



Rewards Strategy Policy

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individuals matter.





This reward strategy should be read in conjunction with other school policies regarding:

Positive Handling Policy
Behaviour Policy





Introduction

The Bents Green Reward system is designed to work alongside the school's behaviour policy in promoting and rewarding positive behaviours in school. The system encourages a consistent whole school approach whilst retaining a high level of flexibility to enable staff to be able to meet the diverse needs of the school population.

How the system works

Rewards at Bents Green School consist of three different types:

Informal rewards which include:

- Smiles/positive eye contact/gestures
- Targeted praise statements to an individual or group of students
- Peer group praise, both spontaneous and planned
- Phone calls / messages home to parents /carers to share positive achievements
- Additional responsibilities
- Sharing good work and behaviour with peers/adults/senior staff
- Written comments on work/in books
- Displaying good work
- Incentives - work towards an activity chosen by the pupil
- Catch me cards / certificates
- Stamps and stickers
- Reward apps such as class dojo

Informal rewards should be used frequently and in true recognition of effort and/or achievement. Students should receive rewards related to efforts in learning and behaviour as well as in recognition of acts of kindness, thoughtfulness and good moral standing. Regular contact with parents/carers to celebrate positive achievements is expected from all class groups.

Formal Rewards – whole school

Formal rewards at Bents Green School include:

- **Positive praise postcards** (to be sent home to parents in recognition of positive behaviour / achievement on an adhoc basis as appropriate)
- **Star of the week / Behaviour for Learning Certificate** (as appropriate to group / individual. Each tutor team nominates one student per week for this award which will be presented in assembly.
Tutor teams to produce personalised certificates and give to Assistant Heads by lunchtime each Friday in preparation for Friday afternoon assembly.
- **Half termly Special Achievement Award.** Each year group nominates, through discussion with each other and HLTA's, three students for these awards. The nominated student for the gold award receives a trophy to take home for the half term together with a certificate to keep.



Silver and bronze awards include a medal and certificate. To be awarded in the final assembly of the half term.

HLTA's to inform Assistant Head Teachers one day prior to the end of term assembly.

- **Daily reward time** – Offered as a standard daily across school, following refectation time. Students choose from a variety of options available on class reward boards.
- **Friday afternoon 'Reward Time'**
- **Weekly Curriculum Certificates** to be nominated by specialist teachers and maths / literacy leads. Certificates to be given to assistant heads by Friday lunchtime each week. Please inform these staff if you have taught someone you would like them to consider.
- **Assembly Acknowledgements** – any other special achievements – certificates brought in from home, participation in special events etc

Reward Time - How does it work?

Targets – Based on the home-school agreement

The school rules (as they are listed in the home school agreement) are displayed in classrooms and learning areas around school.

All students work towards this agreement. For some students the focus is on developing success in one particular area of the school rules through staged targets appropriate to their level of development.

For some students it is appropriate to expect and reward success in adhering to all school rules.

For some students it may be appropriate to further extend targets to increase improved behaviour for learning skills.

All students should know the rules / heir targets and these should be discussed regularly. Where targets are individualised (for all students who are not yet able to meet the school rules in their entirety) the target should also be included in the One Page Profile and if applicable within the Individual Support Plan.

For each lesson students are encouraged and supported to meet their targets and earn minutes towards Reward Time.

Daily Reward Time - Mon – Thursday 3.15 - 3.25pm / Extended Friday Reward Time 2.50pm – 3.25pm

Reward choices should be made visible in classrooms and should be discussed during review and reflection sessions and at other times for motivational purposes. Year groups may choose to work together to enable more choice options to be available for rewards. Specialist TA's should also support the provision of engaging reward opportunities on the extended Friday afternoon sessions.

Discussion about a student's behaviour (in line with school rules, individual targets and group key desired behaviours (key words) takes place each afternoon in class reflection time. Staff will discuss how many minutes each student has earned reflecting on the positive actions that have led to the minutes earned. If students have not met the rules / targets during certain lessons minutes will be lost from reward time. Where students lose minutes staff will talk to children about the reasons and discuss how this can be avoided through discussion of alternative actions and strategies. It is important that TA's and teachers communicate effectively prior to reflection time to ensure this is an accurate process and decision regarding minutes earned.

Students missing minutes from reward time should be given appropriate tasks to undertake by the class teacher until they are able to join in.

It is important that students are only awarded reward time for the minutes earned or the desired changes in behaviour in response to the system will not take effect.

Formal Rewards – Individuals / Groups

- Personalisation– it is recognised that for some students the whole school reward system may be insufficient or even inappropriate. Such students should have an **Individual Support Plan** to develop understanding of expectations and promote positive behaviours in school.

Some students may need Individual reward systems. These can be completely bespoke to the individual's needs.

They may:

- Include access to additional resources to enable the student to access the whole school reward system, ie social stories, 5 point scale, lesson by lesson tick/pictorial charts, visual prompts, time out cards, help cards etc
- They may link to the whole school reward system in addition to other planned reward sessions.
- They may occasionally replace the whole school reward system for an individual.

Details of individual reward plans should be included in students' Individual Support Plans.

- Other incentives planned to promote positive behaviour for class groups and / or individuals in school. Teachers have the flexibility to build in rewards within their lessons in order to promote readiness for learning and positive behaviour. Samples of case studies and RAG



charts will help to demonstrate the value and impact of any additional reward activities offered.





Review and Reflection.

Time is allocated at the end of each day for teachers to discuss with their groups the behaviour displayed during the day, celebrate positives, identify difficulties and support students with developing coping strategies and alternative behavioural responses where needed. This may include discussions regarding support strategies such as the 5 point scale and social stories.





Rewards at Post 16 Provision

At Post 16 students' are expected to work with less reliance on extrinsic rewards and as such the system is adapted to move away from daily or weekly reward sessions. The emphasis of the reward system at Post 16 is on recognising, promoting and reinforcing positive behaviours. This is done both formally and informally. Students' efforts and behaviours are reviewed in weekly review and reflection sessions.

“Steps Ahead” reward programme

Students are rewarded for efforts and behaviours such as kindness, good behaviour and good work. In recognition of their efforts students can earn a 'step ahead' on their classroom displays. When students reach their target point on the display they are able to discuss and select a reward during the weekly review session.

Rewards at the Westfield Satellite

In the Bents green hub at Westfield School, elements of both Bents Green and Westfield schools' rewards policies are combined in order to best recognise and promote positive behaviours and attitudes. In line with the Bents Green policy, all students receive informal and personalised rewards, dependent upon their individual targets. Students working within the hub can also work towards 15 minutes reward time twice a day at 11.45am and 2.45pm which takes the form of structured social interaction (for example playing barrier/social games). Students can earn this time by meeting their targets over the course of the morning and afternoon. This provides students with motivation to achieve their targets whilst giving opportunity for increased social interaction. It also provides an opportunity for a planned break from the intensity of the 5 one hour lessons within the school day.

Students accessing mainstream lessons also have the opportunity to participate in the Westfield school reward systems. They are able to earn achievement points for a variety of desirable behaviours which are then celebrated in an assembly at the end of each half term. Inclusion into the Westfield reward system where appropriate enables an increased sense of belonging in mainstream lessons and social times and is important for successful inclusion into school life.

