



# Heath Mount School

## Section 4

### Rewards

The rewards system is central to creating the 'climate of praise' that we value so highly at Heath Mount School. This enables pupils to gain recognition for their unique skills and abilities and for their personal and social growth. We believe that affirmation is central to success at school and seek to affirm our belief and optimism in each individual within the community.

#### The Prep School

The following system of rewards has been operational in the Prep School since September 2007 and further revised in September 2009, again in September 2014 and most recently in September 2015.

#### Pluses

Pluses are awarded by any member of staff to reward:

- above average effort or attainment for that individual;
- contribution to the community;
- courtesy, good manners, kindness and consideration for others;
- to reinforce behaviour that is seen to set a good example.

Children in Years 3 and 4 also have the opportunity to gain a further 5 Pluses on a weekly basis, for maintaining the high expectations that Heath Mount School asks of its pupils. Year 5 and above pupils have the opportunity to gain a further 10 plusses a week. We ask all pupils to complete prep on time and to a good standard, work hard in class, behave in a thoughtful and respectful manner and be on time for lessons, with the correct equipment.



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We expect high standards of behaviour, effort and work from all of our pupils and feel that it is important to reward these. Children who do not adhere to our high expectations will receive a letter mark in their 'student planner'. The letter mark serves a dual purpose. Firstly, it allows a simple form of communication between staff member and parents. Secondly, it allows the Form Teacher to keep track of the pupil and tutor accordingly (e.g. if a child is constantly calling out in class or is consistently late for lessons without good reason, his/her Form Teacher needs to be aware of this, so that they can put in place suitable strategies to support and monitor the child).

The fewer letter marks that are written in a child's student planner, the more Plusses they will be awarded.

## **Letter marks**

The following letter marks can be given out:

L – for lateness;

B – for inappropriate behaviour inside or outside the classroom;

D – for disruption to lessons;

E – for equipment missing;

W – for producing little or no work (this can include prep).

## **Merits**

5 Pluses are exchanged for 1 Merit.

Merits are recorded in the specially designed sections of pupils' 'Student Planners'. They are collated each week by Form Teachers and recorded by the Senior Deputy Head. Pupils' merits are also displayed on a notice board in the central downstairs corridor. Bronze, Silver, Gold and Platinum certificates are then given for 40, 80, 100 and 120 merits respectively. These are recorded in the Student Planner and on the school's database.

Certificates are awarded in School Assembly by the Headmaster.

Merits are added together each week, so that House totals can be calculated, and the winning House named. There is a House cup awarded to the House



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that gains the most Merits each term. Recognition is also made of the pupil in each Year group who gains the most merits each term, with a cup presented to the pupil with the highest number of Merits in the School.

## **Headmaster's Commendations**

Headmaster's Commendations are awarded when a pupil's attainment, effort, or behaviour is, by their personal standards, outstanding.

The teacher will complete a certificate and hand it to the pupil. The pupil will then bring their work or certificate to the Headmaster, who will personally congratulate them and present them with the certificate in the Wednesday assembly. Pupils who achieve a Headmaster's Commendation are invited to a Friday afternoon tea with the Headmaster.

## **Other Rewards**

Class and subject teachers will, from time to time, want to incentivise pupils by offering their own rewards. This is acceptable, but must not detract from the Merit system (see the school's Staff Code of Conduct and the Anti-Bribery policies for more information).

Verbal praise must not be overlooked as an important reward, particularly for older pupils.

## **Prefects' Award Schemes**

Year 8 pupils have the opportunity to become Prefects. They must earn this right by setting a good example to others, responsibly and reliably undertaking duties and supporting the school's aims and objectives. All Prefects are expected to set a good example to the other children around them, to act as role models for younger children in the school and also their peers. Prefects undertake mediation training, so that they will have the skills necessary to resolve minor disputes between other children.

Prefects will be selected both on the basis of their leadership skills and also the application that they submit to Mr Nightingale at the end of Year 7. If children aspire to be prefects at the end of Year 7, they need to have demonstrated appropriate behaviour throughout the year, as well as some evidence of leadership qualities. The decision regarding their suitability for Prefect status will be made by Mr Nightingale, in consultation with other



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teachers and SMT. The children will need to have demonstrated that they have undertaken duties in Year 7 with a good level of commitment, common sense and leadership potential. Prefects need to prove that they are accountable for their actions and behaviour and that they are aware that with rights come responsibilities.

It is considered a privilege to be selected for the role of Prefect and the behaviour of children who hold Prefect status is expected to reflect this after their selection, even more so than prior to it.

## **The Pre-Prep School**

Pre-Prep teachers aim to promote positive and considerate behaviour through a range of different strategies. We understand that many young children can be diverted from inappropriate behaviour by giving them focussed attention or simply turning their attention to something else. Through observation and assessment, teachers build a clear picture of the children in their class and they begin to develop a whole picture of individual needs and interests. This helps us to understand the best way to encourage appropriate behaviour in individual classrooms. We are consistent in our approach throughout the school.

Children discuss school rules (known as the 'Golden Rules') at the beginning of every term. These are then referred to regularly during the course of the week in order to reinforce 'good' behaviour.

### **Golden Rules**

Do be gentle. *Do not hurt anybody.*

Do be kind and helpful. *Do not hurt people's feelings.*

Do work hard. *Do not waste your or other people's time.*

Do look after property. *Do not waste or damage things.*

Do listen to people. *Do not interrupt*

Do be honest. *Do not cover up the truth.*



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Pre-Prep staff reward good behaviour as they believe that this will help to develop an ethos of kindness and co-operation. Praise and reward are the main strategies for promoting good behaviour. Staff also use sanctions as a consequence of inappropriate behaviour that may occur in the classroom or in the playground (see Section 2 Disciplinary Principles and Practice).

An outline of the rewards given in the Pre-Prep is as follows:

*Verbal Praise* - Positive comments offered throughout the day to all children.

*Award Stickers* - Class Teachers award stickers for adherence to the Golden Rules and for improved and excellent work.

*Record of Achievement* - Each week, the Class Teacher recommends pupils (Reception to Year 2) who have been particularly helpful or produced an excellent piece of work to receive a certificate from the Headmaster in assembly.

*Headmaster's Commendations* - For outstanding work or behaviour a Headmaster's Commendation may be awarded. Children are invited to a Headmaster's Tea as a reward and in recognition of their achievement.

There are children ranging from 3 to 7 years old in the Pre-Prep and it is the place where staff help children to lay the foundations for good behaviour throughout the school.

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