



Praise and Rewards Guidance

This guidance supplements the Behaviour for Learning Policy.

Purpose:

To provide a clear framework through which staff can praise and reward students for going above and beyond the high expectations of normal Caister Academy conduct.

Caister Academy staff seek to praise, encourage, celebrate and reward:

- **Ambition;** demonstrated through achievement and effort.
- **Opportunity;** through extra-curricular participation and taking learning risks - not being afraid to fail.
- **Character;** modelling positive attributes such as independence, resilience and leadership, and overcoming barriers to success.
- **Community;** by positive contribution to the academy or broader community.

In addition, staff seek to engage students with positive, proactive language at all times.

Underpinning philosophy for staff:

- Regular and meaningful praise increases student motivation, encouraging high aspirations, enjoyment of learning, participation in academy life, and raising self-esteem.
- Providing shared goals with positive outcomes gives students an aim to focus on, guiding positive decision making at times of challenge.
- A framework for rewards ensures they can be distributed consistently and equitably, with all stakeholders understanding the reasons for doing so and sharing in students' success.
- Rewards should be accessible by students of all ability levels in all year groups.
- Rewards are not given for meeting basic expectations, just because they were not met previously.

Examples of:

Praise:

- Verbal, directly to a student
- Positive text home
- Positive phone call home
- Acknowledgement through assembly

Rewards:

- Reward points
- Subject certificate and prize
- Public display of high quality work
- Access to a reward trip or experience
- Recognition at a formal achievement evening

Rewards Chart				
Code	Ambition	Opportunity	Character	Community
R1	Achieving a target Good effort Good attitude to learning Completing additional homework	Taking an opportunity or a risk Overcoming a fear	Being kind Being thoughtful Showing resilience	Participating in extracurricular events Representing the academy Consistently good attendance
R2	Exceeding a target Exceptional effort	Taking an opportunity or risk and succeeding Creating opportunities for others	Actively promoting positive behaviour Leading others Behaving as a positive role model	Representing the academy in a leadership role Supporting other students or staff Helping others with their homework Exceptionally good attendance
R5	Curriculum or Pastoral Leader Award: Winning a subject or year group competition			
R10	Senior Leadership Team Commendation: Consistently demonstrating excellence			
<p><i>The rewards chart is intended as a guide. Staff will use their professional judgement to make a final decision on which reward to apply in which situation.</i></p>				