

**Statutory Policy**

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

Behaviour for Learning Policy

Rewards

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