



Holte School

Rewards and Recognition Policy

Lead member of staff:	Lee Farmer (Assistant Headteacher, Pastoral)
Legislation Status: (Statutory/Non-Statutory)	Non-statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
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Date Ratified By Full Governing Body:	June 2023
Signed By Chair Of Governors: Ms C Hardy	C Hardy

1. Purpose

1.1 To reinforce a positive atmosphere at Holte School we need to maintain a healthy balance between sanctions and rewards. For this reason, Holte has a system of rewards and recognition which aims to motivate and encourage students and promote their social, moral, spiritual and cultural (SMSC) development. Whilst the school rewards students on a regular basis we are committed to ensuring that all students appreciate the intrinsic value of excellence in everything they do.

1.2 Rewards and recognition is an important component in the ethos of the school in that the achievements and successes of students, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development. It also promotes our school's core values of collaboration, aspiration, respect, equality and responsibility and our commitment to promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

1.3 The purpose of the rewards and recognition policy is to:

- To motivate and encourage students.
- To reinforce the school's core values, aims and ethos.
- To recognise student achievement and effort.
- To express approval of good work and behaviour.
- To allow our students to enjoy school and a positive learning environment.
- To cultivate and encourage positive behaviour and attitude.
- To motivate our students and instil self-belief.
- To positively reinforce school rules.
- To maintain positive relationships with parents and carers.
- To help build and maintain positive relations between staff and students.

1.4 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – 29, 39.

2. Our commitment to rewards and recognition

2.1 All staff at Holte School are committed to rewarding and recognising excellence when it is demonstrated by our students. It is vital that students are not rewarded, or recognised for simply meeting our expectations but for consistently demonstrating excellence in everything they do.

2.2 Rewards and recognition is a fundamental part of our Relationships and Behaviour Policy. All staff at Holte School receive regular training on this policy ensuring greater consistency in its application. We are committed to:

- Ensuring fair treatment for all, regardless of age, culture, disability, gender, religion, SEND, or sexuality.
- Encouraging all students to strive for success and excellence.
- Seeking to promote a positive ethos through a culture of praise.
- Ensuring that all students, irrespective of ability, have access to an equitable and inclusive reward system.
- Promoting a positive relationship with parents/carers and involve them in the implementation of this policy.
- Recognising that individual students are motivated by different rewards and that, as students mature, their response to rewards changes. The school acknowledges this by providing a comprehensive range of rewards.
- Ensuring that once a reward is given it should never be taken away and that they should act as a motivator and incentive but never a bribe.
- Issuing more positive than negative comments or Sleuths in every lesson or situation in school.
- The principle that an effective system of rewards and incentives is essential if we are to uphold the core values contained within our Code of Conduct.

3. Our system of rewards and recognition

3.1 Holte School operates an online reward system called E-Praise used for students in Year 7-11. E-Praise is an award winning online programme that enables staff to award points to students both in and out of the classroom. Students may receive merits for a range of achievements and behaviours, including curricular and extra-curricular activities. Middle and Senior leaders may award accolades for exceptional levels of achievement and students can achieve a variety of virtual badges for achievements throughout the year. The system allows students (and their parents) to log in to see how they are progressing; it allows students to spend points in an online shop; it allows students to donate some of their points to charity that the school will turn into a real financial contribution. E-Praise makes the giving of rewards easy and, most importantly, makes the process open and visible so that students can instantly see their efforts having an impact on their E-Praise points total.

3.2 Year Managers and Year Co-ordinators are set up on the system as Praise Administrators which gives them access to a wide range of useful functions. The AHT-Pastoral is set up as the School Administrator to have oversight of the whole system. All students are provided with the same first time login password and must change this upon accessing the system for the first time. The same is true for staff – a generic password is provided to all staff that must then change this password upon first accessing the system. All pastoral staff receive weekly bulletins so that they may monitor the progress of students within their year group. The use of ePraise is monitored through pastoral reports issued every fortnight, half term, term and academic year.

3.3 ePraise is an important part of the school's House system. When ePraise merits are issued to students they are added to the overall House total and determine the winning House for the academic year. ePraise merits are also issued collectively to a House when they are successful when completing a House competition. ePraise House leader boards are publicised through the weekly SMSC newsletter, House noticeboard and every half term through House assemblies.

3.4 The School complements this system with a wide range of additional rewards. These include:

- The use of sincere praise including verbal and non-verbal encouragement.
- Positive written comments in response to work produced by students.
- Recognition stickers used to recognise outstanding work in all subject areas.
- Recognition postcards issued by teachers to students throughout the academic year.
- Recognition badges, including department badges.
- ePraise leader boards publicised through the school's Social Moral Spiritual and Cultural (SMSC) Newsletter issued every week.
- Commendation by the Headteacher and Senior Leaders
- Termly and annual attendance awards to reward achievement of attendance and punctuality targets.
- Love to Shop vouchers and significant prizes, including Kindles and Tablets are issued at least once a term for outstanding conduct and outstanding attendance.
- Positive messages sent home by the Year Manager and Year Co-ordinator via the MyEd text messaging system.

- Public praise, handled with sensitivity, to an individual/class/year group via year group and House assemblies.
- School Improvement issue Love to Shop vouchers to students making outstanding academic progress following the publication of attainment data in January, March and June.
- Opportunity to participate in regular year group reward excursions based upon achievement of agreed ambitious standards and key expectations – attendance, punctuality, ePraise etc....
- Student leaders, including Prefects being issued a different tie and badges in recognition of their extra responsibilities.
- The use of praise postcards by departments and pastoral staff to inform parents of actions/achievements deserving of praise.
- Progress and subject badges to recognise outstanding achievement and progress.
- Formal presentation ceremonies are held for Years 7-13 at the end of every term. These ceremonies include the subject, attendance, attitude to learning and behaviour awards. Departments contribute prizes to these ceremonies if they wish to do so but to a limit of £5 per prize. This allows for a uniform response from all departments.
- An Upper School Presentation Ceremony is held in March/April to celebrate Year 11 success over their five years of study at Holte. A VIP guest is always arranged to present the prizes and parents are invited.
- Students receive 'Ethos' grades for their behaviour and attitude to learning that are included in annual reports and form part of the school's academic mentoring system.
- Core values rewards cards where students are recognized for modelling our core values of collaboration, aspiration, responsibility, equality and respect. Students who get enough signatures from staff are entered into a rewards draw once every term.
- Hot Chocolate Friday with the Deputy Headteacher. Teachers nominate students who have gone above and beyond each week.
- Recognition within the weekly SMSC newsletter.

Note: whilst the school recognizes that it is important to recognize excellent attendance, we also acknowledge that some pupils' attendance is significantly affected by factors beyond their control. For this reason, pastoral teams will alter the criteria for rewards and recognition, including rewards trips when this is deemed appropriate.

3.5 The criteria for the issuing of rewards under the formal reward structure should be agreed within Departments and Year Teams. This allows for a flexible approach but all staff must work within the overarching framework of this Rewards and Recognition policy. Examples of criteria for the issuing of E-Praise points might include:

- Consistently high standard of performance in a subject area.
- To reward improvement in performance.
- Regular involvement in extra-curricular activities.
- A high standard of presentation showing care, accuracy and detail.

- Exceptional and/or sustained effort, perseverance and hard work.
- An improvement in effort or attitude over a certain period.
- Outstanding results in assessments.
- Completing classwork, homework or coursework to a good standard.
- When a student has shown a real effort to act upon constructive advice given.
- Showing a good contribution to the promotion of a positive ethos within class or around school.
- When a student shows resilience, works with independence, is an effective self-manager, creative thinking, and self-manager.
- Contribution to the School/Year Council or other Student leadership opportunities.
- Demonstration of a commitment to any of the school's core values.
- Outstanding attendance and punctuality

4. Monitoring and Evaluation

4.1 The effectiveness of this policy will be evaluated during formal pastoral meetings and as part of the termly pastoral report. To evaluate the success of this policy, the school will consider to what extent:

- Achievement has been raised. This can be measured through exam results, e-portal grades and student tracking data from the School Improvement Team.
- There is greater consistency in the allocation of rewards across different subjects and by all staff. This can be analyzed through using the data provided by the E-Praise system, analyzed through pastoral reports by the pastoral team and senior leaders.
- The impact that rewarding success has had on encouraging positive attitudes towards learning. This can be assessed using E-Praise data, the ethos grades reported by staff during the year, student survey data and through questioning students in both the School Council, Junior Leadership Team and regular Student Voice interviews.
- The school will also monitor distribution of rewards by age, ethnicity, gender, FSM and special educational needs.
- The AHT Pastoral will provide an update on rewards and recognition and the impact on students every term through the Headteacher's Report to Governors, school self-evaluation and Strategic Development Plan.