



# HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

## Praise and Rewards Policy

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Post holder responsible	Asst Principal: Behaviour and Attitudes
LGB Chairperson	Geoff Taylor Smith



**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Praise and Rewards Policy has been approved and adopted by Hagley Catholic High School Governing Body on 17<sup>th</sup> October 2023 and will be reviewed in September 2025**

**Signed by LGB representative for Hagley Catholic High School:**



**Signed by Principal:**



## Contents

1	Rationale	4
2	Praise	5
3	Special Recognition Awards	7
4	Rewards	8
5	Promoting Acts of Kindness	9
6	Staff Responsibilities	10



## 1. Rationale

The main emphasis of Hagley Catholic High Schools positive behaviour system is to build good working relationships within the classroom between teachers and students. Students will not only be acknowledged for academic efforts and achievements, but also for demonstrating the key values we wish them to carry through into society and live as one of God's children.

Being praised and recognised for endeavour, can play a huge role in nurturing self-esteem and confidence. Praise has its place in any lesson and when used effectively, can motivate students and help build a positive and optimistic classroom and school culture. All staff are encouraged to use praise and rewards as part of their daily classroom management strategies. Both praise and reward should be specific and acknowledge that a student has met the high standards required at Hagley Catholic High School. A variety of methods can be used to highlight that a student has made a positive contribution within all areas of school life. These can include:

- Verbal praise
- Awarding House Points during lessons and around school
- Contacting home through letters, phone calls, messages in diaries and emails etc.
- Celebratory events
- Rewards/Praise Assemblies

Student achievements are rewarded as positive points which students collect over the course of the year. These are recorded through Arbor as a running total and all students work towards an end of year celebration activity. As well as this, the top achieving students in each year group will receive a prize in the final end of year assembly, as well as ongoing recognition.

Each term/half term - celebration assemblies are held for all year groups to recognise achievements and significant improvements for individuals and groups of students. Selected students will then be given the opportunity to participate in a variety of reward specific activities. These activities may include:

- Reward trips
- Movie and popcorn afternoons
- Tenpin bowling
- Pizza for lunch

Students can achieve positive points for a large variety of achievements, including - outstanding attendance; punctuality and presentation; outstanding effort and or attainment in lessons/homework tasks; representing the school in sports or other activities; promoting the Catholic Life of the school; demonstrating leadership and modelling of good behaviour; exceptional performance outside of the school; supporting school events and generally being an upstanding member of the Hagley Catholic High School community.

The entire list of our positive behaviours is built into Arbor, with all of the behaviours having a direct connection to the school values that we promote. Staff and students are actively encouraged to use and appreciate the appropriate school value when allocating or receiving praise or reward.

## 2. Praise

The specific school values that are promoted and praise received for are **Grateful and Generous**; **Attentive and Discerning**; **Compassionate and Loving**; **Faith-Filled and Truthful**; **Eloquent and Truthful**; Learned and Wise; **Curious and Attentive**; **Intentional and Prophetic**.



Within each pairing, there is included a statement of intent, followed by 4 examples for each pairing as to how a student might demonstrate the Gospel values through their behaviours. This information is presented as such -

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** their gifts, becoming men and women for others.

- Contribution in lessons
- Showing respect to others
- Good manners
- Contribution around school

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

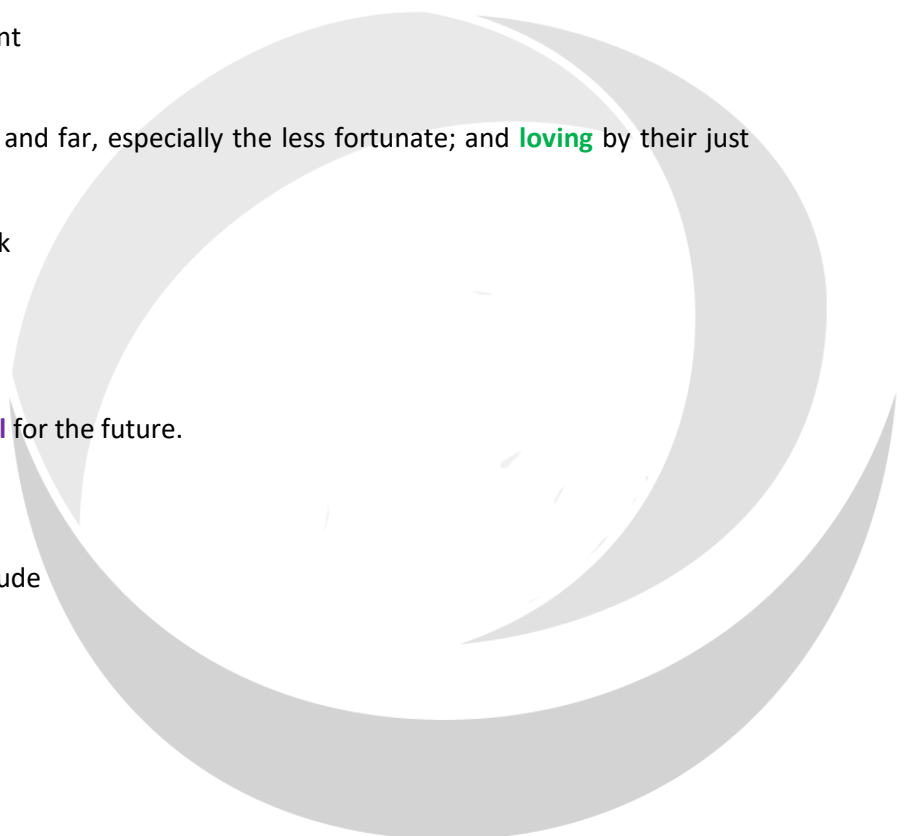
- On task behaviour in class
- Well answered questions
- Demonstrating good judgement
- Well prepared

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

- Involvement in charitable work
- Helpful to others
- Demonstrating kindness
- Engaging with others

**Faith-filled** in their beliefs and **hopeful** for the future.

- Leading in prayer
- Perseverance
- Demonstrating a positive attitude
- Upholding a Catholic ethos



**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

- Showing expression in work
- Demonstrating persuasion in a debate
- Honesty
- Excellent quality of work

**Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.

- Good progress
- Good work
- Good discipline
- Correct work successfully

**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

- Ask searching questions
- Engagement in learning
- Contribute to the wider school life
- Improving the school environment

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

- Presentation to others
- Modelling good behaviour e.g. prefects
- Upstanding within the community
- Involved in a leadership role

### **3. Special Recognition Awards**

In addition to these daily opportunities for praise and acknowledgement, there are also a variety of 'Special Recognition awards' to include **i).** Senior Staff Awards; **ii).** Outstanding Performance Awards; **iii).** Hub Awards; **iv).** Successful Monitoring Awards and **v).** Catholic Life Awards.

#### **i. Senior Staff Awards**

Principal, SLT, Head of Year and Head of Department awards can be allocated to students for a wide variety of reasons.

Subject Leaders have a fundamental role in establishing a positive culture within the school. They should use the same strategies as subject teachers, as well as taking on the additional responsibility for co-ordinating the awarding of commendation certificates together with identifying the students who are to be rewarded at the annual Presentation Evening. In addition to this, each department is encouraged to incorporate their own specific Praise and Rewards initiatives in an attempt to promote their subject.

Commendations certificates will be used at the end of each term to support subject teachers praise the efforts and contributions of students over an extended period of time. Teachers can nominate up

to five students per class/ per term to receive a Commendation certificate. Commendations have the value of 10 Positive Points in Arbor.

Each Department will also have the opportunity to nominate students for subject specific awards at the Annual school Presentation Evening. Awards are made retrospectively, based on the previous school year. These awards have the value of 25 Positive Points in Arbor.

The Head of Year has a significant opportunity to build upon the work of classroom teachers and Form Tutors. The Head of Year should look to praise and in turn reward students at every opportunity; this can be for curricular and extra-curricular work. A key element of this culture must be to recognise students who have received significant praise with regards to the school values and in turn this would demonstrate students who are upstanding within the school community.

Heads of Year should also ensure that in each assembly they reward individuals or cohorts of students for successes and commitment. There should be plenty of time set aside to recognise the positive contributions made by students within their year group and be proud to share these with the rest of the year group.

As an ultimate recognition and only when appropriate the Principal (or member of the SLT) will send either a 'Well Done' letter or award a Principal's Merit to a student. These may be awarded to recognise success within school or again for achievements beyond the school curriculum. These awards have the value of 15 Positive Points in Arbor.

## **ii. Outstanding Achievement Awards**

Outstanding Achievement Awards are allocated for any act deemed to be 'above and beyond', from either an academic or pastoral perspective and will be closely linked to the school values of **Learned** and **Wise**, **Curious** and **Active** as well as **Intentional** and **Prophetic**, which are allocated on a daily basis.

Academic achievement awards will be allocated to students who demonstrate outstanding attainment, progress or attitude to their studies. Any member of staff can allocate this award, but to ensure consistency and status, it is recommended that departments discuss (during department meetings) which students are best placed to receive the award and the reasoning why.

From a pastoral or whole school perspective, this award will be allocated to a student who has demonstrated an excellence within a chosen skill or activity area. This might be on the sports field, dance floor, school production or any other area of school life. Known achievements from outside of the school environment can also be celebrated through the allocation of this award.

## **iii. Hub Awards**

The 'Hub' plays an incredibly important role in both the academic and social development of a significant number of Hagley students. For some students, this location is seen as a genuine safe refuge within the school environment. Therefore, positive behaviours and contributions should be recognised at every given opportunity. Although the school values will still play a substantial role within celebrating these contributions, members of staff from the Hub, also have the ability to allocate Hub Awards to act as an additional reinforcement of the positive behaviours displayed. Hub Awards have the value of 5 and 10 Positive Points in Arbor.

#### **iv. Successful Monitoring Awards**

For a variety of reasons, certain students can find positive behaviour a challenge and in turn receive greater recognition for the negative behaviours that they demonstrate. In line with the schools Behaviour for Learning Policy, this would normally lead to a period of time on a monitoring report, whereby the student is set small but achievable improvement targets. The successful monitoring award can be allocated by any member of staff placing a student on report card and would be given for persistently meeting the targets that were set.

This is a way of recognising the efforts that the student has made and also giving their parents/carers the chance to monitor the report process. Successful Monitoring Awards have the value of 10 Positive Points in Arbor.

#### **v. Catholic Life Awards**

As a Catholic school for all, it is our belief that by nurturing a deeper appreciation of the Gospel values in each student, they will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world. With this in mind, it is imperative that praise is consistently used to emphasise the importance of any act whereby a student demonstrates a significant contribution to the Catholic Ethos of the school community.

Daily acclaim for examples of upholding the Catholic ethos of the school will be recorded through positive Arbor points, predominantly via the **faith-filled** and **hopeful** as well as the **Compassionate** and **loving** school values.

The Catholic Life Award, however, will be allocated to students who demonstrate a substantial contribution to the Catholic ethos of the school community. A student who readily contributes towards Collective Worship; is involved in voluntary community work; supports with fund raising (either in or outside of school) or shows examples of putting others before themselves, would be a prime candidate for receiving this award.

### **3. Rewards**

Rewards and incentives can support with promoting the emotional health and well-being of students, raising their self-esteem and encouraging a positive attitude. Rewards should be varied and in context of the reason for their allocation. Both intrinsic and extrinsic rewards make up part of the incentives used at Hagley Catholic High School, with a desire in place to educate our students that doing the right thing or going above and beyond, does not necessarily mean a physical prize is awarded, but that we do it in an attempt to be our very best in all situations, with an ultimate aim being to live as one of God's children.

- Positive points allocated through Arbor (leading to reward milestones)
- Presentation of attendance, achievement, positive points and 0 negative points certificates
- Commendation certificates (departments)
- Allocation of additional responsibilities (The Voice; Prefects; Sports Captains etc.)
- Allocation of additional privileges (jump the dinner queue passes; reserved dinner tables)



All positive points are recorded through Arbor as a running total and all students will be encouraged to monitor their allocation as well as looking to persistently increase the number by demonstrating the school values assigned to each point.

Students will be rewarded when a positive behaviour point milestone is reached. The milestones and associated rewards are identified within the table below.

Positive Points Milestones		
<b>BRONZE</b>	<b>100</b>	<b>Certificate</b>
<b>SILVER</b>	<b>175</b>	<b>Certificate</b>
<b>GOLD</b>	<b>250</b>	<b>Trophy/Prize</b>
<b>PLATINUM</b>	<b>300</b>	<b>Principal recognition letter</b>

The allocation of positive points will potentially lead to:

- Inclusion within the end of term 'Reward' trips/activities (Theme parks; Theatre visits)
- Movie and popcorn afternoons
- Tenpin bowling
- Pizza lunches
- Nominations for Presentation Evening Awards and Trophies
- Shop vouchers; trophies and confectionary

#### **4. Promoting Acts of Kindness**

Over recent years, a variety of national initiatives have been developed, to promote positive student behaviour within schools. In some instances, this has gone further by concentrating on the importance of a specific behaviour. Most significantly – Kindness. One such initiative was launched by 'Kindness UK' and is called 'The Random Acts of Kindness Project'. Many other schools have developed this further and have gone as far as creating their own specific 'Kindness Projects'.

As has already been touched on within this policy, it is our belief that by nurturing a deeper appreciation of the Gospel values in each student, that they will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world and live their lives as one of God's children – therefore demonstrating kindness and more, in the way that they live their lives.

Our Praise and Rewards protocol look to reinforce these behaviours through the school values of being **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

As part of our endeavours to nurture this deeper appreciation, students who are persistently allocated positive points for being **compassionate** and **loving** (involvement in charitable work; being helpful to others; demonstrating kindness and engaging positively with others) will be recognised at celebratory events across the school. Regular awareness will be required as the norm and reinforced through assemblies outlining exactly what kindness looks like and recent examples that have been demonstrated across our school community. More significant examples of these values will most likely lead to the

allocation of a prize or reward. This is not just applicable to our student cohort, but to every member of our school community, therefore staff's contributions will be recognised also and will be used as powerful illustrations to the children within our care.

## **5. Staff Responsibilities**

All staff (not just teaching staff) are encouraged to use praise and rewards effectively. Not simply giving praise for routine tasks, such as arriving to a lesson with a pen. Both praise and reward should be specific and acknowledge that the student has met the high standards required at Hagley and are linked to a specific school value.

Staff are asked to use these steps to deliver effective praise:

- Have a good knowledge of the specific examples allocated to each school value
- Communicate the praise to the student. Deliver praise to students in proximity
- Be sincere and enthusiastic, but don't overdo it
- Keep records of praise through accurate allocation through Arbor
- To support SLT/CLT and PLT with contributions related to the awarding of higher-level awards.

Within the classroom staff are encouraged to establishing a positive culture in which success is recognised and students are rewarded appropriately. All teachers should verbally praise pupils for their contributions to lessons. Research clearly demonstrates that in effective classrooms, a teacher uses praise four times more frequently than chastisement; this is a target that all class teachers are encouraged to aspire towards.

## **6. Staff Training**

The school recognises that the training of staff is vital for the consistent use of positive behaviour strategies. Praise and Rewards is an integral part of training of all aspirant teachers (BTs, GTPs and unqualified teachers), supply teachers, newly qualified teachers and all staff through regular INSET.

Through training, staff are encouraged to employ positive behaviour strategies such as positive correction, calming techniques, positive use of language and the effective distribution of praise and rewards to ensure that positive situations are harnessed, and an ethos of mutual respect is fostered.

## **7. Review and Development**

The Principal will ensure that the Praise and Rewards procedures and guidance documents are monitored and reviewed by the staff, students and parents/carers. They will report to the Governing Body on the policies, effectiveness, fairness and consistency. The Academy Committee will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. Parent/guardian feedback will also be used to review and develop both policy and procedure.

The outcome of the review and any changes, resolutions and solutions to the Policy will be communicated to all those involved and incorporated into a published amended Praise and Rewards Policy and guidance documents for staff.

## **8. Praise and Reward Posters**

On the following page, which will be used on displays around the school site as well as in classroom to advertise to school values and their link to praise and rewards.



# PRAISE AND REWARDS



## GRATEFUL AND GENEROUS

- School contribution
- Good manners
- Respect to others
- Lesson contribution



- Well prepared
- On task in class
- Good judgement
- Well answered question



## ELOQUENT AND TRUTHFUL



- Excellent work quality -
- Persuasive in debate -
- Expressive in work -
- Honest -



- Good discipline -
- Good work -
- Good progress -
- Successful corrections -

## ATTENTIVE AND DISCERNING

## LEARNED AND WISE

## COMPASSIONATE AND LOVING

## CURIOUS AND ACTIVE

- Involved in charitable work
- Engagement with others
- Demonstrate kindness
- Helpful to others
- Perseverance
- Positive attitude
- Leading in prayer
- Upholding Catholic ethos



- Whole school participation -
- Engagement in learning -
- Ask searching questions -
- Improve environment -

- Role model -
- Upstanding -
- School leader -
- Presentation to others -

## FAITHILLED AND TRUTHFUL

## INTENTIONAL AND PROPHETIC



Catholic life  
Contribution



Hub  
Reward



Outstanding  
Performances



Successful  
Monitoring



Senior  
Staff Merits

## SPECIAL RECOGNITION REWARDS