PRAISE, RECOGNITION AND REWARDS POLICY

This policy is applicable to all students, staff and parents of The Wellington Academy.

DOCUMENT CONTROL			
Responsible position:		**Approved by:**	
Senior Deputy Head		Headteacher	
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6.0		February 2017	
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2 years		April 2021	

RELATED POLICIES AND DOCUMENTS
Policy Name
Behaviour of Learning and Principles Policy
National Minimum Standards ; 12, appendix 1/3
National Minimum Standards ; 12, appendix 1/3

REVISION RECORD		
Date	**Version**	**Revision Description**
Jun 2013	1.0	Written in line with current processes and legislation
Aug 2014	2.0	Updated for MAT Purposes
December 2014	3.0	Updated for Boarding purposes
June 2015	4.0	Updated for Boarding purposes
Feb 2017	5.0	General update to reflect current practice
April 2019	6.0	General update to reflect current practice

INTRODUCTION

Justified praise, recognition and rewarding of achievement are essential within RWBAT to promote learning, high expectations and aspirations, as well as student personal development.

CRITERIA FOR POSITIVE REWARDS

1. All praise and recognition should be justified and based on high expectations and standards
2. All students should have equal opportunity to receive praise and recognition regardless of ability level

AREAS TO BE PRAISED AND REWARDED

1. Achieving high standards – academic, practical, sporting, artistic
2. Significant progress being made
3. Consistent hard work and excellent attitude to work
4. Personal qualities worthy of praise e.g. good manners, honesty, courtesy, helpfulness, reliability, display of initiative, leadership skills etc
5. Resilience, bravery or determination in the face of difficulties of all types
6. Excellent or greatly improved attendance or punctuality
7. Service to the school or the community

FORMS OF PRAISE

In the classroom (continuous)

The mode of praise giving should be personalised to the student, e.g. some prefer it privately, and some like it to be public, examples of how praise can be used are;

1. Making use of every possible opportunity to give justified, verbal praise, e.g. through Assessment for Learning (AFL); or when students give correct answers to questions
2. Using positive marking systems with written praise
3. On giving back marked work, going out of their way to praise students, either publicly as work is returned or individually
4. Putting good work that has been marked on display

It is essential that the teacher reflects regularly on whether or not he/she is praising individual students sufficiently or excessively and acting upon this. It is also necessary to consider whether the praise is being used specifically in helping a student develop his/her learning, e.g., is related to, or focussed on, the success of a student in relation to the learning objectives of the lesson. Praise should also be used as a way of raising the students' expectations of what they can achieve

Whole School

1. SLT, Pastoral teams and tutors operating in the same climate of praise as in the classroom, and again making use of every opportunity to pass on and give praise
2. Thanks given to students who are courteous, thoughtful, provide assistance to the school, are honest etc
3. Students gaining recognition for their achievements out of school

Boarding House

1. Boarders are rewarded with the house point system as is used in The Academy. Although they are awarded for areas such as 'being a positive contribution to the house'
2. The ultimate goal is to use the house point system to raise student's emotional intelligence.
3. Students are rewarded and praised verbally and informally by staff often
4. Students' achievements can be recognised through the Boarding Twitter account, emails home, the termly Newsletter
5. Inter-house competitions take place every Sunday and students are awarded House Points which feed into Academy House Points

Rewards and Recognition

1. Physical rewards are only an element of the overall system as these are not always the most motivating or wanted forms of recognition by students
2. The Student Voice will always have an input into how they want recognition and praise when systems are either being set up or reviewed
3. SIMS is used to record the recognition, awards and rewards achieved by each individual student. This enables:
   o Pastoral staff to assess records of each student to decipher who is not getting enough reward, given their knowledge of the students, and who are getting too much. Adjustments can then made, giving a consist and fair approach
   o The ICT record will also show the record of individual teachers in this area, allowing teachers to be seen if they are giving out either too many or not enough
4. Keeping parents and families informed of recognition achieved by students is very powerful, but again account should be taken of the individual student situation

Types of Reward and Recognition

1. The electronic house point system is our main form of rewarding students, this information is shared on a weekly basis with staff and students
2. Departmental Meetings - At each meeting, praise must be on the agenda. Departments will ensure that good work is put on display
3. Celebration events towards the end of each academic year, or term e.g.
   • Celebration Evenings for nominated students
   • Praise assemblies where certificates are presented to other deserving students
   • Termly rewards meals for boarders
4. Parents are kept informed by the students showing them the certificates they have received; as well as post cards home; emails, phone calls and text messages
5. Other methods include:
   • Displays
   • Press stories
   • School newsletters

Measuring Impact

Targets are set, evidence collected and impact assessed in terms of:
1. Evidence from:
    • Praise records of individual students and also the key student groupings
    • Records of how much praise is being given by departments/individual teachers
2. Lesson Observations
3. Student's book scrutiny
4. Views of students and parents
5. Audit of student displays
6. Impressions of visitors to the School