

Inclusion is at the
heart of our trust



Praise and Rewards

Philips High School



1. Related Policy

This Procedural Instruction facilitates the compliant implementation of the Trust's Behaviour & Relationships Policy (Secondary)

2. Summary

2.1 Promoting positive behaviour, clear expectations and strong relationships is the responsibility of the school community as a whole. Specific roles are key behavioural ambassadors with specific responsibilities. These include:

- The **Trust Board** are ultimately accountable for the performance of all Oak schools and must have high level oversight of what behaviour is like in our schools. They hold **executive leaders** directly accountable for the implementation of this policy and to ensure behaviour in all schools is managed effectively.
- The **Headteacher** – in leading the creation and reinforcement of the school culture, ensuring it permeates through every aspect of school life; overseeing the operational implementation the behaviour and relationships policy and procedures, ensuring that it is applied fairly and consistently. It is also the responsibility of the headteacher to ensure the health, safety and welfare of students and staff and for repeated or very serious acts of unacceptable behaviour, the headteacher holds responsibility for making the decision to suspend or permanently exclude students.
- The **Local Governance Committees** - are responsible for challenging and supporting school leaders in their operational implementation of the behaviour and relationships policy and procedures. In addition to this, they will ensure that serious sanctions such as suspensions and permanent exclusions are used only as a last resort by sitting on permanent exclusion review panels.
- **Senior Leaders** – are responsible for supporting the headteacher in the promotion and operational implementation of the behaviour and relationships policy and procedures, ensuring that they are a visible presence around school and known to the students; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students to ensure the culture of the school promotes positive behaviour.
- The **Deputy Headteacher** – is responsible for monitoring all aspects of the school's behaviour and relationships policy and its application, to promote equity and equality for all students. They are also responsible for ensuring all staff receive appropriate training, including Early Career Teachers, so that they can meet their duties and functions within the behaviour and relationships policy and procedures.
- The Assistant Headteacher responsible for Inclusion/**SENCo (Special Educational Needs Co-ordinator)** – is responsible for ensuring that all staff have adequate training and support on how students with special educational needs, disabilities or mental health may behave and provide provisions, adjustments, and interventions to manage this.
- The **Assistant Head responsible for behaviour** – is responsible for maintaining the Trusts high expectations for behaviour by ensuring that each

and every student gets the personal attention they need. This involves, liaising with parents, operating the behaviour management system including on call, reports, corrections and being a key member of staff to ensure restorative meetings take place to support students to improve their behaviour.

- **The Pastoral Year Leader/Head of Year** – is responsible for creating a year group team and identity where each student feels a sense of responsibility for helping and supporting others and promoting excellent performance.
- The **Teachers** – are responsible for creating a classroom culture in which all students feel they belong and feel safe; an environment where positive relationships are established that allows all students to thrive as individuals and as learners. This requires building trust, establishing clear routines and boundaries with consistently high expectations.

2.2 This Procedural Instruction will describe the processes applicable to all staff, parents/carers, pupils/students and local governors in relation to behaviour and relationships.

3. Praise and Reward

3.1 The Trust recognises that each of our schools will run its own approach to rewarding students that suits their context. The guiding principles are set out below.

3.2 Acknowledging good behaviour encourages repetition and communicates the Trust's expectations and values to all students. Using rewards and positive recognition provides an opportunity for all staff to strengthen the school's culture and ethos. Every student is special, and we regularly identify, reward and celebrate their many successes.

3.3 These successes can be in any aspect of school life. They include rewards for regular attendance, outstanding achievements or displaying the school's values etc. The Trust encourages use of a wide range of rewards ranging from simply saying well done or phone calls home, to issuing certificates and prizes. Schools hold regular celebration assemblies and special events, such as the annual presentation evening, to celebrate the achievements of its students.

4. Philips High School's Reward system.

Our achievement points are aligned with our school values of Success, Together, Aspire and Respect. All staff will actively recognise and reward behaviour that meets and exceeds our expectations.

Reward Tariff

Achievement Level	Description of behaviour	Reward
S 1	• Success points – e.g. Working to the best of their ability, reading out loud in class, answering a question in lesson to a high standard, Completing tasks and Independent Learning on time.	1 Achievement point added to Arbor

	• Together points – e.g., Supporting a peer in and out of the lesson, following school rules and policies, owning up to mistakes and learning from them, reporting unsafe or inappropriate behaviour. • Aspire points – e.g. Working hard in class, using feedback to improve your work, supporting others in their learning and celebrating their successes, showing resilience in the face of challenges. • Respect Points - e.g. polite behaviour such as using good manners, holding doors open, helping others, speaking kindly to others, following school rules and respecting authority, including others in group activities and avoiding exclusion. • Daily form equipment point – having the correct equipment for the day ahead • Weekly form attendance points – for arriving to school on time every day for a week.	
S 2	• For achieving a second instance within a lesson of any of the above.	2 Achievement points added to Arbor
S 3	• For achieving a third instance within a lesson of any of the above. • For achieving a certificate from the class teacher or form tutor.	3 Achievement points added to Arbor
S 4	• For achieving a fourth instance within a lesson of any of the above. • For achieving a certificate from the Head of Department/ Head of Year or Senior Leadership Team.	4 Achievement points added to Arbor
S 5	• For achieving a fifth instance within a lesson of any of the above. • 100% Attendance Award – given half termly for students with 100% attendance • Headteachers Certificate – given to students who consistently display the values of the school e.g. leading initiatives that improve the school community (e.g. eco projects, wellbeing	5 Achievement points added to Arbor

	campaigns), representing the school positively in external events or competitions, volunteering or helping others in the school or wider community.	
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In addition to this, staff will recognise individual achievements through the following.

- Verbal praise
- Positive phone calls
- Rewards Assemblies
- Celebration evenings
- Leavers assemblies
- Reward trips.

Students reaching the milestones below will also be awarded badges and recognition postcards.



Achievement Point Total	Reward
100	Bronze badge
375	Silver badge
750	Gold badge
1200	Diamond badge
1700	Ruby badge
2300	Emerald badge
3000	Platinum badge