

Dallam School



Rewards Policy

Committee:	Local Advisory Committee
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Date of next review:	Summer 2025

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
1	New Policy	June 2019
2	Reviewed and approved by Local Advisory Committee - addition of Golden Tickets and slight changes to staff quick reference guide	01 December 2022
3	Reviewed and approved by Local Advisory Committee	02 July 2024

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1. Introduction and Rationale

At Dallam we promote high standards of behaviour. We are an ambitious school wanting the very best **for** all our students and **from** all our students.

The Dallam Way intends for our school culture to practice 'first attention for best conduct' and is a routine practice that Dallam School want to instill in our classrooms and wider school community. Students deserve to be recognised for positive behaviours and attitudes and focus should be on celebrating these successes to promote a culture where excellent standards of behaviours and attitudes become commonplace. **Praise and a Positive Culture** should exist in lessons and around school, staff should aim to use 4 positives praise comments for every negative comment or sanction given.

Our consistent behaviour policy shapes our school; it shapes our ethos and school values of Courage, Respect, Compassion, Endeavour and Integrity.

We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise can inspire those who may be struggling and can motivate those who may be disenchanted. Finding ways to reward must be at the heart of our teaching. Our Rewards policy shapes our school; it shapes our ethos. The principles underpinning it relate closely to Dallam aims which are to work with people to:

Achieve personal high standards in all areas of learning through the developmental skills, knowledge and understanding to develop motivated lifelong learners able to work independently and collaboratively, with no age boundaries, develop personal attributes promoting positive relationships and attitudes and gain experience of an increasingly international community.

Students and staff worked together in forming the basis of this policy. Through initial review, to numerous reviews in consultations the staff and students decided what they wanted to be rewarded for, how they would be rewarded and the short-term tangible rewards that they would receive. It is to the credit of everyone working as a team that we arrive at our Rewards Policy for Dallam School.

2. Purpose

At Dallam school we want to create a school which encourages students to achieve their very best. By recognising and rewarding, we will increase the motivation of all students, encouraging their self-esteem, aspirations and enjoyment of learning. The system of giving rewards supports the role of the form tutor in celebrating success and will help facilitate the awareness of achievement by members of staff and parents. Every member of staff has a role to play in ensuring that they praise students for excellence in effort and attainment for their given starting points.



This policy aims to:

- Motivate and encourage students.
- Recognise students' effort and achievement.
- Reinforce the School values and aims.
- Recognise and reward students' contribution and commitment both in School and in the community.

The Rewards Policy will support and promote good behaviour and should be used alongside the Behaviour Policy.

Ethos and Culture

Parents and carers are key partners in their children's learning. School should engage directly with parents and carers and foster a positive and inclusive environment where parents and carers are encouraged to work in partnership with the school to develop consistent messages.

Children's wellbeing is at the heart of Getting it Right for Every Child. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the wellbeing indicators).

A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

'Climate' and ethos are key determinants in promoting social and emotional wellbeing and mental health for all in school. This is described as 'core values, attitudes, beliefs and culture of the school and classroom' and includes school 'connectedness' and a feeling of being accepted, respected and bonded to the school environment. School climate can also be seen as incorporating three essential aspects - engagement, safety and environment. These aspects are seen as essential to maintaining positive relationships and social and emotional wellbeing.

Praise and a Positive Culture should exist in lessons and around school, staff will endeavour to give 4 positives praise comments for every negative comment or sanction given.

3. Rewarding Students

At Dallam School we aim to promote a positive ethos through a culture of rewards and praise. All students, irrespective of ability, should have access to an inclusive rewards system. We aim to ensure that our rewards system is applied fairly and consistently across all areas of Dallam School. Dallam School provides a comprehensive range of rewards.

4.1 Praise

The aim is to praise and reward often and at every opportunity.

Praise can be done in many ways in and out of the classroom:

The following list covers various examples when praise should be given and is not exhaustive:

- Verbally in lessons for an excellent contribution to teaching and learning
- Verbally in lessons for excellent effort and/or attainment for that students starting point
- Sustained excellence of or improvement in attendance and punctuality
- Enthusiasm in participation and learning
- Respectful behaviour
- Caring and supporting others
- Sporting achievements and/or sustained commitment to clubs in and out of school
- Written feedback in books or on work and assessments

4.2 Rewards Points

Many students in each class should receive a reward point each lesson. Some students may be given 3 reward points per lesson, which could be given for demonstrating one of the school values:

- Courage
- Compassion
- Endeavour
- Integrity
- Respect

Excellence points should be added to every students Synergy record on a lesson-by-lesson basis. Members of staff should endeavour to communicate the awarding of a reward point so that this is recognised by the student at the time of award – this can be done through praise or perhaps by using a chart displayed in the classroom.

4.3 Other Rewards

Learner of the Week (10 points)

Each Department will recommend a KS3 and KS4 Learner of the Week each week.

Selected students deserve Outstanding recognition above and beyond reward point reasons listed above.

The Head of Faculty/Department will create a rota whereby each member of the team will be responsible for nominating winners of this reward for their Faculty each week. Nominated students will feature in the school bulletin and will receive a letter home to parents to celebrate this achievement.

Praise Postcards (5 points)

Every member of staff will endeavour to write and send at least one praise postcard each week.

Selected students deserve outstanding recognition for their behaviour, attitudes and contributions to the Dallam School Community.

Praise postcards will be posted home to parents to celebrate this achievement.

Headteachers Book of Excellence (25 points)

An exemplary piece of work that demonstrates Outstanding Learning above and beyond what was expected by the class teacher should be copied and sent to the Headteacher.

The Headteacher will meet with the student to congratulate them and then send a personalised letter home to parents to celebrate this achievement.

KS3 and KS4 Annual Awards (20 points)

Students will be nominated annually to receive special recognition for Outstanding achievement, effort and citizenship.

Awards Evening are scheduled once per year and are celebrated with Parents, Staff and Students.

Headteachers Award

Students can be nominated by any member of staff to receive the Headteachers Award. Students who are nominated are invited to have breakfast with the Headteacher. Students also receive a certificate to recognise their efforts. Students can be nominated for recognition of their contribution

to Dallam School, demonstrating the school values in their actions, or for contributions to the wider community.

Golden Tickets

All staff have at least 8 Golden Tickets each half term to recognise and reward students who are demonstrating our school values. Students will write their name on a golden ticket they have been given, and will post these into a box located in the pastoral area. Golden tickets are entered into a weekly prize draw - prizes for staff and students!

4.4 The Form Tutor

The Form Tutor has a very important pivotal role in communicating with students in their form the weekly reward points total and the students cumulative total for the year. Form tutors will provide that information to students and in turn they will record that information on their standards card so that parents can recognise and celebrate this achievement. Form tutors will refer to the Rewards Posters that show the total that are required to achieve the next tangible reward and/or rewards badge.

4.5 Badges and Tangible Rewards

Students will receive the following badges and tangible rewards upon reaching the reward point totals. This list will be made into a poster and displayed around school and in form rooms.

Badges will be presented to students in assembly each week and subsequent badges will be exchanged for the next tier of badge. Badges will be engraved with the school year and students will retain the badge to be displayed on their blazer lapel as a collection.

Other students and staff will be able to see and celebrate in the achievements of these students.

Below is an example list of points totals to be reviewed and trialled this next school year.

Badges and Tangible Rewards (example)

- 75 = Free Break Item Voucher
- **150 = Bronze Rewards Badge** + Reward Email Home
- 225 = Free Break Item Voucher
- **300 = Silver Rewards Badge**
- 450 = Free Break Item Voucher
- **525 = Gold Rewards Badge**
- 675 = Free Break Item Voucher
- **750 = Free £2.50 Lunch Meal Voucher & Certificate**



4.6 Special Events (example)

There are many different additional activities that school will run for each specific year group. These special events will be scheduled throughout the year and the reward badges will enable students to receive other tangible rewards.

Year	Autumn	Spring	Summer
7	Disco	Bingo	Rewards Activity
8			
9	Rewards	Rewards	Rewards Day
10	Afternoon	Afternoon	
11	Theatre	Prom	

All students will have the opportunity to participate in these special termly events, regardless of their points total. For each event there will be certain expectations for students to work towards, including attendance, reward points, behaviour points and attitudes to learning. These expectations will be communicated to students at the start of each term.

5. Our roles and responsibilities in ensuring consistency

Students will ensure that:

- Their reward points are logged on their standards card
- They work hard to achieve reward points in class

Staff will ensure that they:

- Praise students in the ratio of 4:1 for Praise:Challenge
- Are consistent when giving reward points
- Send a Praise Postcard each week
- Nominate Learner of the Week student in line with department rota
- Form tutors to ensure that students have a weekly and cumulative total on their standards card.

Pastoral and School Leaders will ensure that they:

- Send home letters of achievement
- Make positive praise calls prompted by information from teaching and pastoral staff
- Quality assure the rewards process to maintain consistency

6. Monitoring and reviewing our policy

Monitoring and Evaluation is carried out by:

- Students
- Teaching staff
- Pastoral Coordinators and Year Leaders
- Senior Leadership Team
- Local Advisory Committee

Links with other policies:

- Learning and Teaching Policy
- Assessment for Learning and Marking Policy
- Behaviour Policy