



# REWARDS POLICY

## Context

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.

As a school we recognise that a key part of developing the potential of our students is giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Staff at Ratton actively look for opportunities to praise students both within and beyond lessons.

Our rewards system encourages our students to strive for achievement and excellence.

In order for our rewards system to be effective it needs to be continuously developed.

We are committed to the principle of equal opportunity for all students and all staff. We aim to promote equal opportunity and to challenge stereotypes, combat prejudice and actively discourage any discrimination against individuals or groups on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, family or home circumstances, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age.

Status	Non Statutory
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## Purpose

The purpose of our rewards system is to allow us to celebrate achievement, excellence, and contribution in all aspects of school life.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking exercise books or other assessments, and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

In order for this policy to be effective, it needs to be valued by students and staff and applied fairly and consistently.

To ensure that all students value rewards:

- they need to be consulted
- every student needs to believe it is possible for them to be rewarded
- every student needs to believe that the system is applied consistently and fairly
- they should only be given when a student does something special, achieves well or excels
- the system should operate differently for older students, with more private praise.

Consultation	<ul style="list-style-type: none"> <li>• Governors, Staff, Students and Parents</li> </ul>
Relationship to other policies	<ul style="list-style-type: none"> <li>• Behaviour Management, Teaching and Learning</li> </ul>
Relationship to standard operating procedures	<ul style="list-style-type: none"> <li>• Our Rewards System</li> <li>• Curriculum Area Rewards System Implementation</li> </ul>

Role	Responsibility
Governors	<ul style="list-style-type: none"> <li>• Establish this policy</li> <li>• Regularly review this policy</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Consult on this policy</li> </ul>
Core Leadership	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of and understand this policy</li> <li>• Ensure that the use of rewards is monitored</li> <li>• Challenge unacceptable practice</li> </ul>
Learning Leaders	<ul style="list-style-type: none"> <li>• Ensure that “Our Rewards System” procedure is developed and applied</li> <li>• Use the rewards system to celebrate student achievement</li> <li>• Systematically monitor the use of rewards</li> </ul>
Learning Directors and Curriculum Leaders	<ul style="list-style-type: none"> <li>• Develop and monitor the “Curriculum Area Rewards System Implementation”</li> </ul>
All Staff	<ul style="list-style-type: none"> <li>• Reward achievement</li> <li>• To be familiar with this system, and “Our Rewards System” procedure, and “Curriculum Area Rewards System Implementation”</li> <li>• Apply the school’s rewards system consistently and fairly</li> </ul>
Welfare Staff	<ul style="list-style-type: none"> <li>• To administer the school’s rewards system, producing reports and analysing data for Learning Leaders and other staff</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>• To administer the system, producing rewards letters</li> </ul>

### Arrangements for Monitoring and Evaluation

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Curriculum Leaders and line-managers monitor the use of rewards as part of the observation cycle  
Core Leadership monitor rewards data and evaluate impact through Student Voice activities  
Learning Leaders monitor rewards data  
Governors will evaluate the effectiveness of this policy through the School’s self-evaluation form

Date established by Governing body:	January 2008
Date for full implementation:	January 2008
Date of review:	January 2010