

# Oakfield School

## 54. Friday Rewards Policy



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| To be Reviewed: | July 2017 |
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## **Rationale**

The Friday Rewards Policy was first put into operation May 2008. It followed consultation with students, via tutor groups and a series of community hub assemblies, Teachers and Teaching Assistants contributed during staff meetings. The School Governing Body offered support and the details were finalised by staff committee. It was launched with immediate effect and letters were drafted to parents outlining offsite activities and requesting consent.

## **Introduction**

The Friday Rewards Policy supports the vision statements to raise self-esteem, challenge behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to students effects how they perceive themselves. This rewards policy operates across the whole school alongside all other systems designed to improve the learning environment for our pupils.

## **Improving self-esteem**

### **Advice for teachers and support staff.**

“Self-esteem is all about how much we feel valued, accepted, and thought well of by others — and how much we value, and accept ourselves. People with healthy self-esteem are able to feel good about them selves, appreciate their own worth, and take pride in their abilities, skills, and accomplishments. People with low self-esteem may feel as if no one will like them or accept them or that they can't do well in anything.”

(Source [http://kidshealth.org/teen/question/emotions/self\\_esteem.html](http://kidshealth.org/teen/question/emotions/self_esteem.html))

The rewards scheme is designed to provide opportunities for our pupils to experience success and to raise their self- esteem. We should endeavour to engage pupils in friendly conversation about interests and hobbies before challenging academic or behavioural issues. We should ask students to describe their problems and give time for them to express themselves. This can then be the starting point for any self-improvement process. Raising some pupils' self-esteem is often a pre requisite to raising their academic achievement or improving their behaviour.

## **Achievement in lessons and Behaviour**

Participating pupils will be awarded points for completing tasks and for their behaviour during each lesson. Points awarded by the class lead should evaluate pupil's achievement against their ability level and their individual target set for improving behaviour.

## **Awarding Points**

Points can be recorded electronically directly to the rewards spreadsheets stored on the staff computer system. The spreadsheet automatically totals points awarded daily/weekly. The system allows points to be displayed on whiteboards during lessons. Points awarded may be added live at the end of lessons which can encourage the best endeavours of our pupils. When points cannot be entered electronically manual records should be kept for adding later.

## **Rewards**

To ensure our pupils 'buy into' the scheme a range of exciting activities will be announced at the start of the week. The activity ideas from staff and pupils will be hierarchical in that the most points will give access to the most desirable activity. At the end of each week during the whole school community hub the weekly points totals will be announced and participating pupils' gaining sufficient points will be offered a range of P.M. activities according to their standing in the points list.

It is envisaged those with the most points will have the first choice of activities. Pupils not achieving the required minimum may not be offered any choices and allocated to a suitable activity which may have a reparation aspect.

The policy is written with regard to Every Child Matters:-

- To raise standards of behaviour and improve school attendance in schools, making every school a place of inclusive learning in which pupils achieve their potential and have respect for others
- To ensure all children receive a high quality education including those who have been excluded or who have fallen out of the education system
- To engage pupils and parents more actively in behaviour and attendance in schools

This Policy was reviewed July 2015.

Signed: .....

Mr Lee Morfitt (Chair of Governors)