



**The Trafalgar  
School** AT DOWNTON



# Rewards Protocol & Guidance

## Introduction

Rewarding students and appreciating their effort and achievement is one of the main foundations of successful behaviour management and academic success at the Trafalgar School at Downton. We want to notice all the fantastic achievements our students do and we want to celebrate their success and achievements whenever we can. No child should be invisible – everyone should have a strong sense of self-worth during their time at Trafalgar.

Whenever possible, students should be rewarded as a means of acknowledging an effort, achievement or action that is above and beyond the norm. This might be in the form of positive acknowledgment, praise or rewards. It encompasses both academic standards and achievements and the wider school experience such as co-curricular.

## Strategic Aims and Objectives

Rewards are pivotal in *building positive relationships and a strong community so that all stakeholders feel valued and a sense of belonging.*

## Responsibilities

**The Academy Governance Committee (AGC)** will support and uphold the high standards required by the Trafalgar School of its students with reference to the way rewards are used to support and inspire students.

**The Academy Leader** will take responsibility for rewards and resources being deployed appropriately.

**All senior leaders and other members of the wider leadership team** will reinforce the importance to staff of issuing rewards and noticing students' achievement and attitudes.

**Middle leaders** will ensure that their Houses or department areas are consistently rewarding students.

**Pastoral leaders** will ensure that they both reward and monitor the use of rewards across their House and the whole school. Any perceived gaps will be addressed.

**The SENDCo** will monitor the use of rewards with students with additional needs.

**All staff** have a responsibility to support the school policy on rewards and will issue House Points to reinforce good and outstanding achievement and behaviour in lessons, co-curricular time and free time.

**All students** will be expected to familiarise themselves with, and abide by the Code of Conduct and the Academic Standard expectations.

## **Rewards**

Whenever possible, students should be rewarded as a means of acknowledging an effort, achievement or action that is above and beyond the norm. This might be in the form of positive acknowledgment, praise or rewards. At The Trafalgar School at Downton we value all forms of success and we like to celebrate achievements in a variety of ways:-

## **House Points**

A student may achieve a House Point for showing one of the aspects of an effective learner.

- Team leader
- Reflective learner
- Independent learner
- Creative learner
- Key skills
- Active Listening
- High standards of presentation

In addition we also reward students for demonstrating and enacting the Trafalgar School Values:

- Strong & Spirited
- Giving
- Determined
- Compassionate
- Enthusiastic
- Trustworthy
- Respectful
- Open-Minded

House Points are also given for achieving excellent attendance, demonstrating excellent academic standards, participating in school events or carrying out community work. There are special awards which can be awarded by the Heads of House, the Senior Leadership Team and the Academy Leader. Points are added via ClassCharts.

**Bronze Award:** If a student is awarded more than 100 House Points they will receive a Bronze Class Charts Badge for their efforts.

**Silver Award:** If a student is awarded more than 200 House Points they will receive a Silver Class Charts Badge for their efforts.

**Gold Award:** If a student is awarded more than 300 House Points they will receive a Gold Class Charts Badge for their efforts.

**Platinum Award:** If a student is awarded more than 400 House Points they will receive a Platinum Class Charts Badge for their efforts.

**Palladian:** Exceptional students who receive more than 500 House Points in a year will receive a Palladian Class Charts Badge.

**Iridium:** Exceptional students who receive more than 600 House Points in a year will receive an Iridium Class Charts Badge

**Rhodium:** Exceptional students who receive more than 700 House Points in a year will receive a Rhodium Class Charts badge

## **Weekly Pastoral Stars of the Week**

Heads of House and tutors identify one student from each House who has done something amazing, and this success is celebrated on the school Facebook page and the student is awarded a special **Head of House Pastoral Star Award** which is equal to 10 House points.

## **'Trafalgar Sees' Postcards**

These are postcards which are left around school in student and staff areas so that members of the school community can show fellow students or staff that they have noticed something good that they have done and give them immediate positive feedback and appreciation.

## **Departmental Rewards**

Across the school each department celebrates the success in their subject using the reward system on ClassCharts and with individual rewards which are tailored to the subject itself.

## **Whole School Celebration Assembly**

Six times a year, a whole school assembly takes place to celebrate the achievements of students and staff within the school community.

## Contact Home

When a student has achieved beyond expectations for work or behaviour they may receive a praise letter, postcard, email or phone call home from their class teacher or form tutor.

## Celebration Evening for Years 7-10

Students who have highly achieved or have exceeded expectation are awarded subject and pastoral prizes.

## Presentation Evening for KS4 outgoing students

Students who have highly achieved or have exceeded expectation are awarded subject and pastoral prizes.

## Academic standards rewards

Outstanding behaviour and attitudes provide the platform from which students can excel. When students have learnt self-control and are supported in a classroom where there is an outstanding climate for learning, they can develop the skills and attributes needed to excel in life- long learning.

Consequently, at the Trafalgar School at Downton we challenge all of our students to excel in their **academic standards**. Our reporting system rewards students who are outstanding and good for the majority of their lessons and highlights students who require additional support to take ownership of their learning. Parents and carers receive academic standards grades from all teachers four times a year.

## Academic Standards

The top five students in each year group, for both Academic Standards and Academic Progress, will be displayed on **The Great Wall**.

Heads of House will select one student from their House for the 'Most Improved Category' on the Great Wall.

The Deputy Headteacher (Pastoral) will send letters of congratulation to all students with an Academic Standards average of less than 1.75.

Heads of House will send letters of encouragement to all students with an Academic Standard average of between 1.76 and 2.00. They will review the Academic Standards and Academic Progress of students in their house and oversee tutors contacting home as necessary. They will closely monitor the performance of PPD students within their house.

Each level of the academic standards are identified in the Target Setting Document. We aspire for each of our learners to show consistent outstanding academic standards as outlined here.

An outstanding student **always**....

- Arrives ready and prepared to learn with all necessary equipment.
- Self-regulates their behavior and maintains a high level of concentration.
- Is attentive. Listens actively to the teacher and to peers.
- Can think and act for themselves is not over reliant on the teacher.
- Has a positive attitude to lessons, showing interest and enthusiasm.
- Participates fully in lessons, both in written work, practical learning, and discussion.
- Completes their best work, first time<sup>1</sup>. Leaves no gaps.
- Perseveres and doesn't give up, demonstrates resilience.
- Actively engages in improving their work and performance, sets themselves aspirational goals.
- Completes homework to the required standard, they may often go above and beyond.

## Monitoring

Using ClassCharts Heads of House and tutors will regularly monitor the use of House Points across students and staff members to ensure consistency.

An analysis of House Point awarding trends will take place on a termly basis formally, with a focus on these

**Year group differences:** We look at the house point trends in different year groups with a view to ensuring consistency is as high as possible. The differences in awarding between KS3 and KS4 is a particular issue to keep in mind when doing this analysis.

**Vulnerable group trends:** We look at how vulnerable groups such as disadvantaged students, students with special educational needs and students with English as an additional language are awarded House Points, compared with other students.

**Subject analysis:** We look at which subject areas reward students the most. This helps us to intervene and support colleagues.

**Reward type analysis.** This involves looking at the most prevalent type of reward that we see across the school and the variance across different staff members and departments.

<sup>1</sup> See Exercise book standards

