



Rewards Policy

Date: May 2024

Review date: May 2025

Approved by Advisory Board: May 2024

Linked with other policies:

- Behaviour

Signed:

S. Day

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
1	May 2021		No changes
2	May 2022	P3 Point 2	'Departmental' removed
		P3 point 3	Pastoral recognition removed
		P3 point 7	Removed: As students reach 200 points they will be awarded a certificate in assembly.
		P5 point 2	Added: Choice of reward from prize selection
		P5 Point 3	Removed: Teachers to meet to discuss students' worthy of departmental postcards approx. 1 per teaching group per half term. And 'by both pastoral team and departmentally' Departmental or pastoral [postcards] removed
		P5 point 4	References to pastoral team/recognition removed 'by both pastoral team and departmentally' And 'Or by achieving agreed attendance target' Removed
		P5 point 7 added	Class rewards/outing
		P5 point 8 added	Key Stage 4 student – voucher rewards
3	May 2023		No changes
	May 2024	P3 (rewards)	Removed 'Whenever displayed, work may include a comment and grade'
		P3 bullet point 6	'departmental' replaced with 'subject'
		P3 bullet point 9	Removed: 'in assemblies'
		P4	Point 7 removed re. Behaviour for Learning (BFL).
		P4	'House assemblies' changed to rewards decided by SLT each half term
		P4 3 rd paragraph	'Pupil Asset' changed to 'our current Management Information System'
		P6	[Head] boy and girl changed to 'students'
		P6	Reading Reward Trip - added

A reward system must be of value to the students, 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 student'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 student
- To encourage progress in all aspects of school life
- To reward students 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 students, often praise and encouragement.
- The display of student work from the class and homework, making full use of classroom boards, landing and corridor displays.
- 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.
- House points should be recorded in the homework planner diary by the teacher. It is the responsibility of the student to look after the planner.
- When a student is awarded subject level praise, a postcard will be sent home.
- Pastoral recognition will be awarded by staff 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 weekly and at the end of year service. It is here the trophies will be handed out.
- Headteacher's certificates will be awarded for exceptional behaviours and achievements.

There are 6 types of rewards that students could receive:

- 1. Teacher House Point (coloured token)** – May be awarded for: making consistently good progress or meeting target grade in (significant) assessments, exceptional in lesson effort or exceptional effort with homework.
- 2. Postcard** – May be awarded for: consistent, outstanding or exceptional attitude in lessons. Exceeding target grade of significant assessments. Rapid and sustained progress towards target grades.
- 3. Head Teachers certificates** – May be awarded for: exceptional behaviours that act as a role model to others, consistent and exceptional effort or achievement over a significant period of time or other actions at the discretion of the Headteacher.

- 4. Rewards Trips** – May be awarded for: exceptional behaviours that act as a role model to others, consistent and exceptional effort or achievement over a significant period of time. The limited places on these trips will be assigned by an SLT.
- 5. Prefects and leadership roles** - On a yearly bases the Headteacher and SLT will appoint students to these roles who represent the values of All Saints school.
- 6. Individual rewards on behaviour management plans**

The House system will continue to give students the opportunity to be rewarded for whole school and community involvement. The house with the most house points at the end of each half term will receive a reward decided by SLT for each half term (examples include additional 10 minutes' playtime, hot chocolate, non-uniform day, trip to the beach). The budget will be set by the SLT.

At All Saints School we believe in the principle of 'catching them being good'. Some students struggle to behave consistently well for a whole lesson, it is therefore vital to find something positive to say about a student and acknowledge their good actions whenever we can.

It is expected that a student can receive an award at some point during the lesson and still achieve a low behaviour score as recorded on our current Management Information System. This policy will enable the SLT to ensure all students are receiving praise and encouragement or intervene if not. It will also give the opportunity to monitor that all staff are offering meaningful and regular praise for all our students.

All our students are worthy of praise, encouragements and acknowledgement; it is up to us to make this happen.

Positive behaviour example	Reward	Proposed approx. frequency	Outcome
Positive on task behaviour or contribution to lesson.	Verbal Praise given	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, exceptional in lesson effort or effort with homework.	Teacher House Points Choice of reward from prize selection	Most students should have the opportunity to gather 1 or 2 teacher house points every lesson. Students may be given the option to choose a small token as a reward (eg. Highlighter pens, notebook)	Single reward token and recorded in planner
Consistent , outstanding or exceptional attitude in lessons. Exceeding target grade of significant assessments. Rapid and sustained progress towards target grades.	Postcard	Exceptional performances also to be considered on as needed basis; teachers can refer students to SLT as they feel appropriate.	Postcard sent home.
Consistently exceeding the expectations of the All Saints values. Improving attendance.	Recognition	Exceptional performances to be considered on as-needed basis; teachers can refer students as they feel appropriate.	
Behaviour for learning	Certificate Special prize	Each half term the student who scores the highest total each half term receives a special prize.	
Exceptional behaviours or work that act as a role model to others. Consistent, exceptional effort or achievement over a significant period of time.	Head Teacher Certificate	Teacher to recommend students to Headteacher. Typically one given per student each term or as appropriate.	Headteacher certificate given out in assembly.

<p>Prefects / leadership roles</p> <p>Outstanding model student taking into account, behaviour, achievement, attendance and support of the school and its values.</p>	<p>Leadership pin badges</p> <p>Head Students</p>	<p>These roles will be assigned yearly by the SLT to students who represent the values of All Saints School.</p> <p>Two students in year 11</p>	<p>Prefect and leadership, roles issued and monitored.</p> <p>Announced at end of year service.</p>
<p>Class Rewards</p>	<p>Class Outing</p>	<p>Classes work towards a larger reward or trip (eg. A visit to Amazona Zoo)</p>	
<p>Key Stage 4 Students (years 10 & 11)</p>	<p>Vouchers</p>	<p>Vouchers may be awarded for consistent achievements, meeting all expected targets</p>	
<p>Reading Reward trip</p>	<p>Money to spend</p>	<p>30 Credits = £5, a bronze star badge & certificate ◦ 60 Credits = £5, a silver star badge & certificate ◦ 100 Credits = £10, a gold star badge & certificate ◦ 150 Credits = £10, a platinum badge & certificate ◦ Read four times (planner signed by an adult) = 4 credits. ◦ Read a whole book – do one of the following to receive your credits; A book review, a drawing related to the book, a character study, a letter to the author, a conversation with a member of staff or by adding a review to the Library Jamboard.</p>	<p>Badges and certificates given out in assembly and visit to the shops to spend money</p>