Rewards Policy

Coordinator	Karine Bergame
Review Frequency	Every 3 years
Policy First Issued	September 1993
Last Reviewed	September 2015
Agreed by LT on	29th March 2022
Does this policy need to be agreed by Governors? If yes, which committee?	No N/A
Agreed by Governors on	N/A
This policy is communicated by the following means:	
Governors	Academy website
Staff	Policy folders on staff shared drive and staff planners
Parents	Academy website
Students	PSHCE, assemblies, School Council, extracts in Student Planners

Contents

1. Principles and Rationale

At Clapton Girls' Academy, a key part of developing the potential of our students is through giving encouragement, praise and recognition for their achievements.
The whole school reward system aims to enforce this across all key stages.
Underpinning the rewards system are the following principles:

- Staff actively look for appropriate opportunities to praise students within and beyond the classroom as part of the focus on rewarding students for "going above and beyond".
- Staff actively encourage students to demonstrate the Academy's CAIR values in their approach to education and in their conduct when representing the Academy in the local community.
- Every student should be able to achieve recognition for their achievement and effort.
- The allocation of student rewards is fair and creates opportunities for all students to be rewarded.
- Effort and improvement are rewarded as much as achievement, making sure that all students are receiving equal encouragement, praise and reward.
- Although we encourage all students to always display positive behaviour, instances of challenging behaviour cannot affect the allocation of curriculum rewards.
- There should be regular opportunities for students to receive public recognition for their achievements such as awarding certificates and prizes in assemblies, "Monthly Champions" via Student Notices, letters home, displays and articles in CGA News.
- The rewards system should be easy to manage for staff and easy to understand for students and parents
- The system is made explicit to all members of the school community and students' achievements are instantly shared with parents via MyEd.
- The CGA rewards system is an accumulative one which allows students to monitor their rewards and staff to be specific about what they reward students for.
- The system is intrinsic to the CGA routines and ensures consistency in the allocation of rewards.

2. Rewards for KS3 and KS4

The aim is to encourage staff to be proactive in giving out rewards and encouragement to students by having a wide range of reasons for, and types of, rewards from which to choose.

The system rewards all types of achievement including academic, sporting, artistic, personal, moral and social and is designed to motivate students to enjoy the challenge of learning.

Examples of how students are rewarded:

2.1 Achievement Points:

Staff are able to award achievement points by using SIMS. This also allows Heads of Year to monitor students' rewards efficiently. Achievement point totals are included on students' termly profiles to ensure that parents are kept informed about student achievements and parents can also access this information via the MyEd app. Students are able to keep a running total of achievement points in their student planner.

2.2 Star of the Hour:

Star of the hour is issued to recognise a wide range of skills including resilience, determination, working well with others and independent learning. It is also awarded to recognise exceptional effort or progress.
All teachers award a SOTH to one student per lesson. Staff record the SOTH student details in SIMS which allocates achievement points, and the teacher puts a SOTH sticker in the student planner. Once a student receives a full page of stickers, they can go to student reception where they can choose a reward.

2.3 Good News Cards:

Good news cards are used to acknowledge in writing a specific student's achievement in a way which students can then share their achievement with their form tutor, Heads of Year/Progress, other member of staff and family. Staff will also issue achievement points when giving a student a good news card.

2.4 CAIR badges:

CAIR badges are awarded by the Leadership Team and Heads of Year to students personifying the Academy CAIR values: Compassion, Ambition, Integrity, Resilience. These are handed out when staff notice these qualities in students in any area of the school.

2.5 Student of the fortnight:

A student from each year group is selected as 'Student of the fortnight' for achieving the most achievement points with no behaviour points. Students are awarded with prizes and a MyEd message is sent home to parents. The student of the fortnight is displayed on the year group's notice board.

2.6 Achievement Certificates:

Students accumulating the required number of achievement points (see table below) are then awarded a bronze / silver / gold certificate at the end of each term during achievement assemblies.

Number of points required	Type of certificates awarded
200 points	Bronze
400 points	Silver
600 points	Gold
800 points	Headteacher's award
1000 points	Special Achievement award

2.7 Monthly champions:
This is a whole-school reward announced at the end of every month in Student Notices.
There is one champion for each category: Achievement, Attendance and Punctuality.
Champions receive a certificate, a badge and a shopping voucher.

2.8 Next Level November:
This is a whole-school initiative created to encourage motivation levels and ensure positive behaviour.
During the month of November, tutor groups compete against each other in a variety of categories including attendance, punctuality, achievement points and their morning line-up. Winners are chosen using a point system and rewarded weekly for their effort and achievement. At the end of the month, a winning tutor group is rewarded in each year group. Prizes range from stationery to a pizza and movie afternoon.

3. Celebration Assemblies

End of Key Stage 4 and 5 celebrations:
Celebrations at the end of Key Stage 4 and 5 have a strong focus on recognising students' achievements. These events take place during the summer term.

End of term Key Stage Celebration Assemblies
Celebration assemblies are held at the end of each term to recognise student achievements. Rewards are presented for:
- Attendance and Punctuality
- Achievement points (including SOTH)
- Extra-curricular and sporting achievements
- External student awards
- Academy CAIR values
- Subject area achievements
- Any other significant achievement

4. Extra-curricular activities

Attendance to extra-curricular activities is recorded by teachers. Participation in after-school clubs and enrichment activities is rewarded with recognition via Student Notices and the CGA News.

5. Improved Behaviour and Effort

Some students have greater hurdles to overcome in order to behave appropriately and it is important to recognise those students who have made continued improvements in their behaviour and conduct around school. These rewards for behaviour are decided and issued on an individual basis.

6. Rewards for KS5

At KS5, the rewards system focuses on achievement, attainment, attendance and contribution to school life. We have specific achievement points that are rewarded to 6th form students which will contribute to their UCAS applications and are attributes which will help them get ready for university life. These are:

- Independent learner
- Outstanding contribution
- Team worker
- Resilience and determination

7. External Awards

Clapton Girls' Academy actively encourages nomination of students for local, national and international awards and competitions. Any requests to make nominations are reviewed by the Leadership Team at their weekly business meeting.

8. Monitoring Rewards - Responsibilities

The following staff are responsible for monitoring the consistent and equitable approach to the issuing of rewards:

- **Heads of Faculty/Subject** – monitor that all teachers within their faculty/subject are using agreed reward systems consistently.
- **Heads of Year/Progress** – monitor that students across their year group are being rewarded consistently. This allows them to intervene where students receive fewer than expected rewards and ensure key groups are not over or underrepresented in academy reward allocations and at achievement assemblies.
- **Assistant Headteacher** with responsibility for rewards – monitors academy wide use of rewards to ensure consistency; leads on planning and delivery of reward systems; raises profile of rewards across the academy; provides a termly review of rewards data for the leadership team.
- **Attendance Manager** – monitors allocation of attendance and punctuality rewards to ensure that these are issued according to agreed criteria.