



## **Murray Park School**

<b>Title of Policy</b>	<b>Rewards</b>
<b>Date of adoption</b>	<b>Autumn 2016</b>
<b>Originator</b>	<b>Robin Whyman</b>
<b>Date of review</b>	<b>Autumn 2019</b>
<b>Additional information</b>	

## Rewards

### Mission Statement

We consider it is important that praise and rewards should have a considerable emphasis within school and students will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and adherence to the code of conduct. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently poor. It is expected that good standards of behaviour will be encouraged through the consistent application of our code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos. It is important to develop and maintain consistency in the application of the reward system.

### Aims

- To develop a consistent pattern of rewards, which are known, understood and agreed to by all
- To support the school's Code of Conduct
- To promote desirable behaviour amongst students
- To encourage all students to make progress in their studies
- To promote good attendance
- To promote consistency across the school when rewarding students for their work or behaviour
- To promote a positive ethos of success and achievement that is accessible to all students

### Implementation

This will be achieved in the following ways:

- **Informal** rewards (such as giving praise for appropriate behaviour in and outside the classroom)
- **Formal** rewards for agreed aspects of school life.

The following are examples of how **informal rewards** may be employed. Staff are encouraged to use these for academic achievement, appropriate behaviour and outstanding effort. Examples include:

- General praise and encouragement in lessons, which should be used as much as possible
- The Head Teacher or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate

- The Director of Teaching and Learning or Head of Year to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate
- Recognition to be given to success of differing kinds in assemblies or in form time by form tutors and Heads of Year
- Students' work to be displayed as much as possible in order to give recognition to it
- A letter/postcard/phone call/comment in planner to parents covering a wide variety of academic and non-academic achievements
- Praise certificates to be handed out in lessons, tutor time or in assemblies

**Formal rewards** are used to praise academic achievement, appropriate behaviour, outstanding effort and attendance. These rewards are divided into two distinct categories; the 'My Stickers' system and Rewards Trips.

#### The 'My Stickers' system

The school has purchased individualised stickers that are linked to the 'My Stickers' and 'Carrot Rewards' online rewards system.

- Students are issued an individualised sticker which is used to register points on their home page account at [www.mystickers.co.uk](http://www.mystickers.co.uk)
- Pupils are allocated an individual username and password with which to access their home page
- Students, with the consent of their parents, may activate the parental notification facility on [www.mystickers.co.uk](http://www.mystickers.co.uk) which automatically emails parents when they log a new reward on their home page in order to share their successes.
- Each sticker is an entry into a whole school half termly prize draw
- Subject areas and Year groups are encouraged to create their own prize draws choosing a time scale and prize as they see appropriate
- Stickers can be awarded in lessons for students who have made clear academic progress relative to their ability
- Stickers can be awarded pastorally for students who demonstrate desirable behaviour e.g. punctuality, having planners regularly signed or good uniform
- Stickers can be awarded on Enrichment Days for effort and participation exceeding that of others
- Stickers can be rewarded by SLT for students who represent the school, engage in extra-curricular activities, make excellent academic progress or demonstrate desirable behaviour around the school
- Further rewards criteria may be adopted as the system is developed
- Stickers are limited to an allocated ratio of 1 per lesson, staff are able to reward these as they see appropriate. This is designed to add value to the reward and create a reward 'currency'
- The statistics generated by the rewards system can be accessed online at [www.carrotrewards.co.uk](http://www.carrotrewards.co.uk) . Staff are encouraged to share these statistics with students in order to celebrate achievement and promote further desirable behaviour

- e.g. pupil leader board, rewards per form group, rewards per Year group, rewards per subject
- Regular interviews with student panels will advise on the pupil's perception of the success of the 'My Stickers' system and the appropriate choice of desirable prizes to maximise pupil engagement

The 'My Stickers' rewards are not intended to be used as an award for effort alone. Although pupils may be awarded for their achievement relative to the rest of the class, this must represent individual progress on a pupil's behalf and is not in itself a criteria for reward. Stickers should not be handed out for being "first to finish" or for regularly completing homework, but for the quality of work and progress. Staff are encouraged to use the stickers to support their marking of pupil's work. The perception of pupils is important when making an award and the process should be transparent and fair. The 'My Stickers' system is not designed to reward attendance which operates as the separate system outlined below.

### Attendance Rewards Trips

These are designed to reward students who have demonstrated excellent attendance and behaviour over the course of a term with an opportunity to participate in a specific trip or activity. The venues are selected and the trips organised by a designated Head of Year. Upon receipt of an invitation pupils are still required to pay for the cost of the activity. The criteria under which an invitation will be extended to students are;

- Pupils are chosen by their Head of Year for having fulfilled the criteria of 100% attendance in a given term
- A pupil will not have received more than three Sleuth incident reports in a given term
- A pupil will not have been placed on any form of pastoral or subject report at any time during a given term
- A pupil will not have been referred to the Internal Exclusion Unit at any time during a given term or will have been served a fixed term exclusion

Pupils are invited to participate in the Rewards Trips by letter which requires a signed parental response.

### Celebration Evening

This is an annual opportunity to invite pupils to a celebration of their achievements at a formal awards ceremony attended by pupils, parents, staff and members of the governing body. Pupils are invited to attend the ceremony in recognition of their achievements and to be publicly awarded. Nominations are made by subject leaders and Heads of Year which celebrate outstanding achievement in a number of areas; Academic, Sports, Performing Arts and Service in the Community. The rewards include public recognition at a formal ceremony, certificates, prizes and trophies.

### Evaluation

The Rewards Policy will be evaluated in its impact by;

- The analysis of data from the 'My Stickers' and 'Carrot Rewards' systems to see the nature and spread of awards being made
- Data indicating rates of pupil progress
- Lesson observations and Learning Walks
- Work scrutinies which will look for evidence of pupil progress being awarded
- Sleuth Data and numbers of incidents of unacceptable behaviour being reported
- Observations during tutor time and assemblies
- Attendance data
- Numbers of invitations issued for Rewards Trips over time
- Consultation with pupils, parents and staff on their perceptions of the rewards system