of food, plates, etc, before leaving the dining area.
- 3.3.4 Food to be eaten in the dining area

### 3.4 *Around the school boys are:*

- 3.4.1 Expected to walk on the left when using stairs and corridors and follow the one-way system where it applies.
- 3.4.2 Expected to act in a safe and responsible manner at all times.
- 3.4.3 Put their litter in the bins provided.

### 3.5 *Assemblies - boys are expected to:*

- 3.5.1 Attend assembly, as required
- 3.5.2 Come into and leave assembly in silence
- 3.5.3 Take outdoor clothing off in assembly
- 3.5.4 Give whoever is leading the assembly their undivided attention
- 3.5.5 Participate respectfully

### 3.6 *Whole School Rules – boys:*

- 3.6.1 Are expected to wear the correct school uniform.
- 3.6.2 Are expected to attend school regularly.
- 3.6.3 Must have permission to leave the school premises should they need to.
- 3.6.4 Must respect the school environment at all times.– no graffiti; litter in bins; do not purposely damage school property and equipment. If something is broken or damaged it must be reported straight away.
- 3.6.5 Must be polite and kind at all times.
- 3.6.6 Are not allowed to smoke.
- 3.6.7 Are not allowed to have or bring alcohol in/to school.
- 3.6.8 Can never bring to school any item or substance that is deemed to be dangerous or illegal to have on your person.
- 3.6.9 Must never use violence of any kind.
- 3.6.10 Must never demonstrate threatening behaviour of any kind.
- 3.6.11 Must never take other people's belongings.

3.7 Governors support the right of staff to search pupils or their belongings if there is suspicion of bringing in unacceptable items and in the rare event of extremes of behaviour to use reasonable force. Guidance to staff will be given by the Headmaster and regularly reviewed. Unacceptable items include alcohol, tobacco, non-prescription drugs, aerosols, chewing gum, large amounts of money and dangerous or valuable items.

## **4. THE HOME**

4.1 Parents/Guardians are expected to take proper notice of communications from the school concerning their son's behaviour and academic progress.

4.2 Parents have an entitlement to be fully informed about and question the School's decisions regarding their son's behaviour. However, we expect parents to accept and support the School's decisions.

4.3 Parents have the right to contribute to the development of the school behaviour policy.

4.4 In order to support the school in meeting its aims parents are requested to ensure that their son(s):

4.4.1 Attend school regularly.

4.4.2 Are punctual.

4.4.3 Wear the correct school uniform.

4.4.4 Have the necessary equipment for lessons.

4.4.5 Complete and submit ownwork to the set deadlines.

4.4.6 Have high standards of behaviour (including on their way to and from school and when representing the school on trips)

4.4.7 Work to the best of their ability.

4.4.8 Care for their environment.

4.5 All parents will be expected to sign The Home School Agreement when their son joins the school. The Home School Agreement defines some of these parent/guardian relationships and responsibilities.

## **5. THE SCHOOL**

5.1 All staff must support the School's Behaviour Policy at all times.

5.2 Staff punctuality at lessons and registration is required as this can reduce poor behaviour in classrooms, corridors, stairways and even outside the school. Similarly, when lessons conclude, boys need to be dismissed on time and in an orderly manner.

5.3 Staff have the right to expect a pleasant, safe, orderly environment whilst at school.

5.4 All staff are role models who must always set good examples for boys in their behaviour, punctuality and attendance and appearance.

5.5 Well delivered lessons are key to good student behaviour. Lessons at The Fulham Boys School must be thoroughly planned, taking account of individual need.

5.6 Staff must intervene promptly when they encounter poor behaviour or unexplained absence.

5.7 Staff must take every opportunity to reward achievement when deserved.

5.8 Staff must provide parents with regular information to help them support their son's learning.

5.9 A consistent application of rules, procedures and consequences must be adopted by all staff. It is only a consistent approach which will contribute to a positive learning environment throughout the school.

5.10 In order to realise these aims, staff need to operate in a firm but fair manner. We seek to avoid confrontation and look for positive ways to resolve difficulties.

## **6. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR**

6.1 Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter boys from similar behaviour.

6.2 Sanctions could include:

6.2.1 Verbal warning.

6.2.2 Written warning.

6.2.3 Litter pick under supervision.

6.2.4 Clean or repair the part of the school they have caused damage to (where possible and under supervision).

6.2.5 Detentions. There will be break-time detentions, lunchtime detentions and detentions that take place after the extended school day. Parents are aware that boys could be kept in detention on any day up to 45 minutes, that Headmaster's detention is 1 hour 15 minutes long on Fridays and that there is a Saturday detention once or twice per half term for 2.5 hours.

6.2.6 Pupil Support Class (internal exclusion). When a boy continues to misbehave or if there is a serious incident, he may be placed in the Pupil Support Class. Parents will be notified of the reason for their child being placed in the support class and the length of time. Boys will be provided with suitable work for the period of time spent in the support class.

6.2.7 Parents sitting with their son in lessons for repeated low level disruption

6.2.8 Fixed Term Exclusion.

6.2.9 Permanent Exclusion.

## **7. EXCLUSIONS**

7.1 If a boy commits a very serious misdemeanour or is continually disrupting lessons, he may face a fixed term period of exclusion.

7.2 Exclusions may be fixed term or, in exceptional circumstances, permanent.

7.3 A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

7.4 The School will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.

7.5 We recognise that exclusions cause disruption to boys' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at The Fulham Boys School will be limited to 1-3 school days.

7.6 There will be a re-integration meeting with the pupil and his parents after every fixed term exclusion in which targets for improvement will be agreed and the pupil will be placed on a 'return from exclusion report'.

7.7 In rare cases, The Fulham Boys School may have to consider permanent exclusion. Sometimes this will be for a 'one-off' incident. However, for boys known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:

- 7.7.1 agreeing an individual behaviour plan with parents
- 7.7.2 assessment of social, emotional and learning needs
- 7.7.3 alternative curriculum options
- 7.7.4 allocation of a learning/careers mentor
- 7.7.5 attendance at a Pupil Referral Unit (PRU)
- 7.7.6 managed move to another school

7.8 Behaviour likely to result in fixed term exclusion:

- 7.8.1 seriously disruptive behaviour
- 7.8.2 confrontational behaviour/obscene language towards staff
- 7.8.3 serious vandalism
- 7.8.4 disruption in the local community
- 7.8.5 theft
- 7.8.6 gambling
- 7.8.7 smoking
- 7.8.8 fighting/assault
- 7.8.9 bringing a weapon onto the School site
- 7.8.10 behaviour likely to bring the School into disrepute
- 7.8.11 Defiance and refusal to comply with the school's ethos and culture

7.9 Behaviour likely to result in permanent exclusion:

- 7.9.1 physical assault upon a member of staff
- 7.9.2 serious physical assault upon another student
- 7.9.3 use or possession of illegal substances
- 7.9.4 posing a serious and/or repeated health and safety risk

- 7.9.5 repeated incidents of serious misbehaviour
  - 7.9.6 criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School
  - 7.9.7 in response to a serious breach or persistent breaches of the school's behaviour policy
  - 7.9.8 where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- 7.10 The Headmaster and governing board will comply with statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice

#### 7.11 **Procedures**

- 7.11.1 Fixed term exclusion (up to 45 days per academic year)
- 7.11.2 The Headmaster makes the decision.
- 7.11.3 Boys are excluded by the Headmaster for serious breaches of the Code of Conduct.
- 7.11.4 Telephone contact is made with the parents immediately.
- 7.11.5 A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Chairman of the Governing Body.
- 7.11.6 Teaching staff must provide work for the student.
- 7.11.7 The parents and their son must attend a formal re-integration meeting.
- 7.11.8 The School will follow at all times the guidance issued by the Secretary of State.
- 7.11.9 The local authority is informed from Day 6 of any exclusion.
- 7.11.10 The parents / guardians/ carers will have ultimate recourse to an independent appeal panel hearing.

### **8. INVESTIGATING INCIDENTS**

- 8.1 All reported incidents of misbehaviour will be investigated appropriately.
- 8.2 The Fulham Boys School ensures that all relevant staff receive adequate non-contact time for the conduct of investigations.
- 8.3 The Fulham Boys School will notify the police and other relevant bodies of incidents as and when appropriate.
- 8.4 The school aims to complete investigations within a reasonable timescale and not normally exceeding 5 working days.
- 8.5 The Fulham Boys School ensures that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.

8.6 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the School but will not be kept within the student's file.

8.7 When necessary, external agencies are involved.

## **9. INTERVENTIONS/SUPPORT**

9.1 As well as consequences for unacceptable behaviour, the school supports the boys and gives them help and strategies to improve their behaviour. These include:

9.1.1 Restorative Justice

9.1.2 Anger management

9.1.3 Behaviour management

9.1.4 Mentoring

9.1.5 Counselling Services

9.1.6 Individual support plans

9.1.7 The school chaplain will work with boys who need extra help and support

## **10. OUTSIDE AGENCIES**

10.1 There is a comprehensive data base of the main points of referral outside the school (eg. Educational welfare officers, educational psychologists, health personnel, social services/child protection and police)

10.2 Appropriate records on the use of referral forms are kept, and the school ensures that the form tutor and subject teacher are informed in full of the outcome of any referral.

10.3 The school undertakes reviews of the educational needs of pupils, as appropriate. Details of these reviews are included within each boys' file.

## **11. TRAINING AND DEVELOPMENT FOR ALL STAFF**

11.1 The Fulham Boys School operates a comprehensive behaviour management training programme, reviewed to ensure that it is appropriate to the needs of staff and the circumstances and ethos of Boys a school built upon Christian principles. Induction for new staff, whole school INSET and specific planned training are used.

11.2 The school provides relevant information and training on behaviour management matters to all groups of staff including:

11.2.1 Caretakers

11.2.2 Learning Support Assistants

11.2.3 Admin team

11.2.4 Unqualified teachers

- 11.2.5 Newly Qualified teachers
- 11.2.6 Trainee teachers
- 11.2.7 Supply teachers
- 11.2.8 Class teachers
- 11.2.9 Leadership Team
- 11.2.10 Volunteers

11.3 Staff are guided and supported in:

- 11.3.1 Implementing the school's behaviour policy
- 11.3.2 Logging and recording incidents
- 11.3.3 Use of Emergency Call Out
- 11.3.4 Lunch time supervision
- 11.3.5 Classroom management
- 11.3.6 Educational visits
- 11.3.7 Teaching that meets individual needs
- 11.3.8 Legislation affecting behaviour management such as detention, exclusion etc.
- 11.3.9 Pastoral support
- 11.3.10 Techniques for encouraging positive behaviour

## **12. COMMUNICATING THE BEHAVIOUR AND EXCLUSION POLICY**

12.1 The school's behaviour and exclusion policy is communicated through:

- 12.1.1 The School's Policy Handbook
- 12.1.2 The Staff Handbook
- 12.1.3 The school rules displayed in each classroom
- 12.1.4 The student planners
- 12.1.5 Assemblies
- 12.1.6 Form periods
- 12.1.7 The Curriculum
- 12.1.8 The Website

12.2 It is essential that all our staff communicate the standards of acceptable behaviour to students as appropriate, so that there is no ambiguity with regard to the exemplary conduct and relationships required.

12.3 Parents/guardians are notified about any reported serious incidents of misbehaviour in which their son has been involved

## APPENDIX 1

### REWARDS PROCEDURES

#### 1. INTRODUCTION

1.1 The Fulham Boys School operates a House Points system to formally acknowledge the effort and achievement of all boys.

1.2 The system is based on encouraging positive behaviour and attitudes in school and raising aspirations.

1.3 Our Rewards policy is built upon **Christian** principles, geared towards **Boys** and nurtures **Enterprise**

1.4 Boys will gain points for:

1.4.1 Good Behaviour

1.4.2 Enterprise Skills

1.4.3 Demonstrating Christian Values

1.4.4 Organisation

1.4.5 'Ownwork'

1.4.6 Attendance and Punctuality

1.4.7 Impeccable Uniform and Appearance

1.4.8 Achievement

1.4.9 Co-Curricular Activities

1.4.10 Social Enterprise

1.5 Boys will receive individual House points

1.6 The attitudes, skills and conduct we are trying to reward and encourage will be displayed in classrooms and around the school.

1.7 One of the Deputy Head teachers will take overall responsibility for implementing the School's Rewards policy

#### 2. AWARDING HOUSE POINTS

2.1 Teachers are expected to award house points each lesson. As a guideline at least one house point should be awarded each lesson.

2.2 It is important that all boys recognise why and when points are awarded and see that the system is fair. Each boy should be measured against his own previous best work / attitude / results. Only one house point should be awarded to a boy at one time.

2.3 Points should be earned and not given indiscriminately. There should be some

progression in the awarding of second and subsequent point, eg. if the first one is awarded for one good piece of work the second should be awarded only for further improvement.

2.4 Subject Teachers will award points for:

- 2.4.1 Achievement
- 2.4.2 Consistent and exceptional effort
- 2.4.3 Good behaviour
- 2.4.4 Enterprise skills in lessons
- 2.4.5 Ownwork
- 2.4.6 Service to the department

2.5 Form Tutors will award points for:

- 2.5.1 Impeccable Uniform and Appearance
- 2.5.2 Social Enterprise
- 2.5.3 Organisation
- 2.5.4 Good behaviour
- 2.5.5 Attendance and Punctuality
- 2.5.6 Enterprise Skills in Form/House

2.6 Co-curricular points will be awarded by staff running the clubs

2.7 SLT will award points if they see boys displaying outstanding behaviour (see 3.1) or being enterprising (see 3.2)

### **3. GUIDELINES FOR AWARDING POINTS**

3.1 Good Behaviour – By good behaviour we mean boys displaying the Christian characteristics FBS is built upon. These include:

- 3.1.1 Hard work
- 3.1.2 Politeness
- 3.1.3 Unselfishness
- 3.1.4 Fairness
- 3.1.5 Kindness
- 3.1.6 Self-control
- 3.1.7 Forgiveness
- 3.1.8 Patience
- 3.1.9 Standing up for justice (anti-bullying)
- 3.1.10 Helping others
- 3.1.11 Putting the needs of others before their own
- 3.1.12 Respectfulness

3.2 Enterprise Skills – The enterprise skills we want to nurture in our boys include:

- 3.2.1 Problem solving
- 3.2.2 Not afraid to get things wrong
- 3.2.3 Improve their own performance

- 3.2.4 Teach others to improve
- 3.2.5 Inquisitive
- 3.2.6 Adventurous
- 3.2.7 Daring
- 3.2.8 Risk taking
- 3.2.9 Boundary pushing
- 3.2.10 Team work
- 3.2.11 'Game changers'
- 3.2.12 Thinkers
- 3.2.13 Questioning
- 3.2.14 'Have a go attitude'

3.3 Organisation – this means being ready to learn by having:

- 3.3.1 all the correct equipment
- 3.3.2 a clean and signed planner
- 3.3.3 Conduct Card

3.4 'Ownwork' – this means meeting all deadlines and handing in assignments of a high standard

3.5 Attendance and Punctuality – boys will receive one house point each week for 100% attendance and punctuality

3.6 Impeccable Uniform and Appearance – boys may receive points for impeccable uniform and appearance

3.7 Achievement - Boys will receive points for:

- 3.7.1 class assessments being on or above target
- 3.7.2 achieving mentoring targets
- 3.7.3 marked improvement in termly progress level

3.8 Co-Curricular Activities - Boys will receive points for:

- 3.8.1 'giving their everything' in co-curricular clubs. These points will be awarded monthly
- 3.8.2 Attending a wide range of clubs (Sport, Music, Art, Cooking, academic etc). These will be awarded monthly by the Assistant Headteacher responsible for the Co-Curriculum
- 3.8.3 Business Enterprise
- 3.8.4 Representing their House in Sport, public speaking, music, drama etc
- 3.8.5 Representing the School

3.9 Social Enterprise – Boys will receive points for:

- 3.9.1 charity work
- 3.9.2 helping in the community
- 3.9.3 looking after the environment

#### **4. RECORDING POINTS**

4.1 Teachers will record points on the:

4.1.1 School MIS

4.1.2 Boys Conduct Card

4.2 Boys will have time each week during prep to record their points in their Enterprise File

4.3 The Heads of House / Deputy Head teacher responsible for Rewards will publish individual points and House points each half term using the school MIS.

#### **5. CELEBRATING ACHIEVEMENT**

5.1 Every week, tutors will set time to encourage boys and set targets for house point.

5.2 Display house points on form/house notice board.

5.3 Every half term there will be year group/whole school assemblies to recognise and celebrate individual and House achievements overall. House governors will be invited to attend.

5.4 There will be termly celebration assemblies, relatives and governors may be invited to attend.

5.5 We will also hold an annual Awards Evening to recognise the achievements of individual boys and School Houses. There will be a special guest speaker and other local sports personalities, business people, charities, clergy, local residents associations, councillors and MPs will be invited

5.6 There will be a:

5.6.1 Boy of the week for each house; this will be decided by form teachers and Heads of House weekly. These will be awarded in recognition of Boy, Faith or Enterprise.

5.6.2 Headmaster Commendation will be awarded and displayed on the Headmaster's door. This will be awarded in recognition of Boy, Faith or Enterprise.

5.6.3 Overall Boy of the form/House; this will be the boy who has achieved the most points in the form each term and year.

5.6.4 Overall House awards – half termly, termly and annually.