



REWARDS POLICY

Approving Body	Local Academy Board
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Supersedes Version	
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Further Information/Guidance	



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.

HOUSE ACHIEVEMENT POINTS

House achievement points are awarded from the following categories: Outstanding classwork; Academic achievement; Extra-curricular involvement; Entering a House competition; Excellent Homework and Pastoral contribution. Appropriate rewards will be allocated at regular intervals. Students will work towards gaining certificates of achievement at five levels – Bronze (25pts), Silver (50pts), Gold (100pts), Diamond (150pts) and Platinum (200pts). In addition to the certificates awarded, a letter of commendation will be sent to the parent / carer of the student receiving the award and a phone call home will be made to pass on the good news.

In addition to the above, curriculum areas can award achievement prizes each term in relation to progress/outstanding achievement in their subject area. Prizes will also be awarded termly for good attendance.

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 5 house achievement points. Upon completion of each pledge, students receive badges to wear proudly as part of their uniform.

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 regularly. All relevant parties will be involved in this review.