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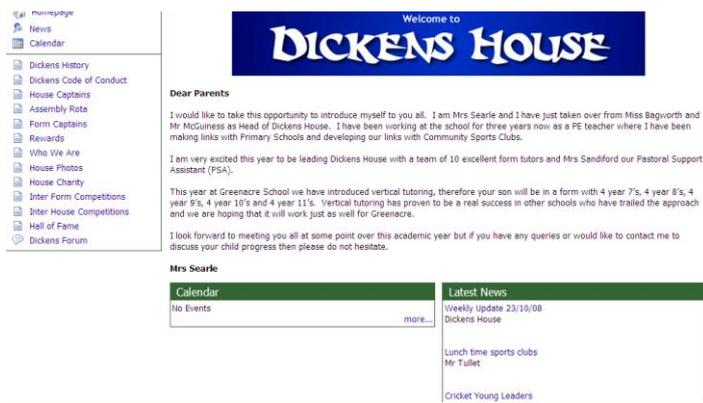
<b>School:</b> Greenacre School	<b>LA:</b> Medway
<b>Teacher:</b> Mr Reese	<b>Students:</b> KS3 & KS4
<b>Contact:</b> <a href="mailto:headteacher@greenacre.medway.sch.uk">headteacher@greenacre.medway.sch.uk</a>	
<b>Learning Focus:</b> To foster a sense of belonging, purpose and pride across 'houses' in school.	
<b>Curriculum Focus:</b> School Community	
<b>Tools used:</b> Custom Pages,  Forum,  Calendar,	

The idea behind this code of conduct is that **Greenacre** students leave school with the qualifications that they have worked hard for but also the manners that we as adults learn as children.

## Churchill Code of Conduct

**C**ommitted  
**H**elpful  
**U**niform  
**R**espectful  
**C**ourtesy  
**H**appy  
**I**ndependent  
**L**oyal  
**L**earn!





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### Form Captains

The role of the Form Captain is to help Form Tutors where necessary by helping in the smooth organisation and running of the form. Another important role of the Form Captain is to make sure that all House Points are collected on a weekly basis and forwarded to the Marlowe Pastoral Support Assistant.

Marlowe Form Captains are:

- JF** - Adam Snooks
- CN** - Billy Crosby
- DT** - Robert Pursey
- ER** - Callum Barfoot
- RS** - Ryan Smith
- TC** - Dan Pittman
- DN** - Sam Down
- JN** - James Clarke





**How this worked in practice:** The school is an all boys High school which is a Specialist Sports College and has High Performing School status. The school's 'House' structure has been established to support the student's sense of 'pride and belonging' and provides both guidance and opportunities for celebration. Each 'House' has a brief history page of the Historical Character after which it is named, an outline of the 'Code of Conduct', a 'Who's who' of the different key individuals for each House as well as a 'Hall of Fame' to celebrate achievements and successes and a House Charity which all the students support. It is a simple but effective structure which uses 'Vertical Tutoring' (across the year groups) to encourage the maximum 'Team Spirit' The system also encourages a competitive rivalry between the houses across a range of sporting, academic and fun activities.

**By the end of this sequence of work children had developed skills in:**  
**Learning:** Co-operation, Tolerance, Sociology, Motivation, Engagement.

**Next Steps:** The students and tutors could make further use of the forum tool to open up debate and discussion on any key 'House' issues and could use sound and films of inter house events and activities.