

# Standard Operating Procedure - Rewards



## Objective

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The purpose of our rewards system is to allow us to celebrate achievement, excellence, and contribution in all aspects of school life.

Ratton School recognises that rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.

As a school we recognise that a key part of developing the potential of our students is giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Staff at Ratton actively look for opportunities to praise students both within and beyond lessons.

Our rewards system encourages our students to strive for achievement and excellence. We recognise that in order for our rewards system to be effective it needs to be continuously developed.

## Scope

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All staff and students

## Definitions

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It is the responsibility of all staff to praise students whenever possible. This may be during lessons, when marking exercise books or other assessments, and around school. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 3:1 for both learning and behaviour.

In order for this procedure to be effective, it needs to be valued by students and staff and applied fairly and consistently.

To ensure that all students value rewards:

- every student needs to believe it is possible for them to be rewarded
- every student needs to believe that the system is applied consistently and fairly
- they should be given when a student does something special, achieves well or excels
- they should be consulted on changes and improvements to the procedure, and given feedback on suggestions made.

The procedure should ensure that achievement and positive contribution to the school is identified and praised on a regular basis. The procedure allows for additional recognition of sustained or exceptional achievement and contribution via the Rewards Assemblies and Awards Evening.

It is recognized that the system should operate differently for older students, for example with more private praise, and through the 'graduation' process in Year 11.

### Procedure

Step	Action	Staff	Time	Completed
1	Use of regular praise to recognise and reinforce expectations of student work and behaviour. Recognise that praise to rebuke ratio should be in excess of 3:1	All staff	Daily	
2	Issuing of reward points as appropriate during lessons or other activities. Recording of points and other rewards on the SIMS system	All staff	Daily	
3	Celebration of students achieving consistent and high levels of rewards, through achievement assembly and issuing of certificates	Learning Leaders and Care and Guidance staff	Half yearly	
4	Celebration of exceptional contribution to subjects and the life of the school through prizes and awards at the Awards Evening	Curriculum Leaders	Annually	
5	Celebration of year 11 students' contribution and achievement throughout their time at the school via the Graduation Programme	Senior AHT for Key Stage 4	Throughout the year	
<b>Monitoring and Evaluation of the System</b>				
1	Ensure that Rewards procedure is developed and applied by systematically monitoring the use of rewards across communities.	Learning Leaders	Termly	
2	Develop and monitor the implementation of rewards system across curriculum areas and learning directorates	Curriculum Leaders and Learning Directors	Termly	
3	Ensure structures remain in place to support the effective implementation of this procedure. Ensure all staff are aware of and understand this procedure Ensure that the use of rewards is monitored Challenge unacceptable practice	Head Teacher and Core Leadership	As required	
4	Use Student Voice process to explore and evaluate student responses to this procedure, including differentiation of	Student Voice co-ordinator and others as	At least annually	

	the process between KS3 and 4. Ensure opportunities to feed back to students about development and improvement as a result of this process.	appropriate		
5	Reporting of evaluation and proposed development of this policy to Governing Body as part of school self-evaluation process.	Head Teacher	annually	

Consultation	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> </ul>
Relationship to other policies	
Relationship to standard operating procedures	
<b>Role</b>	<b>Responsibility</b>
Headteacher and Leadership Team	<ul style="list-style-type: none"> <li>• Ensure structures are in place to support the effective implementation of this policy</li> <li>• Consult on this policy</li> </ul>
All Staff	<ul style="list-style-type: none"> <li>• To contribute to the implementation and continuing development, evaluation and improvement of this procedure.</li> </ul>