

Royal School Dungannon Positive Behaviour Policy

Revised: 07.11.24

Due for Review: Autumn term 2027

Introduction

The Royal School Dungannon is a caring school. The pastoral work of the school is at the heart of all of its activity and has a central role to play in promoting the personal development of its young people. We aim to create a calm and caring community where teachers teach and children learn. Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work. The policy outlines the positive behaviour expected of our pupils and explains how the system of rewards, interventions and consequences works in the day to day running of the school. In promoting the personal development of pupils within the school our aim is to encourage self-discipline and avoid the use of sanctions whenever possible. Pupils are expected to take ownership and responsibility for their behaviour so that trust and respect may develop between all members of the school community. High standards of behaviour and conformity to the school rules are expected from all pupils, with those in the Senior school being role models for younger pupils. Equally, members of staff are expected to act as role models in creating an ethos of mutual respect and encouraging good relationships.

"A climate which fosters effective learning both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships."

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 6

Context

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1)

"As part of their pastoral care responsibilities, Boards of Governors and principals also have a common law duty of care towards their pupils, as well as a statutory responsibility for discipline and good behaviour in their school."

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 3

Links to Other Policies

This policy should be read in conjunction with the wider pastoral care and safeguarding suite of policies. In the development and implementation of this Positive Behaviour Policy, and to ensure consistency, the Board of Governors has been mindful of all the related policies, including:

- Addressing-Bullying Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Pupil Attendance Policy
- Health and Safety Policy
- Internet Guidelines and Policy
- Digital Devices Policy
- School Trips and Sports Tours Policy
- Staff Code of Conduct/Staff Handbook

- Learning for Life & Work Policy
- Suspension & Expulsion Policy
- Homework Policy
- Parent/Carer Code of Conduct
- Relationships & Sexuality Education Policy

(These policies are available to view on the school website or by request from the Reception Office.)

Consultation and Participation

We value the views and contributions of our school community, and actively seek these views, respecting and taking them into account. Therefore, this policy was created by the Board of Governors, following consultation with pupils, parents/carers, and staff.

“Senior leaders consult regularly with the school community on key policies and procedures that affect the life and work of the school.”

ISEF Governors/Preschool/Primary/Post Primary/EOTAS/Special Schools ETI, 2017 pg. 13

Pupil consultation involved: The policy has been emailed to pupils. Pupils have been consulted and encouraged to provide feedback on the draft policy via Main assembly and Form Tutor discussion time in the following weeks. They have also been encouraged to provide feedback via a digital survey.

Parents & carers consultation involved: Parents have been emailed regarding the draft policy and made aware that feedback would be greatly appreciated via a digital survey. The draft policy is available on the school website.

Staff consultation involved: Staff have been emailed the draft policy for review. They have been encouraged to provide feedback via a digital survey.

“School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.”

Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance

Aims

The Royal School Dungannon always strives to maintain a harmonious community atmosphere and consequently expects:

- Respect for self;
- Respect for others;
- Courtesy and good manners;
- Respect for school property;
- Commitment to consistent hard work;
- A high standard of appearance, punctuality and attendance;
- Everyone to work collaboratively and cordially with their peers and staff.

Objectives

- To have a well ordered, pleasant school where pupils and staff are happy;
- To promote high quality teaching, learning and academic achievement;
- To promote good citizenship and a sense of community;
- To provide guidance on the promotion of positive behaviour amongst pupils and between pupils and members of staff;
- To provide a procedure for responding to situations where behaviour is inappropriate;
- To deal with problems firmly, fairly and as consistently and sympathetically as possible;
- To enhance the pupils' self-esteem, encourage self-respect and respect for others;
- To encourage pupils to develop independence by accepting responsibility for their own behaviour and to promote an atmosphere of tolerance and respect for the rights, ideas and feelings of others;
- To promote self-discipline and self-control;
- To develop interpersonal skills which will help pupils to work co-operatively, give them the ability to solve problems, develop relationships and resolve conflict appropriately;
- To contribute to a sense of order and create a safe and secure environment for all in school.

We believe that praise and rewards contribute to pupil motivation. There are numerous ways that pupil motivation is encouraged, for example:

- Achievement Points system used on a whole school level (see Appendix 2)
- A positive learning environment that provides written feedback on pupils' work and verbal comments in lessons that praise pupils' contributions
- The award of House points linked to the school reporting system and contributing to the House Studies Cup (Year 8-12)
- Opportunities to complete awards (both National and within School) for competitive or challenging tasks and the recognition of these achievements e.g. Duke of Edinburgh Award Scheme, Empowering Young Minds Programme, Young Enterprise competitions, Sentinus Engineering Team R and D Gold Crest Award Scheme, Read for Pizza awards, Debating & Public Speaking, Salters Chemistry Competition
- School trips both educational (eg History, French, Spanish, Ski Trip) and extra-curricular (SU weekend, sports tours)
- Displays of pupils' work in classrooms and corridor noticeboards
- Regular recognition of pupils' achievements on the school social media platforms, the 'News' section on the RSD website, reports in assembly
- Acknowledgement of pupils' achievements both in and out of school in Main, Year, House and Form tutor assemblies
- Key events recognised in the school magazine and in the local press

Rewards

To recognise and show appreciation for effort and achievement pupils are rewarded for their positive approach to different areas of school life.

"A culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability."

Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance

At the Royal School Dungannon all pupils, regardless of academic ability, SEND issues, previous behavioural issues etc, are able to access positive behaviour rewards. Our positive behaviour system is honed so that a wide and varied compendium of positive behaviour circumstances are rewardable. Contexts will always be taken into account, be that social, communication, educational or historical and therefore all pupils can access our rewards system relevant to their individual situations.

Prize Day

A range of pupil achievements are recognised and celebrated at the annual Prize Day in September. Prizes and Cups are awarded for academic, extra-curricular, social and boarding achievements for pupils in Years 8-14 (including leavers who return for the occasion).

Key Stage 3 Academic Effort and Achievement Awards:

The following awards recognise those pupils (Key Stage 3) who are committed to their studies and determined to improve and succeed:

- Effort in Academic Studies.

These certificates are awarded three times a year – after the Autumn, Winter and Spring report cards; The award is for pupils who have achieved outstanding levels of effort, whilst not necessarily being the top academic achievers.

- Significant Improvement in Academic Studies.

These certificates are awarded after the Winter and Spring report cards. Pupils who have made significant progress across a number of subjects and be awarded a certificate for the great improvement shown in their levels of effort and achievement. Again, they may not necessarily be among the top academic achievers as the award is to recognise the improvement.

- Achievement in Academic Studies.

These certificates are awarded three times a year – after the Autumn, Winter and Spring report cards. These certificates are presented to the top 20% of Years 8-10, based on their overall performance in each of their report cards.

- Year 8-10 Academic Prizes.

These are awarded at Prize Day and are presented to the top academic achievers at in each year group at Key Stage 3, based on the June examinations. These examinations are based on the entire year's study.

- Transitional Certificates in Education (TCEs).

These certificates are based on the work of Year 10 pupils across the entire year and act as a way of recognising their academic achievements and efforts. Certificates are presented to all pupils in Year 10. The award of certificates will be based on the pupils' average marks across all their assessments in Year 10 of which the Winter and Summer examinations are key components.

Grades awarded in each subject as follows

- Distinction Top 20% of the year group (roughly 20 pupils)
- Credit Next 25% of the year group (roughly 25 pupils)
- Gold, Silver and Bronze awards for those getting 8+, 5+ and 3 + Distinctions
- Silver awards also for 10+ credits; Bronze also for 6+ credits

The following awards recognise those pupils (Key Stage 4) who are committed to their studies and determined to improve and succeed:

Year 11

In January rewards are given to the:

- top 5 academic scores based on January Examinations by points (GCSE grade RSD points system)
- top 10 progress prizes based on advancements from individual baseline MALS 'points difference ranking'
- top 5 for improvement since November Report card based on 'points difference ranking' (November assessment point to January examinations)

In September rewards are given to the:

- top 5 academic scores based on June CCEA Examinations by points (GCSE grade RSD points system)
- top 10 progress prizes based on advancements from individual MALS based on points difference ranking

Year 12

In January rewards are given to the:

- top 5 academic scores based on January Examinations by points (GCSE grade RSD points system)
- top 10 progress prizes based on advancements from individual baseline MALS 'points difference ranking'
- top 5 for improvement since November Report card based on 'points difference ranking' (November assessment point to January examinations)

These numbers are subject to change dependent on joint score tying.

Sporting Achievement

- After each fixture results are posted on the relevant social media e.g. RSD Sport Facebook and Instagram pages. Players who score a try or a goal will be mentioned along with a 'player of the match'.
- 'Player of The Term' and 'Most Improved Player of The Term' are awarded in December when certificates are presented in a full school assembly.

'Player of the Year' and 'Most Improved Player of The Year' are announced at the end of season Rugby and Hockey dinners where all players are invited to join their teammates and coaches to celebrate the season and receive awards and certificates.

- **Sports Day**
Pupils compete in the Inter House Sports Day competition in June and will gain participation points for their House along with extra points depending on their finishing position in each event. Those who finish in 1st, 2nd or 3rd will receive a medal.
- **Swimming Gala**
Pupils compete in the Inter House Swimming Gala in June and will gain participation points for their House along with extra points depending on their finishing position in each race.

The PE department also facilitate Inter House competitions for rugby, hockey, golf, badminton, football and tennis.

In the Senior school achievement in extra-curricular activities is recognised in the award of:

School Honours (in March/June). Major or Minor Honours, along with Honourable Mentions, may be obtained in Rugby, Hockey, Athletics, Drama, Music, Duke of Edinburgh Award Scheme, Debating & Public Speaking.

House System

Team spirit and camaraderie are nurtured through House activities (e.g. Year 8 Activity Day) and via sporting and non-sporting competitions (e.g. music, debating, photography & baking competitions). Individual winners are presented prizes in assembly and celebrated on RSD social media platforms. All achievements are posted on the House noticeboards.

Pupils are encouraged to become excellent role-models and all Y14 pupils are assigned a Year 8 'Buddy' who they meet throughout the year in House assembly and at other pre-arranged times throughout the school day.

Opportunities to develop leadership skills are created through the roles of House Officers (Captains and Secretaries etc). Those in office are responsible for organising inter-house sporting and cultural competitive events and House Assemblies. Their function is to develop and perpetuate House identity, to work together with House Staff and Monitors to increase participation by all pupils in the life of the School and to give leadership to the House as a whole. House Captains are actively involved in organising their area of responsibility and attending the event to support the competition.

Pupil-Led Clubs and Societies

There are a number of opportunities for pupils to get involved in a wide variety of pupil led groups (across all age ranges) e.g. Pupil Council, Charities Committee, Junior & Senior Scripture Union Committees, Safer School Team, Young Enterprise, Safe Space and Eco Club, Debating Society and Lego League Club. These allow pupils to enhance their self-esteem, take responsibility and lead by example. They promote an atmosphere of tolerance and respect for the rights, ideas and feelings of others and develop interpersonal skills which help pupils work co-operatively to solve problems, develop relationships and resolve conflict appropriately.

Reading Mentors

Y13 pupils are given the opportunity to become reading mentors to pupils in Y8 and Y9. They undertake training with Learn Spark, funded by Mid Ulster Council. We identify pupils in Y8 and Y9 who would benefit from reading support, including children who volunteer to be involved. The sixth formers work to build a relationship of trust with the younger pupil, discuss their interests and encourage and help them to choose books, read and discuss them. It is important that they are punctual, positive role-models, encouraging and sensitive in their approach. They are expected to lead by example and work hard to help younger pupils develop in reading skills and also in confidence.

Prefect System

Prefects are responsible for assisting with the running of the school on a day-to-day basis. They help maintain the school rules by doing duties during Break and lunch times at various locations. They also help with the organisation of major school events such as Open Mornings/Evenings, SEAG Test mornings, School Play Winter/Spring concerts, etc. Prefects also play a role in assisting Form Tutors at KS3 where a minimum of 2 are allocated to each Tutor Group to assist the Form Tutor and also help develop their own leadership skills. The Head Boy and Head Girl are responsible for the operation of the Prefect System and they represent the School at internal as well as external functions. The Senior Prefects chair Key Stage meetings of the Pupil Council.

Achievement Points System

See Appendix 2.

Interventions

Mentoring

Mentoring is provided three days a week by Reach Connect workers and a further half day is managed by the Community Reach Mentoring Programme. 1:1 or small group mentoring takes place once a referral has been made by either a Head of Year or Senior Teacher Pastoral (All referrals are overseen by STP). Pupils are referred for a variety of reasons e.g. anxiety, family and friendship issues, attendance issues, low level disruptive behaviour (early intervention strategy), academic concerns, CP support etc. Once a pupil has been referred they will be seen at least once a week by a mentor, for as long as is deemed necessary, in order to provide adequate support and guidance. Mentors will share relevant information with teachers, HoY and STP as and when appropriate. Termly reviews take place between Mentors and STP.

Link Teachers

Pupils who are experiencing challenging circumstances (pastoral or academic) can benefit from a Link Teacher. The teacher will be chosen by the pupil in question, most likely a teacher the pupil feels comfortable with (All referrals are overseen by STP). The teacher will organise to check in with the pupil on a regular basis and provide a 'safe space' for open discussion to take place. The Link Teacher will always keep the HoY informed of meetings which take place and suggestions which may help the pupil navigate through the circumstances they find themselves in.

Counselling

The Ascert Counsellor is in school every Tuesday and the referral system is managed by the Senior Teacher Pastoral. Pupils can refer themselves in a number of ways e.g. email directly to the school counsellor, request via any member of staff or attend the 'drop-in' session.

Preventative Curriculum Programme

The Preventative Curriculum programme offered at Royal School Dungannon is comprehensive and current. Pupils in Year 8-14 are provided with workshops which enhance self-esteem, teach respect for self and others and encourage them to develop independence by accepting responsibility for their own actions. Programmes such as Hopeful Minds, Resilience Skills Training, Women's Aid: Positive Relationships Programme, Smashed Live: Drug & Alcohol Awareness, Young Enterprise Training, Relax Kids, Consent workshops, Made for More, Love for Life, Niamh Louise Foundation: Empowering Young Minds, Internet Safety, Addressing-Bullying workshops, Cultural Diversity Programme etc are embedded into the schedule offered on an annual or biennial basis.

Behaviour Management Spreadsheet

The Behaviour Management Spreadsheet is managed by a Reach Connect worker and is updated weekly. The HoY uses the information on the spreadsheet to identify pupils in need of early intervention strategies. Common issues include failure to bring resources to class, failure to produce homework, low level classroom disruption, engagement issues in and outside of the classroom. Heads of Year are focused on patterns emerging across these areas, while subject teachers and Heads of Department continue to deal with subject-specific issues. The HoY (liaising with STP where necessary) will decide on the appropriate means of support for each pupil identified (e.g. Form Tutor, HoY, Head of Key Stage, Senior Teacher Pastoral, Counsellor, Reach Connect mentor etc) in order to guide them to improved behaviour. All preventative measures are noted on the spreadsheet and regularly reviewed by STP.

Self-discipline

The promotion of self discipline is shown in how issues are addressed by members of staff, for example, lateness to school, failing to complete homework, uniform and minor behaviour problems. Pupils are always spoken to and have chances to conform before consequences are applied e.g.

- Lateness – pupils are spoken to following three lates and ways of improving punctuality are discussed
- If pupils appear on the list again they are issued with a detention warning and parents may be contacted if it is felt this would be of benefit.
- Where conversations and warnings of detention do not show an improvement a Friday detention is issued or in Sixth form a pupil's access to SFC is limited for a period of time.

The extracts listed below from the policy for homework show a similar approach with the aim being to help the pupil develop responsibility for their work: (see Homework policy for full details)

- Homework which has not been produced on time or which is seriously lacking in effort and completeness without good reason will be required for the next day. A SIMS behaviour point will be issued.
- If the homework is not produced the next day it will be required for the following day and additional work should be set. An additional SIMS behaviour point for Homework will be issued.
- If the same homework is subsequently not presented then the issue will be referred to the Head of Year and the pupil will receive a further SIMS behaviour point **and** a Friday Detention Request.

A Friday detention can also be issued by a HoY who notices a number of homework related issues, via the SIMS Behaviour Management Spreadsheet, across a range of subjects over a period of time.

- If a pupil receives a second Friday Detention for homework related matters then the Head of Year will ensure the Head of Key Stage is informed. The Head of Key Stage will work with the pupil (alongside the Head of Year) to establish a system that will allow pupils to re-engage with learning outside the classroom. This can be varied depending on the pupil and pastoral issues but could be working in a classroom after school, support cards, contact with parent/guardian etc. The objective is for the pupil to become self reliant and for the process to reach a good conclusion.

Consequences

When sanctions need to be applied the following are used:

Classroom consequences e.g. essays, lunchtime detention, supplementary homework.

Friday detention

A one-hour detention 3.45-4.45pm issued by the Head of Year who sends a form home notifying parents of the issue and the date and length of the detention.

This is for issues such as using a mobile phone during the school day, repeated lateness to school, repeated failure to produce homework or inappropriate behaviour. Friday detentions are issued via the Heads of Year (procedure in Staff handbook)

The Senior Teacher Pastoral reviews Friday detention. If a pupil has completed three Friday detentions the Head of Year should discuss the pupil with the Senior Teacher Pastoral. The HoY will speak with the pupil and may contact their parents. Positive behaviour support may be put in place to help guide the pupil to more positive outcomes going forward. The aim is to try to help the pupil change their behaviour but further infringement will result in a Saturday detention.

Saturday detention

A two-hour detention 9.00-11.00 is issued by the Senior Teacher Pastoral.

This is for more serious issues e.g. vandalism, leaving school without permission. As for Friday detention a form is sent home notifying parents of the issue and the date of the detention. Positive behaviour support may be put in place following on from the sanction to help guide the pupil to more positive outcomes going forward.

Suspension & Expulsion

A pupil may be suspended from School only by the Headmaster or in his absence the Deputy Head (for the time being performing the duties of Head.) Positive behaviour support may be put in place following on from the sanction to help guide the pupil to more positive outcomes going forward. (see Scheme for the Suspension & Expulsion of Pupils for details)

DISCRETION:

When assessing socially unacceptable behaviour a Head of Year will consider (in line with recommendations in The Addressing Bullying in Schools Act (Northern Ireland) 2016)

- pupil/s capacity to understand the impact of their behaviour.
- developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD etc.)
- Individual challenges e.g. family circumstances, trauma etc
- Levels of resilience.

All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution focused manner aligned to Safeguarding and SEND.

Boarding Department

In line with the school's aims and ethos, the boarding department seeks to encourage self-discipline and to help each boarder take responsibility for their own behaviour. Trust and mutual respect are essential to a successful boarding community and, as such, boarders should aim to develop and maintain trust between staff and themselves by following the established routines and rules of the boarding department. In turn, boarding staff are expected to act as positive role models and to provide excellent pastoral care for each boarder.

We seek to promote a positive boarding environment in the following ways:

- Praise is given to boarders by staff when positive behaviour is observed.
- A wide range of activities is offered to the boarders which are enjoyable and develop a sense of camaraderie between boarders.
- Regular recognition of boarders' achievements through boarding social media.
- Rewards are given to those who keep their dorm tidy.
- Boarding trips are organised during half-term and the end of the year.

When boarders do not meet the expectations or follow the routines of boarding, they will be spoken to by the member of staff on duty and their name will be recorded. No sanction will be given until a boarder's name is recorded three times. Boarders start each term afresh in terms of sanctions, giving them the opportunity to conform to the behaviour that is expected. Sanctions involve the removal of the boarder's phone for 24 hours.

More serious offenses, such as vandalism to boarding property, disobedience/rudeness to staff, and smoking/drinking alcohol, will result in a gating for the boarder committing the offence. Gatings are issued by the Head of Boarding after consultation with the Headmaster and may range from 2 to 7 days. Parents will be informed of a gating. Repeated offences of this nature may result in the boarder forfeiting his or her boarding place.

Boarding offences are dealt with in the boarding house and sanctions apply only to time in boarding i.e. not during the normal school day. Likewise, sanctions issued within the day school are applicable only within school and do not operate within Boarding.

The Legislative Context:

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
[The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
[The Children \(Northern Ireland\) Order 1995](#)
[The Education \(Northern Ireland\) Order 2007](#)
[The Human Rights Act 1998](#)
[The Health and Safety at Work Order \(Northern Ireland\) 1978](#)
[Welfare and Protection of Pupil's Education and Libraries \(NI\) Order 2003](#)

The Policy & Guidance Context

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
[Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

[United Nations Convention on the Rights of the Child](#) (UNCRC)

DE 2001 Guidance

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DE Circulars

(2003/13) Welfare and Protection of Pupils, Education and Libraries NI Order 2003
(2014/04) Pupil Participation
(2017/04) Safeguarding and Child Protection in Schools – A Guide for Schools
(2021/04) Suspensions and Expulsions
(2021/13) Restraint and Seclusion

ETI Documents

Inspection and Self-Evaluation Framework
Safeguarding Proforma Guidance

Achievement Points

Rationale

At RSD we are keen to encourage, acknowledge and reward the positive behaviour of our pupils. The following four categories have been selected to focus on when rewarding Achievement Points via SIMS.net. Two focus on Academic outcomes and two have a more Pastoral emphasis.

Category	Examples
Academic Achievement – designed to reward those pupils who complete academic tasks to a very high standard.	• Homework • Classwork • Test • Practical task
Effort – designed to reward the more average pupil who makes an impressive effort, significant progress or works to the best of their ability (fulfilling potential/overcoming difficult circumstances)	• Homework • Classwork • Test • Practical task • Completing extension activities.
Citizenship – designed to reward pupils who enter into the community spirit and ethos of the school.	• Volunteering/showing eagerness to help staff/pupils. • Taking extra care of school property/grounds e.g. litter picking. • Encouraging peers or showing considerable kindness to others. • Willing/effective involvement in pastoral initiatives. • Positive contributions to charity/fundraising efforts.
Extra-curricular – designed to reward pupils who a) show outstanding commitment or b) excel in their field. It may be relevant for Sport, Music, Drama, Pastoral or other.	• Demonstrate excellent performance/skills. • Show considerable improvement in a specific area. • Go over and above to help plan/co-ordinate activities. • Full attendance at committee meetings/training/practices.

These examples are not exhaustive and, whilst it is acknowledged that this system will operate at the discretion of each individual teacher, it is also essential that every member of staff adopts a consistent approach to ensure credibility is maintained.

When a pupil in KS3 accrues 5 points, they will be rewarded a dinner pass to skip the queue with a friend. KS4 pupils will be awarded a treat card for the Sixth Form Centre. KS5 pupils will be awarded a treat card for Halo coffee shop. A certificate will also be sent home to make parents aware of their child's achievements. There will be a Form Tutor group prize for the class with the most achievement points at Christmas, Easter and end of Summer term. This process will be overseen by Senior Teacher Pastoral and Heads of Year, with the support of a Reach Connect Mentor.