

# Rewards Policy

A reward system must be of value to the pupils, parents and staff. It is a system which provides a vehicle to measure and monitor progress and success via a broad range of opportunities. It has a hierarchical structure to allow for progression and challenge. The rewards system is designed to reflect all aspects of school life. The school will use all available means to publish and promote achievement by all members of the school.

## Aims

- To be inclusive for all.
- To recognise and celebrate a pupil's work, commitment and high levels of achievement.
- To promote the positive recognition of success amongst all members of the school community through public celebration and contact with parents and carers.
- To celebrate progress made by the pupil.
- To encourage progress in all aspects of school life.
- To reward pupils frequently for a variety of achievements.

**All staff should be actively engaged in carrying out this policy.**

Rewards will involve all or some of the following:

- Teacher response to all positive work and contributions in the classroom from pupils, often praise and encouragement.
- The display of pupil work from the class and homework, making full use of classroom boards, landing and corridor displays. Whenever displayed, work may include a comment and grade.
- When appropriate, and if time allows, positive statements should be recorded in the planner.
- Marked work should include praise and advice on how to improve work (WWW & EBI).
- House points should be recorded on the TK card by the teacher. It is the responsibility of the student to look after and present the TK card.
- When a student is awarded departmental level praise, a postcard will be sent home. This will comply with department policy on what triggers such a postcard.
- Pastoral recognition will be awarded by the Head of Year for additional achievements and contributions to school and community.
- House points will be included in the House Competition.
- The maintenance of high achievement and excellent effort will also be acknowledged at the annual Celebration of Achievement.
- SMT commendations will be awarded for exceptional behaviours and achievements.

There are 4 types of rewards that students could receive:

- 1. Teacher House Point (1 stamp/signature)** – May be awarded for: making consistently good progress or meeting target grade in (significant) assessments, exceptional in lesson effort or exceptional effort with homework. To be applied in line with department policies.

2. **Departmental Postcard (3 stamps/signatures)** – May be awarded for: consistent, outstanding or exceptional attitude in lessons. Exceeding target grade of significant assessments. Rapid and sustained progress towards target grades. To be applied in line with department policies.
3. **Pastoral Recognition (3 stamps/signatures)** – May be awarded for: consistent and active contributions to the TK community. 100% termly attendance. To be applied in line with agreed pastoral policy.
4. **SMT Commendation (5 stamps/signatures)** – May be awarded for: exceptional behaviours that act as a role model to others. Consistent, exceptional effort or achievement over a significant period of time.

### **IN KEY STAGE 3**

Certificates to be awarded as follows for the completion of rewards cards as follows:

- |          |            |            |                      |
|----------|------------|------------|----------------------|
| • Year 7 | 1 = Bronze | 3 = Silver | 5 = Gold certificate |
| • Year 8 | 1 = Bronze | 3 = Silver | 5 = Gold certificate |
| • Year 9 | 1 = Bronze | 3 = Silver | 5 = Gold certificate |

### **IN KEY STAGE 3 & 4**

Once a reward card is completed the student should present it to their Head of Year. This will then give an entry to the prize draws. Each term there will be a prize draw and at the end of the year there will be a final grand prize.

**These cards, once completed will also be recorded as house points by the front office, and stored by the Head of Year ready for the prize draw.**

The House system will continue to give students the opportunity to be rewarded for whole school and community involvement.

### **The Keble Award**

In both key stages progress towards the Keble award will be monitored.

Keble awards will be awarded during the final assembly in each year group for:

- A positive behaviour record
- Attendance greater than 95%
- A high average effort grade (taken from the progress reviews)
- Participation in extracurricular activities
- Contribution to the school / local community

Students who achieve the Keble award will be presented with a Keble Award badge and certificate as part of the annual Celebration of Achievement, in recognition of their efforts. Students can achieve a Keble Award once in each academic year.

Please see Appendix 1 and Appendix 2 below.

Positive behaviour example	Reward	Sims Points	Proposed approx. frequency	Outcome
Positive on task behaviour or contribution to lesson.	Verbal Praise given	0	Very regular, most students at least once per lesson	Positivity about continued educational and social success.
Making consistently good progress or meeting target grade in (significant) assessments, <b>exceptional</b> in lesson effort or effort with homework.	Teacher House Point	2	Most students should have the opportunity to gather 1 or 2 teacher house points every week (across all subject areas not per subject area). This would roughly equate to an opportunity to achieve a reward once every 3 to 5 lessons at most in each subject area.	Single reward on reward card.
<b>Consistent</b> , outstanding or exceptional attitude in lessons. <b>Exceeding</b> target grade of significant assessments. <b>Rapid</b> and <b>sustained</b> progress towards target grades.	Departmental Postcard	6	Departments to meet to discuss students worthy of departmental postcards approx. 2 per teaching group as indicated under "Outcome" (see example behaviour). Exceptional performances also to be considered on as needed basis by both pastoral team and departmentally teachers can refer students to HOD as they feel appropriate.	Departmental or pastoral postcard sent home. 3 rewards of reward card "completed" by HOD or HOY. <ul style="list-style-type: none"> <li>• Departmental postcards issued to KS4 classes at the end of Terms 1, 3 and 5.</li> <li>• Departmental postcards issued to KS3 classes at the end of Terms 2, 4 and 6.</li> <li>• Pastoral postcards are issued 3 times per year at the end of Terms 1, 3 and 5.</li> </ul>
<b>Consistently</b> exceeding the expectations of the TK values. 100% termly attendance.	Pastoral Recognition		Per TG tutor to recommend 2 students per term for consideration for pastoral recognition, taking into account effort data and aggregate point scores. Exceptional performances also to be considered on as needed basis by both pastoral team and departmentally teachers can refer students to HOY as they feel appropriate.	
<b>Exceptional</b> behaviours that act as a role model to others. Consistent, exceptional effort or achievement over a significant period of time.	SMT Commendation	10	Head of Year pass recommendations (supported by tutors) to SMT 3 times a year. IF HOY or HOD feel the a student is worthy of a SMT commendation then they can refer individuals to SMT.	Letter written by Head of Year outlining the reason for the commendation (signed by SMT). SMT to meet with students and congratulate and complete 5 rewards on card.
<b>Outstanding model student</b> taking into account, behaviour, achievement, attendance and support of the school and its values.	Student of the Year Award	12	One student per year group per year.	Recognised at Celebration of Achievement assembly. 6 rewards completed on card.

SIMs Points	Sanction	Negative Behaviour examples	Level	Positive behaviour example	Reward	House/SI MSs Points
0	In class verbal reprimand	Off task behaviour (minor)	1	Positive on task behaviour or contribution to lesson	Verbal Praise given	0
1	Break time detention	Disruption to learning, failure to complete homework. Poor effort in class.	2	Making consistently good progress or meeting target grade in (significant) assessments, exceptional in lesson effort or effort with homework.	Teacher House Point	2
2	Lunchtime Detention					
3	Department Afterschool	Repeated disruption or failure to complete homework. Health and safety breach. Use of foul language.	3	Consistent, outstanding or exceptional attitude in lessons. Exceeding target grade of significant assessments.  Rapid and sustained progress towards target grades	Departmental Postcard	6
4	HOD After school	Failure to respond to previous sanctions. Serious or persistent disruption to learning. Pupil sent to SST.				
5	HOY After school	Failure to respond to previous sanctions. Serious or repeated inappropriate behaviour at social times. Failure to respond to report process.	4	Consistently exceeding the expectations of the TK values.  100% termly attendance.	Pastoral Recognition	
6	Head teacher After school					
8	Isolation	Failure to respond to previous sanctions. Serious or persistent disruption to learning across several subject areas. Repeated defiance to staff. Use of Foul language directed at students or others.	5	Exceptional behaviours that act as a role model to others. Consistent, exceptional effort or achievement over a significant period of time.	SMT Commendation	10
10	Fixed Term Exclusion	Verbal abuse to staff, failure to respond to lower sanctions.				
12	Permanent Exclusion	Failure to moderate behaviour or respond to interventions. Behaviour unmanageable in school.	6	Outstanding model student taking into account, behaviour, achievement, attendance and support of the school and its values.	Student of the Year Award	12