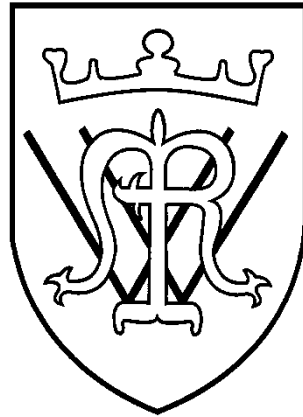


Branton St Wilfrid's C of E Primary School



Behaviour Policy

Updated: September 2023

To be reviewed: September 2024

Achieve, Acquire, Appreciate

Living by our Christian Values

*Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust,
Perseverance, Justice, Service, Truthfulness*

1. School Ethos

Branton St Wilfrid's C of E Primary School is a warm and welcoming school where pupils and adults feel safe and enjoy being part of a learning community together. Our behaviour policy reflects that it is our expectation that **everyone in our school community will be kind and behave respectfully towards each other and will work together to succeed in our joint learning journey**. Our Christian ethos and vision statement are central to all that we do and have been used as the basis for this policy and our class rules.

Living by our Christian Values

Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness

We focus on giving pupils the skills they need to be lifelong, independent learners through an engaging creative curriculum that values excellence in all subjects.

It is important that within our school community both adults and children value their own, as well as others, individuality to ensure our continuing efforts to be fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the behaviour lead will ensure that individual behaviour support plans are in place. In addition to this, we want to:

- Encourage children to take responsibility for their actions.
- Explain what acceptable and unacceptable behaviour is.
- Provide a clear, consistent structure for behaviour management throughout the school.

2. Aims of the policy

- To reflect the Christian ethos of the school by fostering positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To encourage a calm, purposeful and happy atmosphere within the school.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To encourage increasing independence, resilience and self-discipline.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose; that we are a learning community together.

3. Roles and Responsibilities

Branton St. Wilfrid's is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing and monitoring this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. At each stage of exclusion, the Headteacher will inform the school governors.

Staff

Staff are responsible for:

- Treating all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupil responsibilities:

- To work the best of their ability and allow others to do the same
- To treat others with respect
- To co-operate with other children and adults
- To take care of property and the environment in and out of school

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

4. Being Inclusive

At Branton St Wilfrid's C of E Primary School, we believe in equality of provision for all, a rejection of discrimination on any grounds and a positive attitude to a pluralist society.

Therefore, we acknowledge that there may need to be some adjustments to the procedures in this policy for some pupils with additional needs as outlined in the Equality Act 2010. For pupils with additional needs, e.g. Autism, all staff should be mindful to seek to identify the underlying cause of inappropriate behaviour (for example, an unmet special educational need) and put in place measures to address the cause, to prevent the behaviour re-occurring.

5. Promoting Positive Behaviour

The Curriculum and Learning

We believe that an exciting and engaging curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils and the active involvement of pupils in their own education, through quality first teaching we can allow all children to develop a love of learning.

It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Lessons should aim to develop the skills, knowledge and understanding of a particular aspect as well as challenge children and encourage them to develop their learning further.

To support good behaviour choices and reinforce the school's vision, we use behaviour stages which are displayed in each classroom. All pupils start each lesson on 'green'. As pupils show positive behaviour they could move towards the 'golden star'.

Positive Reinforcement and Praise



Positive reinforcement and praise are central to promoting a safe learning environment where everyone is supported to succeed and feels safe to take risks with their learning

Rewarding Good Behaviour

We recognise that the vast majority of pupils in our school behave well for a lot of the time. We believe that it is important to recognise the positive contribution that these pupils make to the school community. Where pupils continually uphold the Christian ethos of our school by routinely following the school and class rules, they will have this acknowledged.

School Rules

Each class will be expected to adopt and adhere to the ethos of the Christian values which will be displayed in the classroom and referred to by the adults regularly. Three class rules will help pupils to understand expectations. Staff use a range of strategies to maintain good behaviour including Christian values, behaviour stages and sanctions, thinking time, time out, house points, etc.

School Rules

- 1. Respect** myself and manage my behaviour.
- 2. Respect** others and treat them kindly.
- 3. Respect** my environment and look after equipment.

When referred to, all positive or negative behaviours will link to one of the three rules in order to reinforce the expectations.

If a pupil is regularly causing low level disruption in the class, which would be indicated by frequently (more than three times) during a single lesson or over a week consequences will

be given. When inappropriate behaviour is regularly repeated, this will be recorded on CPOMS by the class teacher, detailing the nature of the behaviour and what has been put in place to support the pupil to improve. Parents will be informed (privately) and asked to speak to their child.

If inappropriate behaviour continues please follow the stages of consequences stated in the policy.



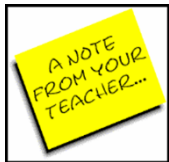
When a pupil shows exceptional behaviour the teacher may move them up to the golden star. A postcard will be sent home to share and celebrate this with parents and carers.

Celebrating Positive Behaviour



Raffle tickets are also given to pupils to recognise additional acts of positive behaviour, as well as producing improved pieces of work. Raffle tickets are collected and at the end of the week a raffle ticket from the pot is pulled out and the winning pupil given an additional reward.

Additionally the class teacher will identify an 'Achiever of the Week' who will have shown that they have achieved exceptionally well in their work. They will be awarded a certificate in Achievement Assembly on a Friday.



Class teachers, teaching assistants, office staff, MDSA's, kitchen staff and the caretaker may also acknowledge excellent behaviour by sending home a postcard informing parents of particularly noteworthy behaviour or attitudes around school.

Celebrating Learning Behaviours

At Branton St Wilfrid's we believe in celebrating excellent learning behaviours as well as achievement. We have developed our own learning behaviours of what makes an outstanding 'Branton St Wilfrid's learner.'

Each classroom will have a learning behaviour display which is referred to by the adults throughout the day. Pupil's names will be added to the display throughout the week to celebrate when they have shown one of the learning behaviours.



Each week the class teacher will choose a pupil from their class who has shown excellent learning behaviour/metacognition strategies independently in their learning. A certificate will be given to the pupil in Achievement Assembly and their photograph will be displayed in the entrance hall.

6. Sanctions and consequences

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always follow the school rules. This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to undertake reflection and reconciliation, undertake a restorative process and to help them make good choices in order to behave in an appropriate manner.

Children may sometimes need to be reminded of the school rules, but if misbehaviour persists, the following may be applied and depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of the incident and apply sanctions accordingly. Children are made aware that they are responsible for their actions. Poor behaviour is dealt with consistently throughout the school.

Examples of inappropriate behaviour might include disrupting learning of others, refusal to complete work, use of inappropriate language, physical altercations.

Incidents must be thoroughly investigated and all points of view considered before a negative consequence is given.

Negative Consequences

Sanctions may include:

- Increased time away from other pupils to work.
- Completing work at playtime/lunchtime.
- Increased time where pupils are removed from playtime/lunchtime to reflect on inappropriate behaviour.
- Work in another class for longer periods
- Parents informed (see stages consequence process)

Reflection on Behaviour

In order to help pupils learn from an incident and to help prevent future incidents occurring, pupils may be asked to verbally “reflect on behaviour.’ This will then form the basis of a restorative conversation with an adult. Pupils will also complete a ‘Reflecting on behaviour’ form to consider how they can improve their behaviour. Following a serious incident, staff and pupils will receive support through a restorative and supervised conversion to help deal with the incident. They will receive the appropriate support they need to move on from the incident.

Most instances of inappropriate behaviour are relatively minor and can be dealt with on a day-to-day basis as shown above. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions and reprimands alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and application of the whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice may be sought from the SENCO who in turn may consult the educational psychologist, behavioural support team or CAMHS as necessary.

Where there are on-going behaviour issues the following four stage behaviour process will be initiated:

Stages	Consequences
Stage 1	<p>Non-verbal Warning</p> <p>Adults will use non verbal signals e.g. eye contact, shake of the head to the children know the adults are not happy with the behaviour choices</p>
Stage 2	<p>Verbal Warning</p> <p>An adult will tell the child that they are not happy with the behaviour and will tell the child what they would want to see.</p>
Stage 3	<p>Stop and Think card.</p> <p>Are you making the right choices?</p> <p>If behaviour continues to be a daily concern, the class teacher will meet with parents informally to remind them of the expectations. Pupils will be reminded of these expectations at the beginning of each session/day using a social script story of the desired behaviours.</p>
Stage 4	<p>Go to Behaviour Lead</p> <p>The child will remain with the behaviour lead for 15 minutes, this will be logged on CPOMS and parents will be informed. If stage 3 incidents continue, then the class teacher will put in place a Behaviour Report in agreement with parents.</p> <p>A copy of the Behaviour Report must be signed by an member of SLT at the end of each day and will be shown to parents.</p>
Stage 5	<p>If the behaviour continues to be a concern, a formal meeting will be called between class teacher, SLT, SENCO and parents to agree the next steps.</p> <p>Intervention training on social situations may be required or the pupil may be withdrawn from play/work with a smaller group of pupils away from other pupils at lunch time. Time limits will be given.</p> <p>If this strategy is not successful, move to stage 6</p>
Stage 6	<p>If inappropriate behaviour persists, another meeting will be held with parents, SLT, class teacher, SENCO which will lead to the involvement of outside agencies (BOSS, Educational psychologist)</p> <p>More explicit teaching of behaviour expectations will be given at lunchtime through social stories/ play for purpose.</p>

	<p>Daily intervention by a teaching assistant will be used in order to set the pupil up in the right frame of mind before learning starts. Children may be trained in the use of the emotional scale or emotion cards.</p> <p>Behaviour report to continue.</p> <p>Social script will be reviewed and in place for the pupil to read 4/5 times daily so that the pupil reminds themselves of the expectations around behaviour.</p> <p>Additional sanctions may include:</p> <ul style="list-style-type: none"> • Restrictions on the pupil's free time in school for an agreed period (eg sitting with the Headteacher) • Pupil withdrawn from the class for a period of time • Playtime on a different playground <p>There will be a further meeting to monitor behaviour. If behaviour is extreme, alternative provision may be sought in discussion with external agencies.</p>
<p>Additional information</p>	<p>If a pupil shows behaviour that is extreme, a member of SLT will be called for support and the incident will be reviewed and appropriate sanctions will be applied and shared with parents.</p> <p>If the headteacher deems the incident so severe that the pupil requires an exclusion, a parent will be contacted, a letter will be sent home to explain the procedure and the chair of governors will be informed.</p>

7. Incidents at Lunchtime

It is essential that all adults who witness an incident or have an issue reported to them deal with it quickly and effectively in line with school policy. Consistency of approach from all members of staff is key to promoting good behaviour in school and will avoid teaching time being lost through dealing with lunchtime incidents after the event.

If an incident is reported to a MDSA it should be investigated and the appropriate sanction applied.

Low level incidents can be dealt with by removing the pupil from the situation for 5 minutes (Time out) while they walk with the MDSA. Serious incidents, such as physical assault, may be dealt with by sending the pupil to a member of the SLT. MDSA's must complete a Behaviour Incident Log (Appendix 1) and report to the senior MDSA at the end of lunchtime. The pupil will be asked to fill out a Refection Form. The Behaviour Report Log and the Reflection Form (Appendix 5) will then be given to the class teacher. The class teacher will be responsible for putting the information onto CPOMS, considering further sanctions and speaking to parents. The senior MDSA will ensure that lunchtime staff are supported to deal with incidents in line with the school policy.

8. Serious Incidents

Where an incident is serious, e.g. unprovoked serious physical assault on a pupil or adult, carrying a weapon with intent to harm, repeated and deliberate bullying or deliberate serious destruction of property, may result in **immediate, internal or external exclusion**. Incidents of this nature will be thoroughly investigated before any decision is made. Such issues will be referred to the Headteacher who will decide on the appropriate course of action with the support of other members of the SLT and governors as appropriate.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

9. Physical intervention

Sometimes, it may be necessary to physically intervene to prevent a pupil from hurting themselves, others or damaging property. Full government guidance can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> .

Prior to a pupil being physically restrained the following principles will apply:

- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Physical contact used will only ever be the minimum required
- Physical intervention is used in ways that maintain the safety and dignity of all concerned
- Incidents are recorded and reported to SLT
- Parents are informed of each incident

Physical restraint is applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form which could be seen as punishment.

Full details of this are contained in the "Positive Handling Policy"

Records of behaviour

Records will be analysed regularly (1/2 termly) by the behaviour lead in order to monitor the types of behavioural incidents, decide whether any specific teaching / reminders or further action is needed and also to evaluate the effectiveness of the that the behaviour policy. This data will be shared half termly with SLT and termly with governors.

Fixed term and permanent exclusions

Whilst the school does not wish to exclude any child from school, very rarely, this may be necessary. The DfE has published Exclusions Guidance (2008, updated 2012) and the school will refer to this guidance in any decision to exclude a child from school. In an ever-

changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that threatening behaviour, persistent bullying or harassment (including sexual), possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, they may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling. Exclusion from the school on a temporary or permanent basis will be a last resort and will follow the LA Policy on exclusion.

Searching

The DfE has published 'Screening, Searching and Confiscation' guidance (2022) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on the issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the head teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such

behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If you have concerns relating to bullying, please notify the Headteacher soon as possible. See the Anti-bullying policy.

Sexual Harrassment and Sexual Violence

The school does not tolerate sexual harassment or sexual violence. If we discover that there is evidence of sexual harassment or sexual violence or intimidation of a sexual nature has taken place, we will act immediately to stop any further occurrences of such behaviour and treat the incident extremely serious gaining support of the police and Doncaster Safeguarding if a criminal act has taken place. If you have concerns of a sexual nature, please notify the Headteacher soon as possible.

Safeguarding

Children are effectively safeguarded from the potential risk of harm at Branton St. Wilfrid's CE Primary School. The safety and wellbeing of the children is of the highest priority in all aspects of the school's work. The school maintains an ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate. The School Child Protection Policy is read in conjunction with Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2023. See the Safeguarding policy.

Parent Home school Agreement

Parents will be asked to sign an agreement at the beginning of their time at Branton St. Wilfrid's. It is called a home school agreement. It details what school can expect of pupils and families and what they can expect of the school.

Monitoring and Evaluation

This policy will be reviewed annually.

Appendix 1: Behaviour Incident Log (Lunchtime/Supply Staff only)



Behaviour Incident Log

Completed by		Date	
Pupils Involved (full name and year group)			
When and where did the incident take place?			
Description of the Incident			
Action Taken			

Appendix 2: Behaviour Plan



Behaviour Plan

Pupil name:		Class:	Year Group:
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Date of next review:			
Challenging behaviour <i>What does it look like?</i> <i>What triggers it?</i>		Targets <i>What are we working towards?</i> <i>How do we get there?</i>	
Strategies for positive behaviour <i>How do we maintain positive behavior?</i> <ul style="list-style-type: none"> • <i>Phrases to use</i> • <i>Rewards, motivators</i> 		Early warning signs <i>How do we prevent an incident?</i> <ul style="list-style-type: none"> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i> 	
Reactive strategies <i>How do we diffuse the situation?</i> <ul style="list-style-type: none"> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>		Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>	
Agreement: Parent name Parent signature Date		Staff name Staff signature Date	

Appendix 3: Assessing Risk for Pupils Exhibiting Extreme Behaviour

A proforma for Assessing Risk can be found at:

<http://webarchive.nationalarchives.gov.uk/20110113163055/http://www.teachernet.gov.uk/doc/5334/PI%20risk%20assessment%20proforma.pdf>

Reflective Think Sheet



What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/silly



had a negative attitude



distracted others



wasn't ready/late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent/negative



was inappropriate



other

Want to tell us more?

How were you feeling? (Circle the correct feelings)



bored/impatient



silly/giddy



angry



frustrated



sad



confused



troubled/a lot on my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What were you thinking?



Reflective Think Sheet



Who else has been affected

How might they be feeling? (Circle the correct feelings)



What could you have done differently?

How can we repair the damage?



Appendix 5: Sample Behaviour Report



Branton St Wilfrid's Primary School – Behaviour Report

Name of Pupil: _____ **Date:** _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1					
Break					
Morning 2					
Lunch					
Afternoon 1					
Break					
Afternoon 2					
SLT					

Comments

Appendix 6: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

HGPS Rewards and House Points

What are Houses and House points?

House points form part of the whole school reward system. House points encourage a team ethos across the school and allow pupils of all ages to have a common goal. There is healthy competition between the houses and pupils are always keen to earn House Points to help their House succeed. All pupils and staff are sorted into one of the four houses. The four houses are based on inspirational and influential figures:

How are House Points Earned?

House points are awarded for a variety of reasons. For example:

- politeness
- reading at home every day
- positive behaviour and attitude
- superb manners
- demonstrating a caring attitude towards peers
- excellent attendance
- putting special effort into a piece of work
- beautifully-presented work
- sporting events
- taking part in competitions

Rewarding House Points

Step 1: Each pupil has their name displayed on a House Point chart within their classroom. When children are awarded a House Point, they put a sticker next to their name. The charts clearly show which House each pupil has been assigned to. Counters are also put into a clear tube in the hall.

Step 2: At the end of each week, House Captains gather the data from the classroom charts and input the totals for each House onto a spreadsheet. The spreadsheet calculates all class data and automatically generates the overall cumulative total for each House. The totals are updated and displayed in the Main Hall. House Captains announce the new totals in the Celebration Assembly each week.

Step 3: At the end of each half-term, the winning house will be presented with the House Cup (with the house colour ribbon attached). The winning house will also be awarded with a special celebration event.

Step 4: At the end of each school year, Governors will present the House Cup to the overall winners. The winning House will receive a summer award.

House Meetings

Pupils will have opportunities throughout the year, to meet as a house (a house assembly) to discuss and organise possible competitive events and activities. House days will take place throughout the year.

House Captains

Pupils Applications are invited from Year 6 pupils who wish to take a more active leadership role at BSW. Successful candidates will have demonstrated:

- commitment to the school – school uniform, behaviour, positive attitude
- commitment to their House and wider community
- highest expectations of themselves and others
- an ability to motivate and inspire fellow pupils
- excellent communication and organisational skills

House Captains are ambassadors for the school at all times and promote the safety, health and happiness of all children in our school.

Responsibilities include:

- Hosting events
- Leading tours for visitors
- Leading assemblies
- Promoting good behaviour and a positive attitude
- Promoting the British Values- tolerance, respect, understanding, Rule of Law
- Encourage positive behaviour from their house by being excellent role models
- Collect and count house points
- Help to organise events, activities and reward days
- Organise house competitions
- Be a buddy to younger children in their house
- Propose and represent ideas from their house ideas that will improve the House System

House Captains - Adults

All adults in school have been allocated to a house and one adult has been nominated to become the Adult House Captain:

The Adult House Captains are:

COURAGE: Saint Teresa (of Calcutta)	RED	Mrs Sellers
RESPECT: Saint Francis	YELLOW	Mrs Head
PERSEVERENCE: Saint Patrick	GREEN	Miss Andrews
FRIENDSHIP: Saint John	BLUE	Miss Leivers

Celebration Assemblies

Each week, children from each class are selected to receive a Headteacher's Award Certificate. The school acknowledges all the efforts and achievements of children, both in and out of school, e.g. Swimming Certificates. These achievements are celebrated with the Key Stage in the celebration assembly. Class teachers may also send pupils to members of the SLT/Head teacher for individual achievements where pupils will receive praise and a House Point.