

## **SANDY UPPER SCHOOL & COMMUNITY SPORTS COLLEGE**

### **Rewards Policy**

#### **Rationale**

We wish to develop a positive learning environment and an ethos of excellence, where students are proud of their achievements.

We will promote a purposeful work ethic, through recognising and rewarding desirable behaviours and dispositions that are above those expected. 'Doing the right thing' should be the norm, and will be achieved by making students responsible for their own actions.

Staff should actively find ways to praise and encourage students. This could be praising a whole class, a group or an individual within or outside of the classroom. Where specific behaviours meet the criteria given then 'points' can be awarded. In addition, department areas will post to parents 'praise postcards' for particularly outstanding achievements. There are also termly whole school 'praise postcards' for meeting and/or exceeding target grades. There is a poster in each classroom showing the 'Steps to Rewards' alongside the 'Steps to Consequences' (Appendix 1)

#### ***Points***

Students will gain points for the behaviours described below. Points will lead to a range of certificates etc. The form groups with the most points at the end of the year will be rewarded with a subsidised day trip.

Form tutors will display a league table for individuals in their form and other information provided by the Year Leader. Year Leaders will maintain and publicise a fortnightly league table of form group points. They will also liaise with each other to publicise a year group league table.

All staff will be provided with a stamp. Student planners will have pages on which the points can be recorded by the teacher with both the stamp and their signature. Staff should also record points awarded on SIMS (training provided).

#### **Positive Behaviours which gain points**

There will be common categories across all subject areas:-

- Excellent Effort
- Excellent Contribution
- Excellent Improvement (in effort, behaviour or quality of work)
- Excellent Performance

In addition, there will be points awarded for attendance, contributions in the form and for activities outside of the classroom e.g. participation in productions, community service, citizenship.

## **Recognition**

At threshold levels of points the following postcards will be sent home in recognition:-

<b>Threshold number/activity</b>	<b>Recognition</b>
15	Form Tutor postcard
25	Year Leader postcard
35	Director of Learning postcard
45	Deputy Head postcard
55	Deputy Head postcard
65	Deputy Head postcard
75	Headteacher letter
100	Chair of Governors letter
	The form groups achieving the most points will be able to attend an end of year subsidised day trip
100% attendance in half a term (individual)	Certificate/newsletter Non uniform day (individual) 5 points
100% attendance or best in half a term (form)	Certificate/newsletter Non Uniform day (form)
Meeting or exceeding target grades in a term	Praise postcard/newsletter plus 10 points
Good progress/effort/attainment in subject areas – termly	Praise postcard plus 5 points

## **Roles and Responsibilities**

### **Students**

- Will ensure they have their planner with them each day and open on the desk each lesson
- See staff to collect points as they are rewarded

### **All school staff (teaching and non-teaching)**

- Staff to award points consistently as agreed and displayed in each classroom – work to minimum of 10 per week (2 per day)
- Should praise students when they do well
- All staff to use stamp and signature as proof awarded and log this on SIMS by the end of the same day.

### **Form tutors**

- Should praise students when they do well
- Actively promote the policy with their form group encouraging a competitive spirit
- Ensure up to date display with the support of Year Leaders
- Monitor reward position with individuals

### Year Leaders

- Attend each tutor group weekly
- Should praise students when they do well
- Maintain good communication with form tutor
- Monitor consistency of application of policy and report to Deputy Head at link meetings
- Identify awarding inconsistencies amongst students
- Promote reward policy and positive ethos
- Generate rewards and certificates as required
- Produce fortnightly league tables by form, inter-form, year
- Maintain league tables on foyer screen weekly
- Present some awards in assembly
- Invite SLT to award others in form room or assembly
- Generate letters to parents
- Publicise rewards in bulletin and newsletter

### DOLs

- Promote positive ethos through assemblies and everyday interactions
- Present certificates and rewards

### Subject leaders

- Praise students when they do well
- Ensure consistent application of the policy across the subject area
- Arrange for praise postcards to be issued as appropriate

### SLT

- Present higher level rewards
- Praise
- Raise issues with link Subject Leaders where inconsistencies in application of the policy

### Parents

- Reinforce with praise at home as threshold levels for points are reached

### Governors

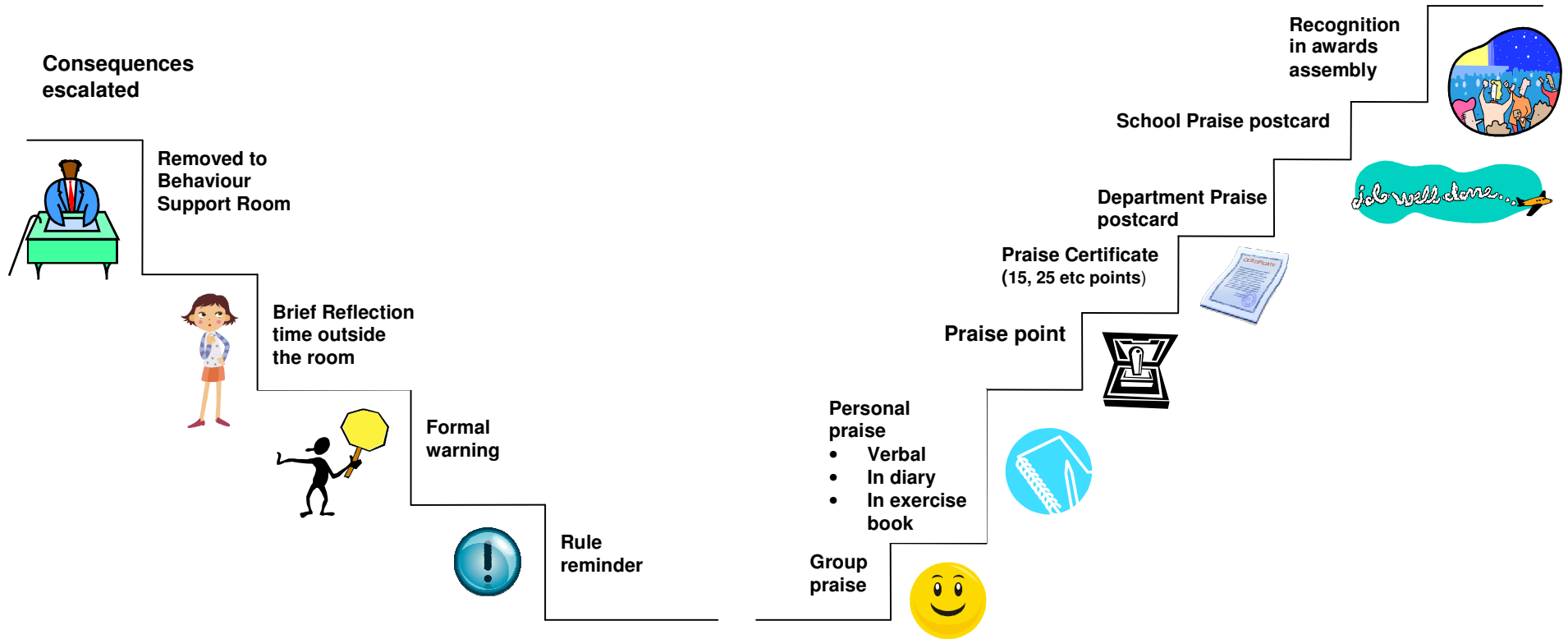
- Provide and present specific award at end of year celebration assemblies

## **Monitoring and Evaluation**

Subject Leaders will monitor the consistent use of the policy specifically in relation to the points system. The deputy head will have overall responsibility for monitoring this and evaluating its impact. The policy will be reviewed annually

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Enhanced exam results & improved life chances



## STEPS TO CONSEQUENCES

## STEPS TO REWARDS

The Stepped Behaviour Process applied for low level disruption in the classroom. Teachers have the right to miss out stages if the behaviour warrants it

First Implemented 2008				
Review & Evaluation	Rewritten Revised	Staff Resp	Gov S/C	Review Cycle
	Draft 2008	AT	Business	
	Sept 2010	AT	Standards	