

REWARDS POLICY FOR THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



NAMED PERSON:	Miss Rebecca Branson AHT
ATTACHED COMMITTEE:	CURRICULUM
REVIEWED:	JANUARY 2021
REVIEW CYCLE:	2 YEARS
NEXT REVIEW DATE:	JANUARY 2023

Introduction

The Buckingham School is committed to recognising and openly celebrating student effort and achievement. This policy outlines how we encourage students to strive to improve standards and how we foster healthy competition and teamwork through our house system and school virtues.

Throughout the year, students are rewarded house points, which are attributed to each of the school's virtues. The virtues support students in developing themselves not only academically but, as upstanding members of the community, both in and out of school. The house points that students collect work towards individual rewards and house rewards that are awarded at various points in the year. They may be collected as a result of behaviours in lesson, in social times, outside of school and through engagement with extra-curricular activities and house competitions.

Purposes

1. To encourage each student to develop each of the school's seven virtues
2. To develop an environment and culture of continuous recognition, where praise is the norm and all achievements are celebrated
3. To promote the ethos of team work and co-operation
4. To operate a rewards system that is transparent, clear, consistent and fair

Broad Guidelines

1. Staff recognise the outstanding work of a student both through praise and by the awarding of house points on Go4Schools. There will be an expectation that all staff who are student-facing award house points for behaviours that demonstrated our school virtues. This will enable the school to foster an understanding amongst our community that every is equally important in the development of our students.
2. The top students in each virtue will be recognised at least fortnightly through various means of rewards. This will be reset after each awarding episode to allow everyone to be included however, total house points for the year will be used for the end-of-year rewards.
3. Through assemblies, social media outlets and displays we openly celebrate and reward individual and group progress thereby promoting understanding of the shared expectations and virtues of The Buckingham School.
4. The collated data will be available to support comments made at both parent evenings and in reports.
5. Students can earn multiple house points at one time depending on the number of virtues they have displayed in the event.

What is rewarded:

In the main, house points will be awarded as single points that are attributed to different virtues. Depending on the behaviour demonstrated, it may be appropriate to award several house points for different virtues for the same 'event'. For example, if a student researches 'Women's Rights' independently and then goes on to present it to others in an assembly, it may be that they are awarded with house points for 'Curiosity', 'Empathy' and 'Confidence'. Examples of the types of behaviours that could result in singular house points being awarded for our virtues are as follows:

Virtue	Typical Behaviours
Ambition An ambitious student...	<ul style="list-style-type: none">• Completes the most challenging option and/or asks for extra work• Meets or exceeds MEG• Takes part in competitions in and out of school• Has high expectations of themselves in term of standards• Engages in extra research/reading/work/home and independent study.• Sets personal Goals• Takes on new challenges• Is passionate about themselves becoming better• Researches careers and future pathways• Leads activities in class or in extra-curricular activities• Always tries their best• Aspires to do well in life• Attends revision sessions

Virtue	Typical Behaviours
<p>Confidence</p> <p>A confident student...</p>	<ul style="list-style-type: none"> • Contributes to class discussions, especially when disagreeing with another student in a civilised manner • Presents a piece of work to the class • Develops higher tier interaction skills with peers and staff • Conducts themselves to high standards within school and when representing the school. • Takes risks and experiment to create a bold and ambitious piece, within the work set • Works as an independent learner • Works creatively and is happy to experiment and try new ideas/themes and concepts • Presents to an audience (classwork, assembly, open evening, performance) • Actively takes on leadership roles • Uses subject specific language confidently • Tries a new sport • Uses their time-out card at the right time

Virtue	Typical Behaviours
<p>Respect</p> <p>A respectful student...</p>	<ul style="list-style-type: none"> • Shows a deep and genuine appreciation to someone else's viewpoint, work or situation • Is proud of one's work and/or attitude (respecting oneself) • Displays clear and honest viewpoints without offending • Treats peers, staff and oneself with respect through conduct and manner • Works as part of a team • Wears their school uniform proudly • Conducts themselves well in the classroom to support a high quality learning environment and culture • Takes care of their environment and belongings, indoors and outdoors • Follows health and safety guidance at all times • Is polite • Listens well • Helps those around them • Is honest • Stands up for others • Accepts that others may have different viewpoints to their own • Accepts others for who they are • Demonstrates good sportsmanship • Is an audience member with positive response /supportive suggestions • Takes an active part in group work - accepting the leader • Commemorates historical events • Follows instructions first time • Looking over work the teacher has taken time to mark and comment on • Tidies up their space after themselves

Virtue	Typical Behaviours
<p>Empathy</p> <p>An empathetic student...</p>	<ul style="list-style-type: none"> • Supports another student with their work without expecting anything in return • Shows a deep understanding to someone else's situation • Wants to instigate positive change in the human or physical environment • Takes the time to listen and understand many viewpoints to an issue or belief • Is aware of our actions on the physical and human world around us • Understands the feelings of others in feedback, group work and peer assessment • Supports others, without judgment, when they are trying • Demonstrates understanding and care when discussing socially sensitive topics – i.e., mental health • Offers advice to support peers • Understands the needs of a group in order to be an effective member • Shows kindness and care towards others • Encourages other students who find tasks challenging • Assists other groups in practical activities • Helping to explain something to a peer

Virtue	Typical Behaviours
<p>Resilience</p> <p>A resilient student...</p>	<ul style="list-style-type: none"> • Shows an ability to take on challenging situations and move forward • Participates in lessons, offers thoughts and uses learning to alter prior misconceptions • Illustrates how feedback has enabled progress • Removes barriers to learning • Keeps an enquiring mind of how to continue to develop • Asks for support to improve • Shows the ability to accept, recover from and 'move on' when faced with challenge or difficulty. • Takes action to improve their areas for development e.g. exam result, coursework improvements, personal traits • Is able to accept criticism and advice • Can adapt to change well and without complaint • Enjoys overcoming challenges • Does not give up • Regularly attends extra-curricular clubs • Has a high attendance rate • Accepts losing and demonstrates good sportsmanship • Responds to feedback in a positive manner - demonstrating improvement (practical or written) • Will redraft or rehearse a piece of work several times • Continually uses strategies to cope in class • Views failure as a learning opportunity • Uses different strategies to work things out • Reflects on work which has been marked by the teacher and looks at ways in which they can improve it

Virtue	Typical Behaviours
<p>Integrity</p> <p>A student with integrity...</p>	<ul style="list-style-type: none"> • Represents the school, or community, in a positive manner at all times • Shows the ability to be honest with oneself and others e.g. about ability, work load, etc. • Displays moral principle • Displays discretion in order to avoid causing offence or revealing confidential information • Is helpful to those in need • Is able to admit they got something wrong • Is able to apply rules and hold themselves and others to account • Stands up for injustice • Is an upstander, not a bystander • Does and says the right thing, even when people aren't watching • Demonstrates honesty, pride in work or a situation in which the student has taken responsibility • Speaking up against wrongs • Accepts their own strengths and weaknesses • Problem solving tasks before asking for help • Allowing other in their group to participate equally • Consistently handing in work to deadlines and to their best ability • Is honest and truthful • Understands that they are in control of their behaviour • Challenges gossip

Virtue	Typical Behaviours
<p>Curiosity</p> <p>A curious student...</p>	<ul style="list-style-type: none"> • Independently researches a topic they know nothing or little about or are interested in learning more about • Consistently asks probing and challenging questions about topics being covered • Looks for solutions to problems in the classroom and beyond • Looks at different situations through other people's eyes to develop a deeper understand of 'why' • Challenges ideas and concepts • Experiments with new ideas, concepts and techniques • Seeks new experiences • Participates in new extra-curricular activities • Brings extra ideas related to topic to lesson • Actively participates in the lesson

On occasion, it may be deemed appropriate to award multiple house point for one particular virtue at a time. These instances can be seen in the table below:

[illegible]

Rewards

Throughout the year, students will be rewarded based on their house points in each of the virtues. After each reward event, the totals will be reset from a competition perspective to allow all students to remain involved and to avoid the same students running away with the competition. The end-of-year rewards for students will however be based on the total scores for the whole year. When each of the rewards listed below are awarded to a student, these are recorded on Go4Schools to allow the school to maintain a record of a student's achievements throughout their school career with us. Rewards will be awarded as follows:

Reward title	Reward received	When	By who	How awarded	Chosen based on
Successful report card	Treat (cake, hot choc, ice cream)/Q-jump	Weekly	HOYs	121 report meeting	Review of report
Tutor recognition award for [virtue]	Phone call home	Weekly	Form tutor	Announced in form time	Weekly knowledge of students
AHOY recognition award for [virtue]	Phone call home	Weekly	AHOYs	Announced in weekly assembly	Weekly knowledge of students and in discussion with form tutors/HOY
HOY recognition award for [virtue]	Phone call home	Weekly	HOYs	Announced in weekly assembly	Weekly knowledge of students and in discussion with form tutors/AHOY
Student in Top 3% of year group for focused virtue	Treat (cake, hot choc, ice cream)/Q-jump	Every 4 weeks	HOYs	Announced in assembly by HOY and cards given out in form time by form tutor	G4S HP data for previous 3 weeks
Top student in [virtue] in their form for Spring term	Letter home & certificate	Bi-termly	HOYs/SLT	Letter sent home by HOY, announced in assembly by HOY and SLT and certificates given out	G4S HP data for term
Top student in [house] for fortnightly house points	Choose snack menu for following week	Fortnightly	HOHs	Students announced by form tutors and go to canteen on a Tuesday morning	G4S HP data for previous fortnight

Reward title	Reward received	When	By who	How awarded	Chosen based on
[Season] term winning house	Non-uniform on last day of term	Termly	HOHs	Announced in house assembly (Tuesday) of the last week of term	G4S HP data for that term
Student in Top 3% of house for house points	Movie & munch	Bi-termly	HOHs	Movie and munch on last Thursday of term - announced in House assembly and letter sent home	G4S HP data for that term
Top student in [virtue] for Spring term	Lunch with the Head	Bi-termly	HOHs/SLT	Announced in house assembly (Tuesday) of the last week of term. Lunch to be on the Wednesday	G4S HP data for that term
[Year] winning house	Non-uniform & BBQ * field games	Yearly	HOHs	Announced the afternoon of sports' day for the last day of term	G4S HP data for that term

In addition to the in-year rewards listed above, the school will host a 'Celebration Evening' in the Autumn term to celebrate the achievements of the examination groups who will have received their results since leaving the school. This will be an opportunity for the community to see the excellent accomplishments of our students.

Conclusion

Through the development of a praise culture, based on a rewards system that regularly recognises and openly celebrates student progress, The Buckingham School will actively promote a positive learning environment for all. It is envisaged that good practice on the part of the students will be mirrored by the vast majority, thereby improving the quality of learning and individual student success – both academically and socially.

THE BUCKINGHAM SCHOOL – A SPECIALIST SPORTS COLLEGE



REWARDS POLICY

Adopted:	January 2021
Reviewed:	May 2021
Review Cycle:	2 Years
Next Review:	May 2023

Mr Matthew Watkins
Chairman
Governing Body

Signed:

A handwritten signature in black ink, appearing to read 'M. Watkins' with a stylized flourish at the end.

Date: May 2021