



**House System  
Summerhill Infant  
School**

## **Review of House System**

The House system was introduced in September 2011 to Summerhill Infant School. The aim was to create a whole school vehicle to help pupils become more independent without as many behavioural prompts from Staff in lessons, transitions or recreational periods.

The last OFSTED acknowledged behaviour in school was good and well managed but to become outstanding children would need to demonstrate more ownership.

This considering the age, population, wide range of parenting styles, physiological and educational development of our pupils, presented a challenge for the school. One which we have risen to.

### **House System**

There are six Houses within school. Each House has 45 pupils. The Houses are named after Planets. Each member of Staff, excluding the Head and Deputy, are members of a House. All Staff members can give House Points to any of our pupils when they spot good behaviour around school.

Pupils are allocated a House for their time at school. Siblings are normally placed in the same House.

There are six termly House meetings for all members of each House to discuss:

- **House matters**
- **Create a vertically grouped community**
- **Competitions**
- **School Behaviour**

Each week the Head/Deputy collates the number of House Points collected in each class and announces the running total at Achievement Assembly. This helps to keep the children thinking about how to gain more points to help their House.

At the end of each term there is an announcement in Achievement Assembly of the winning House for that Term. At the end of the year the overall winning House is revealed.

### **Rewards - Term Winners**

Last year the children had a special story session with the Head and Deputy. They had an additional playtime where they could bring scooters or bikes in. They had hot chocolate and biscuits or ice lollies with their story. The House

Cup was decorated with their colour ribbons and mascot which are displayed in the Hall.

***Impact: Ensures pupils have a steady feedback of their positive actions within a short time frame.***

## **Rewards - Year Winners**

An extra special treat was organised for the annual winning House. In the first year this was a trip to the local Cinema to see Ice Age 4 (U). This year the pupils of Saturn won a trip to see Despicable Me 2 (U)

***Impact: Pupils' growing awareness of how to achieve a long term goal, through a steady input throughout the year.***

## **Additional Rewards and Treats**

### **Headteacher's House competitions:**

Winners mentioned in Newsletters.

Competitions included the following: Poetry, Art, Photography, Olympic Booklets and Space Themed Homework.

***Impact: Parent/Carer involvement with House system and increased engagement with a wider school curriculum.***

## **Attendance Data**

The school information database can produce attendance data based on Houses. House points are given to all Houses based on highest attendance, ie 1<sup>st</sup> place receiving 60 House points to 6<sup>th</sup> place receiving 10 House points. Individual pupil's 100% attendance is rewarded with House points each term.

***Impact: House system is linked to other areas of school improvement supporting our attendance drive.***

## **Achievement Assemblies**

All pupils chosen for Achievement Assembly also receive House Points. Pupils are made aware at each assembly of the number of House points accrued by each House over the prior week.

***Impact: Pupils have short term feedback regularly on their achievements which helps to drive behavioural improvements forward.***

## **Sports Day**

Children were placed in Houses for the Sports Day and special prizes for pupils demonstrating Olympian values were given. The Sports Day generated House Points to add to final total.

***Impact: Pupils able to directly relate House system to other significant value systems and how it helps to create better citizenship skills.***

## **House Playtimes**

Children have regular opportunities to play within their House groupings.

***Impact: This gives opportunities for older children to model positive playground behaviours to younger pupils.***

## **House Lunchtimes**

Pupils share lunch and play together at regular times throughout the year.

***Impact: Develops positive lunchtime behaviour skills and builds community cohesion within school.***