

Rewards and Achievement at Sandfield Park School

The aim of the policy

The aim of the policy is to use rewards and systems to promote positive behaviour in order to establish an ethos where we, the adults can support and encourage pupils to learn, work and play successfully together.

To achieve this we, the adults, agree that:

- all children and young people are of equal value but may have different needs and must be respected and supported appropriately;

We will do this through:

- developing a consistent and fair approach so that pupils are rewarded for good behaviour and hard work.

The role of staff

- we must have high expectations of ourselves, each other and pupils and be committed to high standards and raising pupil achievement.

Supporting positive behaviour management and high achievement

The school reward system

House System

The school uses a house system, with four houses – Lennon (red), McCartney (Blue), Starr (Green), Harrison (Yellow). Every pupil will be part of one of these houses. There are two house competitions, one for the termly merit cup, for most merits, and Sports Day.

The House board displays in the entrance corridor, pupil photographs and weekly points totals and individual achievements.

Merits

This encourages pupils to work hard, improve their behaviour or respond to a challenge. We need to make sure that pupils are rewarded so that they have a sense of achievement and experience success.

All staff have merit cards that they can award. At lunchtime pupils exchange these for a merit sticker with a member of the SLT. **The merit cards are collected and collated by a nominated pupil in S5 and an LSA** on Thursday afternoon so that in Friday Celebration assembly a spreadsheet is used to show total House points plus the best individual achievements. This is shared with the whole school and is then displayed on the House board.

As a guide, pupils should receive approximately 5 merits per week for their house points. **Class Dojos will also be used alongside this as individual pupil rewards. Class teachers may use the same colour dojo avatars as the Houses.** If class teachers feel that individual pupils will benefit from a personalised reward system separate to the merit system then class teachers will set this up. **Class teachers will negotiate with pupils their dojo rewards depending on agreed score targets.**

This will be done every half term with a fresh start at the beginning of each half term where the system starts again. Rewards should not be trips continuously but should be staggered to include a variety of interests.

For example rewards could include :

Time on the ipad, colouring, playing football, time on the wii, cooking etc ...

Teachers must record and display this information so that they are aware who has achieved merits. The Dojo system now being used will facilitate this.

Student of the Week

In addition, student of the week certificates will be given to one pupil per class in Friday assembly in **specific** recognition of good work and or behaviour. Every child should receive a certificate each term. Teachers are to check that this happens.

Attendance

Pupils need to be in school in order to achieve well and so attendance in school is a priority. Class teachers will decide who is to receive this weekly certificate. It can be given for: Improved attendance for that individual; a real effort to attend school despite illness; returning to school

End of Year Certificates of Achievement

In the summer term every pupil in the school will receive an end of year certificate of achievement which recognises the child's 5 best achievements during the year. These will be presented during the end of year assemblies. At this time as well students will be recognised for the John Warham Award for outstanding effort during the year. Nominations will be sent by class teachers on a proforma to governors who will decide on the winner(s). This award will be supplemented by a voucher to be received by winners / nominees from the Margaret Bryce Charity.

This policy will specifically apply to the Sandfield Park site but similar principles can be applied by ACE and The Hospital School, including Dewi-Jones