



# REWARDS POLICY

<b>Approving Body</b>	Local Academy Board
<b>Date Approved</b>	January 2025
<b>Version</b>	3
<b>Supersedes Version</b>	2
<b>Review Date</b>	January 2026
<b>Further Information/Guidance</b>	



## MISSION STATEMENT

### As a school:

- We are committed to high standards in all that we do
- We aim to provide a stimulating and caring environment where students feel happy and secure
- We encourage everyone to make the best of themselves and to achieve success

## AIMS

To ensure that the school has a holistic approach to ensuring students' positive behaviours, which are above the expected standards of the school, are recognised and celebrated in order to allow all students to achieve their full potential.

Our aim is to encourage all students to:

- learn to develop an understanding of the ways in which their positive behaviour impacts their own learning and the learning of other students
- share in the creation of a positive and vibrant atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe
- learn to control and take responsibility for going above and beyond the expected standards of the school
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others, including the impact of negative behaviours (see behaviour policy)
- develop a respect for property and the environment in which we all work

## OBJECTIVES

We intend to:

- provide effective teaching and learning which supports and encourages students' positive behaviour and attitudes to learning
- raise and develop staff awareness of individual behaviour needs so behaviours above and beyond those expected are celebrated and encouraged
- provide a safe environment for students, staff and visitors through the clarification of expectations of roles, rights and responsibilities
- **PRINCIPLES** – The school aims to, in line with the behaviour policy:
- value and promote good relationships between staff, students, parents and the community
- encourage self-discipline and personal responsibility
- assist students to develop social skills, to become responsible and well-adjusted people willing and able to contribute to a caring society
- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices
- respect the views and beliefs of others
- value equality of opportunity
- encourage full attendance and punctuality
- monitor progress and reward achievement
- promote positive support and liaison with parents, carers and appropriate outside agencies

## **PRACTICE**

Code of Conduct for students

Everyone should behave in a manner which shows respect:

- Respect for others – The behaviour policy
- Respect for school – Expected standards of behaviour (in the classroom and in circulation spaces)
- Respect for oneself – Uniform policy compliance, attendance and punctuality

## **PROCEDURES**

At the school we have certain expectations of our students and as such, the expectations below will not be rewarded as part of the rewards system:

*We expect* our students to arrive at school and attend all lessons on time.

*We expect* them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment.

*We expect* them to be in uniform as specified in the school prospectus.

*We expect* them to behave in an appropriate manner and display a positive attitude towards their work.

*We expect* them to be respectful to their peers, members of staff and visitors to the school.

The school has clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness
- clarity of expectations of both staff and students
- effective communication

## **REWARDS**

A systematic reward structure which is applied frequently, publicly and awards tangible recognition is essential for pupils taking responsibility for their own positive attitudes and behaviours for learning. It is key however, that any rewards issued to pupils must be applied consistently and for those attitudes and behaviours that are recognised to be above and beyond normal classroom expectations (Hallinger *et al*).

The senior leadership team and governing body considers the use of rewards as a key part of the behaviour management strategies used by the teaching and non-teaching staff at the school. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the school and by all staff. All students should have the opportunity to be rewarded for their contributions to the school community. However, these rewards must be for attitudes and behaviours which are above and beyond the expected standards at the school.

A reward can take many forms:

Spoken praise; written praise; star of the lesson; consistent star; house points; comments in a report book; certificates; positive contact with home or a Good News postcard. The consistent application of the reward system will lead to the generation of house achievement points.

## **LOUD AND PROUD**

Teachers can nominate students for outstanding pieces of work they complete in lesson. Once a week, nominated students take their work to a member of the senior leadership team where they have the opportunity to show and discuss their work. Students receive a certificate and a small reward for this. This takes place at a prominent position at lunchtime so that their achievements can be celebrated by the entire school community.

## **SHOUT OUTS**

Once a day, a senior leader will visit every classroom and ask the member of staff to nominate up to 3 students who have been working exceptionally well in lessons for a 'shout out'. The reasons for the shout out are discussed in lesson to celebrate their achievements with the rest of the class. Students who receive a shout out have this communicated home and at the end of the term, students with the most shout outs are rewarded.

## **ACHIEVEMENT POINTS**

Achievement points are awarded where pupils behaviours are exhibited during school time from the following categories:

- Trustworthy
- Brave
- Successful
- Excellent effort
- Brilliant work
- Great attitude
- Organised
- Homework completed
- Loud and proud
- Curriculum+ attendance
- Read to succeed
- Orator

Students may also receive achievement points for being the star of the lesson or consistent star, where a student has exhibited positive behaviours during the term.

Students will receive a certificate to acknowledge the following milestones:

Bronze:	100 achievement points
Silver:	200 achievement points
Gold:	300 achievement points
Sapphire:	400 achievement points
Headteacher award:	500 achievement points
Executive headteacher award:	600 achievement points

## **PLEDGES**

Students are encouraged to gain a breadth of experience at the school by working towards achieving 10 pledges that align with the school values of being 'Trustworthy' 'Brave' and 'Successful'. Pledges are achieved for contributing to extra-curricular events; community projects; cultural experiences; contributing to an Arts event; performing public speaking; achieving a community award; actively

participating in a charity event; completing the reading passport; representing the house/school in competition and regularly attending curriculum plus sessions. The completion of each pledge will be rewarded with 1 house point. Upon completion of each pledge, students receive badges to wear proudly as part of their uniform.

### **HOUSE POINTS**

The 5 houses compete for the annual house trophy with house points awarded based on a range of criteria including:

- House competitions e.g. inter-house sport or art competitions
- Subject tutor time challenges
- Total number of student achievement points
- Number of pledges gained per house
- Attendance including the number of students per house with 100%
- Accelerated reader
- Students can be awarded house points for individual acts of excellence such as raising money for charity or being a good citizen

The house with the highest number of house points at the end of the year is crowned 'house champions'.

### **PARTNERSHIP WITH PARENTS**

The school aims to work in partnership with parents and recognises the value this partnership has in supporting the management of students' behaviour and in particular encouraging positive behaviours. The academy welcomes parents into school to support learning, to share in the achievements of students, for social purposes and to share in the problem solving in relation to students who are experiencing difficulties. The school encourages staff to make contact with parents with regularity, to celebrate behaviours of a positive nature. All contact with home should be in line with school policy.

### **EQUAL OPPORTUNITIES**

The school aims to ensure that equal opportunities are provided for all students. The behaviour management programmes (rewards and sanctions) and support provided by the school aims to ensure that all students have equal opportunity to access the learning provision provided by the school. All behaviour data will be monitored to ensure that no specific group is disadvantaged in relation to access.

### **REVIEW OF THE POLICY**

This policy will be reviewed annually. All relevant parties will be involved in this review.