

REWARDS POLICY (410 PS)

Including EYFS

Genuine praise and encouragement for work well done and good behaviour are the two most important forms of rewards. Staff are careful to praise the process, behaviour and effort involved. This helps to reinforce the positive behaviour that is expected.

Effective Praise

This policy has been written with Carol Dweck’s research in mind. Her work on ‘mindset’ – fixed and growth and their influences on motivation have been key in determining effective forms of praise to be used across the school. Frequent use of praise in all areas is an imbedded part of the culture at Sutton High Prep School. However, we are mindful to ensure that we are encouraging a ‘growth mindset’. We do this by ensuring that the girls care about their learning and understand that effort as well as innate intelligence is the key to success. There is constant reinforcement into the importance of the 14 Sutton High Prep School Superpowers. These include an appreciation for risk-taking and knowing how mistakes and failures can be used to strengthen understanding and ultimately lead to a greater depth of understanding.

Therefore, effective praise needs to be administered carefully and taking growth mindset into consideration. If students are praised for their intelligence alone this ultimately encourages a fear of failure and a reluctance to tackle challenging learning. However, when students are praised for effort, perseverance, resilience etc this helps to foster sustained motivation.

Examples of Effective Praise to Encourage a Growth Mindset:

I can see from the improvement in your results that you studied really hard for your Maths test. The way that you went over the work we covered in class and practised more sums at home really worked for you, well done.

I could see that you were finding the story writing in English hard today. You stayed in your seat, concentrated and worked really hard. In the end this hard work paid off, your story was very good – I’m proud of you.

I really like the way that you tried lots of ways of solving the problem you had with your experiment in science today. You worked it out in the end because you kept thinking and you kept trying – well done.

Further Reading:

‘Mindset: How you can Fulfil Your Potential’ by Carol Dweck

Promotion of Good Behaviour

Staff will promote good behaviour through a positive ethos of encouragement and praise of the act e.g. Well done for opening the door. Well done, you saw a Year 3 girl needed someone to play with at break, rather than the person e.g. ‘Good girl’, both in the classroom and around the School, thereby instilling a culture of good behaviour. This may be formal or informal and to individuals or to whole classes.

Hierarchy of Rewards

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A hierarchy of rewards for good behaviour allows us to focus on the positives and role models to other pupils as well as ensuring our school is kind, happy and positive place to be, where mistakes are part of learning, and you strive to be the best you can be. Where possible, parents will be informed on the day of a Step 2 reward i.e. at collection and verbal feedback given or an email sent or note in the pupil's journal.

The below steps set out the range and hierarchy of rewards for appropriate behaviours that should be followed in the Preparatory Department, to ensure consistency of approach between staff members. This is linked to our whole school values, With Courage, With Truth, With Joy and is influenced by the research of Angela Duckworth and Jane Simister.

Step 1 - Good Behaviour, lower level (Teacher or Support Staff Member to Lead on with support of Assistant Head, Pastoral)		
Courage (Brain) Having a go Trying something new, first step Making mistakes, so you learn Stretching your fantastic elastic brain	Truth (Will) Reading regularly Remembering belongings Arriving for lesson on time Letting others have a turn Clearing up after lunch	Joy (Heart) Kind words Encouraging words Proactively playing with another pupil Proactively opening doors, picking up litter etc
<p>Reward Step 1 – Verbal praise and/or ‘Golden Ticket’ about behaviour. (The focus is on the behaviour not the child.) For example: Well done, you completed all the tasks and tried questions which made your brain think. Well done for organising your homework and handing it in at the start of the day. Well done for packing away your work and following instructions. Rather than: Good girl, Clever girl</p> <p>Reward Step 1 – Golden Ticket, House Point This is given if the positive behaviour continues during that session. This should be done in a way that is appropriate to the pupil and understands the needs of each pupil e.g. a SEND pupil may have less questions to answer or questions appropriate for their individual need. A MAT pupil would have to be stretched and challenged to achieve the same award.</p> <p>Prep School Rewards in EYFS In addition to Prep School Rewards Stickers combined with verbal feedback</p>		

Step 2 - A significant situation or consistently good behaviour (Assistant Head, Pastoral to lead on with the support of the Key Stage Leader)		
Courage (Brain) Completing challenge work (challenge defined for that pupil) over an extended period of time	Truth (Will) Completing an Open Homework to the best of your abilities Consistently handing homework in e.g. every day for a term	Joy (Heart) Consistently helping another person e.g. looking after a new girl for a week Being a Y6 Friendship buddy for a week
<p>Reward Step 2 – Commendation, Superpower card or Positive note in Journal or exercise book.</p> <ul style="list-style-type: none"> A specific example when the pupil has stepped up and gone beyond the normal - Talk to the pupil to establish what happened, this may require listening to other pupils and/or teachers, Learning Assistants. 		

- Commendation – The teacher or support staff member will nominate the pupil and write the Superpower card. The Key Stage Leader will then meet with the pupil, talk through the reason for their Superpower card. This will be presented in the celebration assembly on the next Friday.
- Where possible, the staff member initiating the commendation should inform parents via their journal or exercise book.
- *Liaise with SEND, EAL, MAT coordinator as appropriate to gain advice

House Points

- **House Point Award System:** pupils earn House Points for themselves and their House, and these achievements are celebrated in different weekly assemblies for each Key Stage. Tokens are then dropped into the House Point tube to combine as a team.

50 House Points – bronze star badge

75 House Points – silver star badge

100 House Points – gold star badge

Step 3 - Outstanding example of good behaviour or continued good low-level Behaviour (Head or Assistant Head, Pastoral)

Courage (Brain)	Truth (Will)	Joy (Heart)
Being exceptionally brave e.g. having to undergo a major operation	Overcoming a particular challenge over an extended period of time	Participating in a charity events for an extended period of time

Reward

Step 3 – GEM Award (Go the Extra Mile) and in exceptional circumstances Golden Door

- When a pupil or group of pupils has gone the extra mile, they may be awarded a GEM Award by the Head. Staff may nominate a pupil for this, a pupil may nominate another pupil and a pupil may self-nominate with supporting evidence e.g. fundraising situation.
- Head to add a note to CPOMS and to write/talk to parents
- *Liaise with SEND, EAL, MAT coordinator as appropriate to gain advice
- **Gold Door Award** – for exceptional situations and awarded by the Head. For example:
 - Being exceptionally brave in a situation
 - Fundraising for an extended period of time

The following possible rewards for good behaviour are displayed in the classrooms alongside the consequences for poor behaviour.

Celebration Assemblies

Celebration Assemblies take place for each Year Group towards the end of the Summer Term. Each girl is celebrated individually with comments about her proudest moments and favourite memories. All girls are presented with a certificate.

In Year 6, a more formal Celebration assembly is held where prizes are awarded for academic achievement, along with specific awards for Sport and Music. Nominations for prizes are made by the appropriate members of staff.

Each girl in Year 6 has her Prep School achievements and favourite memories celebrated and she is presented with a leaving gift.

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