



Deer Park School

Behaviour for Learning Policy **Rewards**

Statutory Policy

Initial Policy: Jan 2021
Policy updated: Oct 2021
Next Review: Oct 2022
Key Person: TAH

Effective teaching and learning takes place when
..... students are challenged, praised, rewarded and feel successful within an orderly environment

Principles

We use rewards and sanctions to:

- Create a secure, orderly and working environment.
- Raise student self-esteem and make them feel valued.
- Set goals for personal achievement.
- Reward a variety of qualities and activities.
- Provide opportunities for students to aspire to and assume responsibilities.
- Motivate and encourage students to do their best and achieve their potential.
- Ensure effective teaching and learning can take place.
- Develop the students' sense of appropriate and inappropriate social behaviour.
- Establish, embed and promote the school's ethos and vision

Practice

We provide a shared ownership of the Rewards and Sanctions Policy by:

- Annually monitoring and evaluating the rewards and sanctions system to ensure quality,
- Consistency and effectiveness.
- Communicating expectations to all members of the school community including the policy as part of the induction process.
- Offering differentiated rewards according to age, hence the three tier system.

A variety of rewards will include:

- Verbal praise from staff
- On the spot recognition (Feedback)
- Letters home
- Individual notes
- Phone calls to parents
- Postcards home
- Positive entry in planner
- Green or gold Eref
- Certificates from Subject Areas and Pastoral Staff
- Celebration in assemblies
- Recognition in community newsletters and local press
- Formal occasions such as Awards Evenings
- Roles and responsibilities e.g. Tutor Representatives, Student Leadership, School ambassadors
- Meetings with SLT/Trustees

Guidelines for awarding Erefs

Erefs (Gold & Green) are awarded for excellence and standards achieved above "normal" expectations for:-

- a) Effort
- b) Improvement (*not for behaviour/expected as a minimum standard*)
- c) Initiative
- d) Self-study / classwork
- e) Competitions
- f) Service
- g) Attendance

Practice for awarding Erefs

- Erefs will be awarded to individual students for the stated criteria (see guidelines).
- Gold Erefs will receive 4 points and Green Erefs will receive 2 points towards an individual student's points tally.
- Total points score will be seen on both the students and parents' e-portfolio in real time.
- Gold Erefs will be awarded where a student has either consistently applied themselves over a period of time or produced an outstanding piece of work. This award should be given out sparingly by staff.
- Green Erefs are for more daily achievements by individual students and where warranted should be awarded on a regular basis based on the guidelines.
- At the end of each term students will be acknowledged in the celebration assembly for current
 - i) Top 3 highest current scores
 - ii) Top 3 most improved scores over the term

Awards

Eref total points will be rewarded at the end of the summer term in the end of year celebration assembly as follows:

In each year group students with the highest Eref scores will receive a voucher. The number of students receiving a voucher will be banded and the value of the voucher will correlate accordingly.

Additionally every student in the Year Group will receive a certificate if:

- 100 -149 Eref points = Bronze Certificate
- 150 -199 Eref points = Silver Certificate
- 200 - 249 Eref points = Gold Certificate
- 250+ Eref points = Platinum Certificate

Eref totals will also be calculated on a half termly basis with students encouraged to reach certain thresholds which trigger acknowledgements such as postcards home; discussions with the Headteacher and various other prizes. The weekly totals are logged and co-ordinated by the DOPA and Tutors.

Linked Policies: Behaviour for Learning Policy – Behaviour Management

Code of Conduct
 Citizenship Policy
 Feedback Policy