

Tapton School

Rewards Statement

September 2017

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LAST REVIEW/UPDATE: June 2017

LEVEL OF CHANGE: Change to merits and rewards

NEXT REVIEW: September 2018

REWARDS STATEMENT

Tapton School has a system of rewards which aims to motivate and encourage pupils, nurturing a culture of positive achievement and behaviour. We believe that it is important to reward young people for their achievements, both in terms of academic progress and success in other areas of school life. An important aspect of the ethos of the school is that the achievements and successes of pupils of all ability levels and in all year groups can benefit from the rewards process and are given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

Tapton School gives a high priority to recognising and rewarding success and involving pupils and parents in 'achieving excellence'. We recognise that parents have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life.

REWARDS

A range of rewards exist at Tapton including:

- Verbal praise
- Comments on work
- Merits
- Certificates
- Sending students to SL/YM/LT for praise and recognition
- Postcard/letter sent home
- Positive phone call home
- Public display of work
- Acknowledgement through assembly
- Acknowledgement through Tapton Update
- Certificate/award at presentation evening

GUIDELINES FOR STAFF

We should all undertake to provide and encourage a safe and disciplined learning environment that will enable individual success to be encouraged and rewarded. It is important to strike the right balance between rewards and sanctions by rewarding consistently good behaviour and improved behaviour as well as progress and achievements. By praising and rewarding positive behaviour and achievements, others will be encouraged to act similarly. The school rewards policy therefore supports the school behaviour policy by highlighting how positive behaviour will be reinforced through praise and rewards.

The following points are key features of Tapton Schools Reward Policy:

- The most powerful positive reinforcement of all is praise and encouragement in the classroom itself, lesson by lesson, by the teacher. This should be used as much as possible. We should not be embarrassed of giving praise and celebrating achievement, either orally in class or in writing when marking books.
- As a standard part of every lesson we should look for ways to find students doing well and praise them for it.
- Do not ignore the quietly compliant type of student, recognise and reward them.
- Rewards should be given in as many areas of school life as possible so they are accessible to all pupils and should form a continuous process throughout the school year.
- Promote a culture of praise and encourage good and improved behaviour through our praise and rewards policy.
- Encourage a positive relationship with parents and carers to develop a shared approach which involves them in promoting positive behaviour.
- We are very keen to promote an acceptance of positive achievement and to share the good work/effort of students publicly within school. We want it to appear cool to be successful and wish to encourage our young people to receive their honours with pride.

This approach can help build positive and successful relationships with pupils and parents.

MERITS

Merits form the backbone of our rewards system and can be given by any member of staff. Merits are awarded as stamps or stickers which are collected by each pupil in their planner. When a pupil has 25 merits they can see the Behaviour and Safety Administrator during registration or the first half of lunch time to have the 25 merits allocated to their merits account in SIMS.

Merits should be awarded to recognise and celebrate positive behaviour, conduct and work that exceeds expectations.

YEAR 7 HOMEWORK REWARDS (TERM 1)

- Awarded to Year 7 for each piece of homework completed and handed in on time.
- Students will collect homework merits on a separate homework merits card.
- 1 completed homework merit card (20 merits) will be rewarded with entry to Year 7 homework disco in December.
- Completed homework merit cards (20 merits) should be handed to Form Tutor/Year Manager who will add name to list to attend Year 7 homework disco in December

Lead Learners

Aims: to celebrate endeavour, hard work and moving forward

3 measures:

1. Consistently high learning behaviours. Worked out by looking at the average learner levels across all subjects in the year group and taking the top 30 students.
2. Most improved learners. Worked out by comparing averages back to previous track and taking the top 10 biggest leaps.
3. Highest learning behaviours. Worked out by counting how many top learner levels a student achieved in a track. For example, 6 or more 3 or above for Y7 guarantees a student Lead Learner status.

If you have a B4L grade of requires improvement or inadequate you cannot achieve lead learner status.

POSTCARD/LETTER

- Awarded and written by staff for personal recognition of effort and/or achievement.
- Postcards are given extra to merits and have no transferable value in terms of merits.

CELEBRATION EVENTS

Term 1

Year 7-11 Rewards breakfast

Year 7 Homework Disco (20 homework merits)

Term 2

Year 7-9 Film and snack

Year 10-11 Pizza and fizz with Form Tutor

Term 3

Year 7-9 Ice-cream and fizz

Year 10 Cake and fizz

CRITERIA FOR ATTENDANCE TO CELEBRATION EVENT

- 98% Attendance & Punctuality
- B/S/G Lead Learners (tracking)
- Top 50 Merits

FORM TUTORS

Please discuss merits and rewards with students and recognise their achievements.

GUIDELINES FOR PARENTS AND CARERS

Parents can support the schools positive approach to rewarding success by:

- Actively supporting all the school's policies
- Ensuring regular and punctual attendance is maintained throughout school
- Attending events aimed at celebrating individual and corporate success
- Insisting upon high standards in all aspects of school life
- Responding in a supportive way to all communications from the school
- Providing suitable conditions for homework to be completed
- Attending the annual parents' evening

GUIDELINES FOR PUPILS

Pupils are expected to adopt a positive approach to the achievement of success whilst supporting the rules of the school and behaving in a polite and responsible manner towards all adults. Also by:

- Attending school regularly and being on time
- Meeting deadlines for the completion of all schoolwork
- Complete all work to the best of their ability
- Getting involved in extra-curricular activities

MONITORING PERFORMANCE

The success of the policy and the use of rewards will be monitored through analysis of data recorded by Year Teams. When evaluating the success of the policy, the school will consider to what extent:

- Achievement has been raised
- Rewarding success has had on encouraging positive attitudes towards learning and striving for success
- Monitor distribution of rewards by groups: age, ethnicity, gender, FSM and Additional Educational Needs (AEN)