

# **House Policy**

**House policy (incorporating the Transition Policy)**

Review Cycle – Annually

Reviewed – June 24

Next review – June 25

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**Sherborne Qatar Prep School** **House Policy**

**Aims**

To support the pastoral care system

To help pupils feel part of a smaller community, within the larger whole school community, a team in which pupils of all ages can work together and with members of staff to achieve common goals.

To work in conjunction with the school’s Behaviour Policy to further develop the promotion of positive behaviour within the school.

To encourage pupils to become responsible citizens, successful learners, effective contributors to society and confident individuals.

To help develop respect for each other and their community.

To enable and encourage healthy competition and teach children to win, lose and play fairly.

**Organisation**

Sherborne Qatar Prep School has six Houses, named after three eminent Old Shirburnians and three prominent Qataris. Each House is associated with an emblem and a colour.

Amna – dragon – green

Irons – eagle – red

Jassim – jaguar – purple

Khalifa – phoenix- orange

Powys – lion – yellow

Sheppard – shark – navy blue

Children are required to purchase a House polo shirt in the relevant colour from Noble House and staff are given a House shirt to wear on appropriate occasions.

Each House has a House Leader and Prefects are appointed from the pupil body, as described later in this policy. The Deputy Head Operations works closely with the House Leaders to oversee the organisation of events and the overall pastoral provision.

**Allocation**

Children are allocated to a House on their arrival at Sherborne Qatar Prep and they usually stay in that House for the duration of their time in the Prep School. Siblings are usually allocated to the same House unless circumstances make this inappropriate or undesirable. All staff members, including Teaching Assistants, are also allocated to a House but may be required to change House from time to time, in order to preserve a balance of male/female as well as an even distribution across the year groups. The Headteacher and Deputy Heads are not part of any particular House to preserve their neutrality and impartiality.

All children are given a certificate of membership to show they are part of their House when they join the school. These are usually given at a House meeting early in their time at Sherborne Prep. Children in Pre-School are allocated to a House when they join the school and towards the end of the Autumn Term, they are officially welcomed into the House at an informal assembly to which parents are invited.

**Inter House Competitions**

An important feature of the House system is the termly and yearly competition between the Houses. Points are gained in many different ways and totalled up during the course of a term. At the end of each term, the House with the most points is awarded the House Cup and at the end of the Academic Year this is won by the House with the most points overall.

Houses gain points in two main ways:

Children gain merits for good work or behaviour which are awarded by staff through Class Dojo. We have a system of certificates in place to reward individual children for gaining merits. A certificate is awarded for every 25 merits gained by a child. Merits also count as House points and totals are updated and shared each week.

Points are awarded for the weekly Inter House competitions and House Days, as well as annual events such as Sports Day, which carries double points. For each regular competition the winning House is awarded 50 points down to 5th place which gains 10. A separate cup (The Jo Calloway Cup) is awarded at Commemoration to the House which has won the most points in Inter House competitions only. If this is the same House which has won the overall cup, then it goes to the second placed House.

**Inter House events**

Inter House events (usually, but not always, competitive in nature) usually take place after school on Tuesdays. These are organised by members of staff and the programme is put together termly by the House Leaders. Inter House events are usually organized in age groups (1/2, 3/4, 5/6) but age groups are sometimes combined and there are, occasionally, whole school events.

The school regularly comes together for a whole or half day for a ‘House Day’ which is usually based on a theme (Art, Football, Cross Country, Drama, QND, STEM) and can be competitive or purely celebratory. These are organized by members of staff and attended by all relevant staff and children. A shared lunch or breakfast is often a feature of these days.

Pre-School children are not habitually included in after school competitions but are usually invited to participate in or spectate at House Days in some way. Separate Inter House events, taking place within the school day, are organised for Pre-School at least once during the year. Reception children are included increasingly as the year progresses.

**House Meetings**

These take place across the school every three weeks according to a programme. Meetings are taken by a House Leader or other member of staff and can include a variety of activities: presentation of merit certificates, mindfulness activities, sharing of special news and achievements, team building activities, planning and preparation for big events.

**House Colours**

House Colours are awarded to children who have been identified as being particularly supportive of their House; usually but not specifically, by attending Inter House competitions regularly, being a good member of the team at House Days and other House events and by being a good role model for younger children in their House. This takes the form of a badge bearing the House name which is sewn on to the House shirt. Full colours are usually awarded to children in Years 5 and 6. Half Colours, in the form of a certificate, can be given to children in Years 3 and 4 for the same reasons.

Full colours are awarded three times yearly – at the end of each term. Half colours are awarded at the end of the Spring and Summer Terms only.

**Prefects**

Prefects are usually chosen in June for the following year, and they are announced at Commemoration. The aim is to appoint 1 per House. From the prefect body (or in addition to it) a Head Boy and Girl are chosen by the Headteacher.

Prefects are appointed in the following way:

Applications are invited from Year 5 children at the end of the Summer Term.

Letters are addressed to and read by House Leaders and a meeting is held between House Leaders and Year 5 staff who compile a shortlist of likely candidates. These are then interviewed if necessary, in order to shorten the list to the required number. The prefects are announced at Commemoration, followed by the Head Boy and Head Girl announcement made in the first half of the Autumn Term. Further prefects can be appointed during the year if felt appropriate by Year 6 and House staff.

A job description is published before applications are invited and this forms a contract signed by successful candidates to make expectations clear. Letters of congratulations are written to the Prefects and their parents by the House Leader.

**The Role of Prefects:**

To be a role model for children throughout the school

To assist at special events such as PTA coffee mornings, Speech Day, Productions, concerts etc.

To assist staff at break times, lining up times and assemblies.

**The role of House Captains:**

To be a role model through the school and particularly within their house

To assist House Leaders and other House staff where necessary

To help with the younger children on House Days

To attend Inter House events wherever possible – for their own age group to compete and for younger year groups to assist and support.

To participate in House Days and events such as Sports Day

To assist at special events such as PTA coffee mornings, Speech Day, Productions, concerts etc.

To assist staff at break times, lining up times and assemblies.

**Transition Policy**

Our vision is to produce:

‘Well educated, well rounded individuals who have high expectations and achieve their potential, in a happy and nurturing school environment.’

**Defining the Term Transition**

‘Transition’ describes the movement that takes place from one familiar setting to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Transition within a school setting can be seen as being:

* Change from one lesson to another;
* Change from one place to another;
* Change from one year group to another;
* Change from one educational establishment to another.

**Aims of Policy**

We want our children at Sherborne to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make maximum progress.

**Equal Opportunities**

The children and parents are actively involved in the process and their perceptions about transition are explored and valued. We strive to ensure pupils with learning or access difficulties experience a similar ease of transfer as other pupils.

**Principles**

* Approaches to teaching and learning are harmonised at the point of transition;
* Planning is based upon assessment information from the previous class / setting;
* Styles of teaching and learning meet the needs of the children;
* There is a professional regard for the information from the previous setting / class;
* Children are able to enjoy new approaches at transition;
* Transition motivates and challenges children;
* Staff allocation gives particular attention to the particular needs of the children;
* Effective transition takes time and is a process rather than an event;
* Transitions are not overlooked or left to chance, but thought about and planned in advance;
* Feedback from children and parents is encouraged, valued and acted upon.

**Transition from Class to Class (KS1 to KS2 and Through KS2)**

Children at Sherborne Qatar will experience a smooth transition from year to year encouraged by:

* Weekly whole school assemblies;
* Teachers meet together as a year group to discuss various factors (attainment, friendships, learning needs, EAL, gender) in order to decide how best to group the new classes and which teacher will best suit the needs of the children.
* Children are regrouped as a result of this process;
* Younger children start the transition process by visiting their new year group classrooms throughout the Spring Term and meet staff;
* Older children visit their new year group classrooms on the morning of the whole school Induction day and spend time with the staff;
* Record keeping documents are passed from year to year via iSAMS;
* SEN/EAL details will be on iSAMS and teachers will need to read the information;
* Previous and new teachers have face-to-face meetings to discuss individual pupils;
* Attainment and progress data is passed on to the new teacher;
* To help with continuity and progress, Maths and English books will be passed on to the next teacher and held until the December of their first term in that year.

**Transition from Year 6 to 7**

The following Senior School actions take place:

* To invite Year 6 parents and children to an informal meeting to discuss expectations for Year 7 early in the academic year;
* To follow this meeting up in the Spring Term;
* To organise curriculum and house events to include Year 6 throughout the year;
* To arrange a *Transition Day* during the Summer Term.

The following actions are under discussion for implementation:

* To allocate a ‘buddy’ for all new pupils;
* Year 7 pupils to come to Year 6 classrooms to chat with the children;
* To introduce themselves to prep pupils and parents and to be invited into the Year 6 area;
* To be familiar with transfer of records from the Prep School;
* To prepare a booklet for parents and children to reduce anxieties and worries*.*
* *Learning support to spend time with children in Y6 classes.*

The following Prep School actions take place:

* To meet Year 7 tutors / Head of Year;
* To spend some time in Year 7 English, Maths and Science lessons;
* To initiate and develop pupil confidence with the transition;
* To use circle time in PSHE lessons to discuss any worries they may have and come up with possible solutions as a class;
* To set out high expectations and continuously encourage pupils;
* To actively promote and provide pastoral care for parents and pupils;
* To ensure SEN/EAL pupils are made known to Senior School staff so additional support is available to help transition;
* To promote all round independence and for pupils to take greater responsibility in their work.

**Implementing, Monitoring and Reviewing the Policy**

The Head / SLT will be responsible for monitoring this policy. The impact of this transition will be monitored. Assessment data will be analysed to identify gaps in achievement throughout the year and at transition.

**Conclusion**

All staff at Sherborne Qatar School are dedicated to the wellbeing of the pupils in their care. They all have an important part to play in ensuring that children are happy, content and secure whilst in our school.

We endeavour to ensure that all children feel able to approach any member of staff for support and guidance at any time. All staff will support a child experiencing difficulties during any transitional stage.