

# **St James' Catholic High School**

## **Rewards Policy**

### **Mission Statement**

**St. James' Catholic High School aims to promote a Christ-centred, caring environment, where individuals develop their full potential and achievement is celebrated**

### **Introduction**

In order to reinforce a positive atmosphere at St. James' we need to maintain a healthy balance between punishments and rewards. High standards of behaviour, self-discipline and learning must be encouraged and rewarded whenever possible. Students should be praised verbally and the positive must always be emphasised, including praise for good behaviour as well as good work. Students should also be rewarded through the quality marking of their work. There should also be a range of tangible awards to students of all abilities. Thus contributing to their feelings of self-worth and leading to an understanding that they are uniquely valued as children of God.

### **Aims**

To recognise and celebrate students' achievements, attainments, effort and uniqueness whilst also raising self-esteem and providing an incentive to work to the best of their ability. The rewards system should support all students in developing these abilities to the fullest possible extent.

### **The Rewards System in Years 7-9**

Between February – July 2010, a Task And Completion (TAC) group was set up to review the rewards system. The group met 4 times, and worked closely with the School Council and a range of pupils across the school. The main findings of the group were:

- Not enough pupils were having their achievements recognised by the current system, across the ability spectrum
- All pupils believed that the rewards offered by the school should be more imaginative and responsive to pupil requirements, e.g. by providing store vouchers for pupils, offering trips to pupils on target, individual rewards for SATS results etc.
- Purple praise entries on SIMS were highly valued, but the time taken to enter these meant that many were not put on the system,
- Pupils appreciate postcards home, and positive comments in journals. In particular, many wanted effort, attainment and improvement to become the 'gold standard' of the new rewards system.

- There needed to be a larger rewards budget set aside for rewards through the year.

As a result of this, the TAC group agreed upon the new rewards policy, which was presented to staff in June 2010, and began to operate in the school year 2010-11. The rewards policy is as follows:

## **In Years 7-11**

### **1. Termly Subject Awards**

Three times a year, all subjects nominate pupils for best effort, improvement and highest attainment across all five years. Pupils are rewarded in special year assemblies, and receive a certificate. The reward for these pupils changes according to pupil demand, eg. film showings, special meals etc.

#### **Criteria:**

- Outstanding pieces of work, e.g. a key assessment or a piece of classwork or homework that is well above the expected standard
- Pieces of work that are significantly above what would be expected from a particular pupil e.g. a Level 6 from a pupil working at Level 4
- Marked improvement in content or presentation of work over a sustained period of time e.g. over a half-term
- Marked improvement in meeting particular targets, e.g. oral contributions, level of explanation, homework completed to the best of ability etc.

### **2. Individual achievement points – SIMS**

Staff can also reward pupils on a regular basis by 'right clicking' on a pupil's name on SIMS. These points will be recorded by Heads of Year, with prizes given to the top 5 boys and top 5 girls in the termly rewards assemblies.

#### **Criteria:**

- Taking extra care of the school environment, beyond that which is expected
- Helping out another pupil over a sustained period e.g. assisting wheelchair users
- Participating in a mentoring scheme over a sustained period, e.g. the reading buddy scheme
- Participating in or leading a citizenship activity e.g. attending the Heaton's School, performing in the choir/orchestra over a sustained period, representing the school in a Mock Trial etc.
- Making a significant contribution to collecting for charity (e.g. not just giving a pound on non-uniform day)
- Representing the school in a team over a sustained period, e.g. football, hockey, netball
- Playing a significant part in an assembly or presentation
- Representing the school at a function, event or elsewhere
- Acting as a host/hostess to visitors
- An excellent piece of classwork or homework

- Marked short-term improvement in content/presentation of work
- Marked improvement in effort, oral contributions or involvement.
- Taking care of the school environment beyond that which is expected
- Excellent effort in a particular lesson
- Performing in an assembly
- Any other reason **but never for behaviour, or improvements in behaviour.**

### **3. Departmental awards (throughout the year)**

All departments have an internal rewards system, that rewards pupils throughout the year for progress, individual pieces of work etc. Heads of Faculty are to administer this, with prizes coming from the rewards budget.

### **4. The 123 Club and the Alton Towers trip (October of each school year)**

In October of each school year, the school offers pupils in Years 8-11 the chance to go to Alton Towers as a reward.

The Alton Towers trip has clear criteria:

- Only members of the **123 club** are able to go on the Alton Towers trip. **Pupils need to have been in the 123 Club in 3 out of the 4 data checks.**
- Final consideration of invitation is at the discretion of the Head of Year and may also be linked to attendance and lates.
- **If any pupil in the 123 Club has been excluded for any reason, invitation to the Alton Towers rewards trip is at the Head of Year's discretion.**

### **The 123 club**

Each quarter, pupils receive an attitude to learning (ATL) score that reflects each subject's perception of their effort and attitude. The ATL system has six levels, and staff award grades according to the following criteria:

- 1 – Outstanding
- 2 – Very Good
- 3 – Good
- 4 – Variable
- 5 – Disappointing
- 6 – Inadequate

Pupils who remain in the 123 club (that is pupils who get graded as 1, 2 or 3 in each subject) are eligible during the year for optional rewards trips out, eg. visits to the cinema after the Autumn term. If pupils remain in the 123 club for the spring and summer terms of the academic year, they are then subsequently invited to go on the Alton Towers trip in October as a reward for their hard work. This is to demonstrate that pupils are rewarded for their effort and attitude in lessons, rather than their behaviour or levels of attainment.

### **Lower School Presentation Evening (June)**

At the end of the year, all subjects nominate pupils for the following categories in Years 7-9:

Highest Attaining Pupil

Most Improved Pupil

High Effort

Each form tutor also nominates someone from each form for their contribution to the form and school life. There is also the active citizenship award for contributions to the school and local community, as well as awards in memory of pupils who have passed on (eg. the Martin Charnock Award).

### **Year 11 Prom**

Entry to the Year 11 prom is by invitation only. Pupils are given prom points during the year. If they are in credit at the end of Year 11, they are then eligible to go to the prom.

### **Other rewards**

- Non-uniform day revenues and other funds can be set aside for particular rewards, e.g ipods for particularly good results in SATS, trips out for particular cohorts, pupils on target in all subjects
- In form time, form tutors are encouraged to operate their own reward systems.
- Postcards should be sent home to parents to inform them of progress, good work, and significant contributions to the school.
- Pupils are awarded certificates for 100% attendance during the year.

Amended November 2011

Review due November 2012