

# OASIS ACADEMY PARKWOOD



## REWARDS POLICY

APRIL 2016

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# Rewards Policy

## 1 Aims and objectives

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly according to their needs. We are a caring community, whose values are built on mutual trust and respect for all. We believe that these values combined with rights, responsibilities, routines and rewards will result in the best behaviour for learning.

1.2 The school rewards good behaviour, as we believe that this is the best way to develop an ethos of kindness and cooperation. This policy shows how and when we encourage and praise good behaviour and self-discipline. We are all free to make our own choices. Good choices lead to good consequences (rewards) whereas poor choices lead to bad consequences (sanctions).

1.4 We treat all children fairly according to their needs and apply this behaviour policy in a positive and consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become confident, responsible and increasingly independent members of the school community.

## 2 Rules and Rewards

### 2.1 Rules

The school promotes the following rules:

**Always be kind.**

**Always be honest.**

**Always work hard.**

**Always listen well.**

**Always ask for help and share problems.**

**Always look after your belongings and those of others.**

### 2.2 Rewards

We believe that self-esteem affects behaviour and impacts on learning and performance. Reinforcing good behaviour helps our children feel good about themselves and keeps them focused. We are constantly looking for opportunities to reward them suitably for good behaviour.

### 2.3 Daily classroom-based rewards

- Smiles, positive comments, praise.

The impact of these apparently minor rewards should never be underestimated. The majority of children value the approval and warmth of the

key adults in their lives highly and a huge smile and sincere “Well done!” can mean the world.

These should be used as often as needed for such actions as: doing the right thing in a learning situation: e.g. improvement in presentation or attainment; doing the right thing in a social situation: e.g. thanks for clearing away, holding a door etc. or behaving well as per expectations (modelling for other children).

Some children can struggle to accept praise and in these cases staff use the Grounded Praise technique. Grounded Praise is a very specific and effective way of giving praise to children who struggle to accept it.

When giving Grounded Praise always use the following formula:

**Name** → **Description** → **Praise** → **Affirmation**

e.g. Wow, **David**, **your handwriting in this paragraph** is the **neatest on your table today** because **you’re such a hard worker**.

Using the child’s name, a precise description of what they have done and what this means, makes the praise more difficult to shrug off.

- Stickers

These should be used as often as needed for good learning: e.g. answering a difficult question, adding a new line of thought to a discussion, picking up something new very quickly, doing more work than expected in a lesson, getting all the work set correct etc.

Stickers accumulate in special booklets. Once the booklet has been completed the child earns a certificate and a certain number of certificates equal bronze, silver and gold badges which the children can wear on their uniform.

- ‘Congratulation slips’

These are awarded as often as deserved for good behaviour and positive attitude to school life above and beyond the norm: e.g. going out of their way to be kind to others, working/playing particularly well with others or working hard outside lesson time, such as working on something extra at home which supports their learning.

Congratulation slips contribute to points for the school House system. Weekly totals are announced in the Friday whole school assembly and on the academy website and that week’s winning team may wear non-uniform on the following Friday. The children value congratulation slips highly for this and anecdotal evidence suggests that some parents reward offspring who bring them home with cold hard cash!

The overall winning House is rewarded at the end of each term with a special activity or privilege e.g. party, bouncy castle, entertainer, complimentary non uniform etc. Ongoing House Team point totals are displayed in the school hall.

- Principal's stickers

Exceptional learning in a lesson. Something which for that child is so exceptional that it merits recognition from someone even 'more special' than the class teacher. These again are unlimited.

The incident is logged in the Principal's Special Book and the child is given a special sticker to recognise the fact. 5 occasions in the book trigger a text message/letter/postcard to parents. An unlimited amount of these could potentially be sent in a term.

NB Just stickers can also be given in a similar way by other staff whom the child regards as 'special'.

#### 2.4 **Weekly Rewards.**

Celebrating success helps pupils achieve more and we celebrate success regularly with a number of weekly rewards.

- Pupil of the Week – each teacher awards a trophy and a certificate in Friday Assembly to a pupil in their class who has shown good or improved aspects of behaviour and the child goes to a tea party with the Principal.
- Special Table – for children who demonstrate good behaviour above and beyond the norm at lunchtimes. Those children are invited on a Friday to sit on the Special Table with a friend of their choice on the following Monday. The Special Table is attractively set and each child has a sweet as a treat.
- Mathlete of the Week – scores on Mathematics are collated by the Maths Lead and the highest that week in each class is given a badge to wear and has their name put up on the leader board display between the two halls.
- Reading Certificate – awarded in class to each child who has 5 home reads per week recorded in their diary. These are cumulative towards a termly award.

#### 2.5 **Monthly Rewards**

- The school acknowledges all the efforts and achievements of children out of school in a monthly Talent Assembly. This gives children the opportunity to show and talk about belts, trophies, badges, awards, certificates, rosettes, medals etc that they have won in a variety of activities such as swimming, football, cricket, martial arts, dance, Cubs, Brownies, bowling etc. They receive a certificate from the school and have their names recorded in a Special Book to celebrate their achievement.

#### 2.6 **Half-termly Rewards**

- Special Award – each teacher chooses a pupil in their class who over that half term has consistently shown good or improved aspects of behaviour or strides forward in learning. Their name and achievement is recorded in a special book and they are awarded a special merit badge at the Special Awards Assembly. The parents of the chosen children are invited to attend the assembly and afterwards have a drink and a biscuit together.

## 2.7 Termly Rewards

- Reading Awards: All children who have read 5 times a week for most of the weeks in that term are awarded a book token to be exchanged for a book from the school book shop. Also each member of teaching staff nominates a child termly for hard work or good attainment in reading and a child is chosen from those nominations to receive a reading trophy.
- Writing Awards: each member of teaching staff nominates a child termly for hard work or good attainment in writing and a child is chosen from those nominations to receive a reading trophy.
- Maths Awards: each member of teaching staff nominates a child termly for hard work or good attainment in maths and a child is chosen from those nominations to receive a reading trophy.
- House Team Reward: A joint end of term fun reward for all members of the winning House Team who have earned the most Congratulation Slips over that term.
- 'Platinum Time': This is a termly/half termly behaviour reward to celebrate those children who always do the right thing and never get sanctions. Platinum time is a lesson/afternoon where children who have had no sanctions at all per half term/term can choose from a range of special fun activities e.g. cooking, i-pads, art, PE etc.

## 2.8 Yearly Rewards

- Whole School Trip (summer term): After Easter the children of the School Council decide on a minimum number of Disappointment Slips. Any child who gets that many or more during the Summer Term is not allowed to go on the trip and stays in school and works for the day. Any child who is excluded in the same time frame is automatically removed from the trip.
- Oasis Awards: The Awards have six categories and all Y6 children in Oasis Academies across the country can be nominated for outstanding attainment, behaviour, attitude etc. All nominees go to a huge event and a child is chosen to win in each category. Even if the nominee doesn't win, just attending the event and being nominated is a reward in itself!

### **3 Records of Rewards**

Staff keep semi-formal reminders of who has been awarded Pupil of the Week, the half/termly Special Awards and Maths/Reading/Writing Rewards to remind themselves of who they have already nominated.

Names and details of children nominated for Talent Assembly, Special Awards, and the Maths/Reading/Writing Rewards are recorded in special hard back books which are displayed outside the Principal's Office.

Children eligible for Platinum Time are identified and recorded through the half-termly behaviour monitoring.

### **4 The role of the class teacher**

4.1 It is the responsibility of class teachers to ensure that the school rewards as detailed on our Reward Ladder are used fairly and whenever deserved in their classes. Copies of the Reward Ladder are clearly displayed in all classrooms.

4.2 The class teachers in our school have high expectations of the children and taking each child's individual capabilities into consideration, only the best and most worthy efforts, behaviour and attainment are rewarded. This helps to maintain the value of the reward to the child and encourages children to strive to earn the rewards.

4.3 The class teacher is expected to report to parents about the progress of each child in their class in line with the whole-school policy and verbal feedback at the beginning or end of the day when a child has done particularly well is always welcomed.

### **5 The role of the Principal**

5.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school reward policy consistently throughout the school, and to report to the Academy Council, when requested, on the effectiveness of the policy.

5.2 The Principal supports the staff by implementing the policy, by taking part in the Principal's designated part of the Reward Ladder and by supporting staff in their implementation of the policy.

### **6 The role of parents**

6.1 Learning success and positive behaviours are communicated to parents informally on a daily basis, via termly Parents' Evenings and through the written annual report. Parents of children who have been given the Special Award are personally invited to the Awards Assembly.

6.2 The school collaborates actively with parents. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home–school agreement so that children receive consistent messages about what behaviour merits reward. Parents are encouraged to celebrate their children’s rewards and successes at home.

6.3 We communicate the school rewards system in the Reward Ladder. The Reward Ladder is given out to all families at the start of each academic year and is available on the academy’s website.

## **7 The role of the Academy Council**

7.1 The Academy Council has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Principal in adhering to these guidelines.

## **8 Monitoring and review**

8.1 The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records concerning rewards. Refer to Section 3

8.3 The Academy Council reviews this policy every two years. The Academy Council may, however, review the policy earlier than this if the government introduces new regulations, or if the Academy Council receives recommendations on how the policy might be improved.