



HOUSTONE
SCHOOL

Rewards Procedure

Rewards and Recognitions:

We don't want to reward pupils for meeting basic expectations, but we should look to reward our pupils when they 'go the extra mile'. However, we need to ensure that there is a consistent approach that all staff can utilise and make sure it has little transaction cost. Tutors will discuss conduct with the whole tutor group together encouraging collective responsibility.

Below are the names of the awards as from the start of the academic year. They reference firstly the largest mountain in the United Kingdom, and subsequently the largest mountain in each of the 7 world continents. The idea is that once students have climbed one mountain, they incentivise and climb another larger mountain.

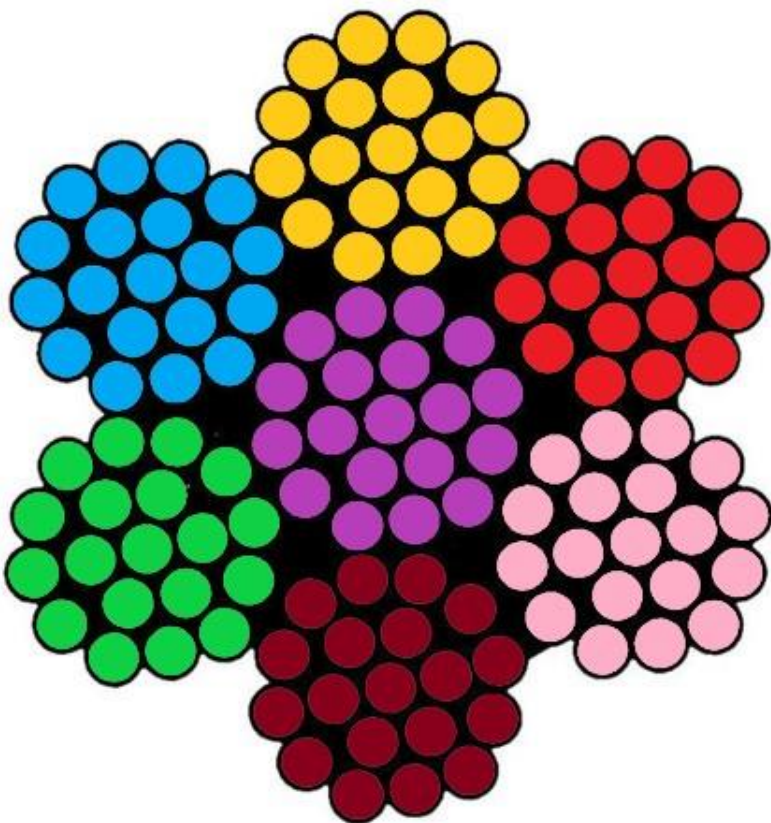
No. of House Points	Mountain Award Name
50	Ben Nevis
100	Mount Kosciuszko
200	Vinson Massif
300	Mount Elbrus
400	Mount Kilimanjaro
500	Mount Denali
600	Mount Aconcagua
700	Mount Everest

1. How house points can be earned:

- Gaining 100% of credits on an achievement card (3 HPS)
- Exhibiting one of the core habits in the Houstone Mountain Rope (1 HP)
- Representing the school in a sports fixture (1 HP)
- Representing the school in touring visitors or helping at an open evening (2 HPS)
- House points can also be awarded at the discretion of staff if they consider it appropriate or in line with a department policy



Houstone School Mountain Rope



- Resilience
- Self-Control
- Enthusiasm
- Gratitude
- Curiosity
- Generosity
- Taking Responsibility

‘Habits are like a rope; we weave a strand every day, and soon it cannot be broken’.

Horace Mann, 1848



Why a 'mountain rope'?

The mountain rope is designed to explicitly improve school culture. It is also designed to supplement the 'Mountain to success', an analogy to be referenced amongst staff and students alike. The 'mountain to success' however, may leave pupils with some misconceptions about what success looks like; simply progressing through school is not the equivalent to scaling the mountain. This clearly is not the case, not all of Year 10 will be ready to 'approach the summit', and not all Year 8 will yet be two fifths of the way up. What we do know though is that those who are most successful are so by habit. If we are to develop students who are successful we must identify what successful students do by habit, and reward students for exhibiting those habits.

This is where the 'Mountain Rope' comes in. The idea of a rope stems from the Horace Mann quote 'Habits are like a rope; we weave a strand every day, and soon it cannot be broken.' Students who show themselves to be resilient, enthusiastic, gratuitous, curious, generous, have self-control and take responsibility will be successful. In replicating those habits daily, they are 'weaving more strands' and have better habits (a stronger rope) to rely upon when times are hard. Students who do not regularly practice these habits (weave strands) do not have good habits (a rope) to hold on to in the tough times and so struggle to keep going in their mountain ascent. This could be dismissed as students 'not buying in', when in truth we must be explicit and demonstrate what success looks like. We know that practising makes something habit, and so this is where we must focus our attention to best support those that frequently 'fall' on the mountain, be it losing credits or frequent corrections, or removal from lessons. In a school where behaviour management and curricular thought create the bedrock for a transformative education, this must be a part of our focus.

These core habits that make up the mountain rope will penetrate into aspects of the house and reward system. House points will be awarded for exhibiting a particular habit e.g. "You have shown great curiosity in science" or "In spite of your poor mock performance last time, you have massively improved this time. That's great resilience" etc. The mountain rope can also be referenced in conversations about behaviour and corrections e.g. "You have struggled to instil self-control as one of your habits, and you need to work on building that good habit". The habits provide something of real substance for the students to recognise in others during their form time. This analogy will allow pupils to overcome self-imposed barriers and enable them to access the school's transformative educational opportunities.