

Recognition, Rewards and Competition Strategy

Magna Academy

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1. Aims

Our academy aims to:

- Promote a safe, calm, orderly and positive environment
- Establish clear routines and high expectations across all aspects of Academy life, which are commonly understood
- To ensure that all aspects of the recognition, rewards and competition strategy are applied consistently and fairly
- Create a culture of healthy competition which supports a sense of belonging within each students tutor group, house and the Magna community
- Establish long term impact of enjoyment, engagement and positive outcomes
- Create a well-established culture of praise and encouragement in which all students can develop, progress and achieve
- Encourage a positive relationship with parents/carers through increased communication of student success

Magna Academy Poole will promote positive behaviour and students abilities to make well informed decisions throughout the Academy and community. This will be encouraged through positive working relationships based on respect for all.

Magna Academy Poole will support the personal development of each student by offering an education that ensures students are well informed, empathetic and be able to appreciate differences.

2. Legislation and guidance

The purpose of this document is to provide an overview of the powers and duties for school staff. This strategy has been created in consultation of a staff working party and also through the student leadership team. The draft document is to be shared with parents, carers and the wider community, before ratification.

All secondary schools are required to comply with relevant requirements of the Equality Act 2010 and pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

This strategy has been informed by research from the Department of Education case studies, Ofsted good practice in re-engaging disaffected and reluctant students and Sandringham Research School.

3. Academy Structure

Magna Academy has a House pastoral structure, each House linked with two or more subject areas. The 6 tutor groups in each year group are spread equally amongst each House so that there are two per year per House. Each house is led by a Head of House, supported by an Assistant Principal and the Academic Director of the subject linked to that House. The sixth form comprises four tutor groups and is led by an Assistant Principal. The Head of House will be the pastoral contact and will involve the relevant member of staff from any communication, their email addresses can be found on our academy website.

Throughout the academic year students will have a number of opportunities to earn both various rewards and positive points, known as House achievement points (HAPs), allowing them to contribute towards their House total and earn individual recognition and rewards throughout their time at Magna.

	Talbot House Science, DT + PE		Anning House Maths + Humanities		Webster House English + MFL	
Year 7	7TG1	7TG2	7TG3	7TG4	7TG5	7TG6
Year 8	8TG1	8TG2	8TG3	8TG4	8TG5	8TG6
Year 9	9TG1	9TG2	9TG3	9TG4	9TG5	9TG6
Year 10	10TG1	10TG2	10TG3	10TG4	10TG5	10TG6
Year 11	11TG1	11TG2	11TG3	11TG4	11TG5	11TG6
Sixth Form	Sixth Form students		will be split equally across		the three houses	
	Competing vertically as well as horizontally, within their year group. Both academic and non-academic competitions.					

The Aspirations Academies Trust ethos is established around three guiding principles and eight conditions for success. At Magna we want to promote high levels of self-worth with the belief that all students have the ability to achieve academically, personally and socially. Increase engagement in their learning, showing enthusiasm, as well as a desire to learn new things and a willingness to take positive, healthy steps towards their future. Also, have a sense of purpose with clear goals and the ability and drive to achieve them.

This recognition, reward and competition strategy will focus on these three guiding principles along with the eight conditions for success, embedding this ethos throughout Magna. The strategy will identify which recognition, reward or competition is associated with which of the guiding principles or conditions for success.

House	Anning		Talbot		Webster	
Key staff	(Head of House) (Director of Humanities) (Assistant Principal)		(Head of House) (Director of Science) (Assistant Principal)		(Head of House) (Director of English) (Assistant Principal)	
Guiding Principal	Self Worth		Engagement		Purpose	
House 8 Conditions Focus	Belonging	Sense of Accomplishment	Curiosity and Creativity	Spirit of Adventure	Leadership and Responsibility	Confidence to take action
House Mantra	Work hard be kind		Excellence is a habit		Empowered by knowledge	
House subject team	House of civilisation and exploration		House of discovery and innovation		House of communication and collaboration	
	Maths, Humanities & Social Sciences		Science, PE, Tech, Art & Business		English, MFL, Media, Drama, Music	

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4. Student Leadership

Every student has the ability to be a leader, by creating a student leadership team at Magna we hope to provide an opportunity for students to become integral in all future change. At Magna we will practice ethical leadership and create an honest, unselfish environment where young leaders will show respect and earn that of their peers. We will endeavour to encourage all students to seize any opportunity available to them and strive to hold at least one leadership position whilst being part of the Magna Community. This structure will help develop the student leadership team into role models that will continue to engage in all lessons as well as other aspects of Academy life, setting good examples to their peers, thereby positively influencing them through their actions.

4.1 The Structure

Presidents	Two Year 13 students		
Vice Presidents	Three Year 12 students		
Head Prefects	Two Year 11 students		
Deputy Head Prefects	Two Year 11 students		
Tutor Representatives (All Years)	One student from each tutor group		
House Captains (Year 10)	Two per House	Two per House	Two per House
Sport Captains	Two per House	Two per House	Two per House
Anti-bullying Champions (All Years)	Students from all year groups across all houses		

All members of the Student Leadership Team will be positive role models in and outside of school, taking collective responsibilities to help protect the rights of others. Students that hold any of these positions should demonstrate a positive attitude to learning and play a key role towards all aspects of the Magna community.

Student Leadership Team will lead and support with:

- Staff to make the Academy community a safe and welcoming environment.
- Staff to improve teaching and learning throughout the Academy.
- At Academy events as often as possible, for example, Open Evening.
- Providing Academy tours for visitors.
- Assisting student reception.
- Help staff to plan events for example Sports Day, Careers Fair and Open Evening.
- Lead on certain competitions and Academy events.
- Act as a voice for peers during student leadership meetings.
- Being a buddy to younger and/or new students.

Any student taking on a role within the Student Leadership Team is committing to be a positive role model, keen to make a positive contribution to the Magna community. Staff will support all students, increasing their confidence to take action and voice their opinions. Being part of the Student Leadership Team will allow you to develop a number of different skills, these skills will support applications to Sixth Form, Colleges and future employment. Students are committing to regular meetings, working with all members of the student leadership team as well as staff ensuring that all aspects of the house system and healthy competition are promoted consistently throughout the academic year.

4.2 Role Job Descriptions

President – This role is carried out by two students in the Sixth Form, it involves chairing the running of student meetings, representing the student body at out of hours events such as open evenings and supporting the application process for the rest of the student leadership team.

Head Prefects – The Head Boy and Head Girl are responsible for representing the school at events, and therefore must be able to speak in public. They also serve as a positive role model for students, and share student ideas with the school's leadership. They may also be expected to lead fellow prefects in their duties.

Deputy Head Prefects – The deputies will shadow the Head Boy and Girl, ensuring all duties are carried out effectively. The deputies will step up to the position if either the Head Boy or Girls is not available for a certain duty.

Tutor Representative – These students are the voice of their tutor group, they must be good listeners and be willing to share the opinions of others. They must attend all meetings and be able to give feedback to their tutor groups and tutor following these meetings.

House Captain – These students are responsible for promoting their house within the Academy community. They may be required to represent their house during assemblies, support staff with house competitions and charity events.

Sports Captain – These students will attend Academy sports events, support the planning and running of sports competitions. They will represent the Academy as members of sports teams as well as develop the opportunities for improving sports, equipment and facilities.

Subject Prefect – Prefects will act as role models for all students within the Academy. Within the specific subject area they will support any specific events and also be a voice to develop the quality of education.

Anti-bullying Champions – The anti-bullying champions will be trained to have an awareness of bullying issues and will help their peers to overcome possible problems. The champions will form a rota to be around the Academy at break and lunchtimes in order to offer friendship support to others.

4.3 Application Process for Roles

Students who wish to hold certain positions within the Student Leadership Team will have to complete different application processes.

For President and Head Prefect – Following a session delivered about the roles, students will have to submit a written application within an allocated time. This application will give them the opportunity for each candidate to explain why they believe they are the right person for the role. Each candidate will need to ask a member of staff to be a reference which will support their application. Students will be shortlisted and then take part in a formal interview with members from the Senior Leadership Team and complete a group leadership activity. Students who are successful at this point will deliver a hustings in assembly. Students will then vote for their favourite candidate, the students with the highest votes will become President, Head Boy and Head Girl, the students with the second highest votes will become their deputies.

If students wish to become Tutor Representatives, this process begins by making their tutor aware. The tutor will prepare and support the student with a short speech that outlines the main reasons for wanting to hold this position. During a nominated tutor time, all candidates will deliver their speeches to their tutor group, once all speeches are heard the tutor group will complete a voting slip and the tutor will identify to the Head of Year the student who has been successful. The student in second place will become the deputy and stand in if the student representative is absent.

For the position of House and Sports Captain, students will complete an application expressing the reasons for them wanting the position, these applications will be submitted to the Head of Competitions. Successful candidates will then be invited to interview with the Assistant Principal who will decide who will fulfill these positions.

Students who wish to become Subject Prefects and Anti-bullying Champions must put their name forward to their teacher or a member of the Phoenix Team before the end of the summer term. During a subject team meeting the names will be discussed, students will be spoken to in more detail about the role and why they believe they are suitable for the role. Successful students will be issued badges when they return in September.

5. Reward and Recognition process

5.1 Individual recognition

5. 11 Weekly Recognition

Weekly recognition of students will aim to maintain motivation. Each week, all students have the opportunity to receive these recognitions providing them with a short term feeling of success with immediate impact.

RFL Card Raffle (CtTA/SoA)

- Cards to be collected by tutors every Friday PM.
- Cards have to have a minimum of 5 positives and 0 negatives to be included in the raffle.
- Cards suitable to be passed to HOY at the end of the day.
- Raffle carried out in assembly the following week – 2 winners each week.
- All entries will gain 5 points for their house.
- Prizes to be chocolate/sweets provided by HOY Weekly winners will be placed into an end of term draw for an additional prize.

Assembly announcements (H/B/SoA)

- HOY to recognise positive behaviours from year group throughout the week and give a 'shout out' to students who have been recognised for their positive attitudes/ behaviours.
 - Each student that receives a 'shout out' will receive 5 points for their house
- Weekly Communication (H/B/SoA)

Other weekly Recognition

- Staff to make at least one positive communication with home each week by email or postcard.
- Record communication with home on Arbor
- Award this communication with 5 house points

5.2 Termly rewards

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. All staff have the opportunity to identify students within the Academy using both the 'Golden Ticket' and Tutees of the Term rewards. These rewards will not just look at academic achievement but will also consider students who have shown personal growth and development.

Celebration Assemblies (B/H/SoA/L&R)

- Zero Hero badges – each term a new colour is used for the badge to ensure clarity on queue skip for the canteen (privilege for the award)
- 100% Attendance badges and certificates
- Tutor nominations – tutors to select one boy and one girl from each group to be awarded 'Tutee of the Term' with a certificate and small prize (chocolate/sweets)
- Self-Worth, Engagement, Purpose nominations – one winner for each category to be nominated by tutor team and selected by HOY with a certificate and small prize (chocolate/sweets)
- Subject Awards – each department to nominate one boy and one girl per year group for efforts in their subject that term (based on progress and/or effort) with a certificate and small prize (chocolate/sweets) these are awarded in the relevant house assemblies
- All of the above also earn house points

Golden Ticket (H/SoA)

- Each member of staff has a golden ticket to issue each term. This can be awarded to a student for any reason (does not have to be academic). These students can be added to our 'Wall of Excellence'. They will also receive a letter home and 10 house points
- Students who have earned a 'Golden Ticket' will be entitled to a privilege the following term, for example queue jump or film afternoon. These privileges will be decided upon by the students leadership team

End of Term reward (SoA)

- Top 15 students for positive points (Autumn term), top 10 value added for positive points (Spring term) and top 10 students for positive points in each year group, each term to be awarded with an activity to celebrate
- Activities could include – film in the hall, barbeque in the summer on the terrace, an activity put on by a member staff – Student Leadership Team to bring suggestions from tutor group

Attendance to external trips (SoA/SoAd/F&E)

- Students that hit the threshold to be given the opportunity to attend an external trip at the end of each term, these trips may take place out of Academy hours.
- Trips could include – Cinema, Bowling, Rockley Water Park, New Forest Water Park, Thorpe Park, Seasonal Trip (Christmas Market), a beach trip with a picnic provided
- Threshold to be – 97%+ attendance, no exclusions, no removal cards in the term

5.13 On-going rewards:

These rewards can happen at any point throughout the academic year.

Department rewards (H/SoA)

- Continued use of department rewards such as stickers/postcards home to recognise student efforts within subject areas
- Add positive points for the students each time

Letter of commendation (B/H/SoA)

- 300 positive points = letter from HOY and 30 house points
- 500 positive points = letter from Principal and 50 house points

Certificates for point recognition (B/H/SoA)

- 100 positive points = Bronze Certificate and 10 house points
- 200 positive points = Silver Certificate and 20 house points
- 400 positive points = Gold Certificate and 40 house points
- 600 positive points = Platinum Certificate and 60 house points

All point thresholds need to be determined and can change at any point (at the end of the academic year).

5.2 Collective recognition

Breakfast Competition run by HOH (B/SoA)

- Heads of House to consider the collective focus for each unit (most positive points/improved attendance/line up procedure/most raffle entries etc).
- HOY to announce the focus at the end of the previous unit,
- In assembly HOY to give updates in assembly/tutor time throughout the unit
- Winning tutor group receive a breakfast in tutor time to celebrate their success

Flag Pole to recognise combined house success (B/SoA/CtTA)

- First flag will represent the house in the lead on overall house points
- Changed every fortnight to reflect this
- Second flag will represent the winner of the previous house competition
- If it is the same house then the Union Flag will fly on the second pole instead

End of Year House award.

The house that has the most house points accumulated from all opportunities, for example attendance, positive points, house competitions etc. will have the opportunity for an external trip the following academic year. Students will be updated about the cumulative total regularly through assemblies and the student message board. The final award will be announced in an end of Year celebration event in the last week of the summer term following the House festival.

5.3 Celebration of achievement evening

An evening celebration event to which parents are invited, will be held during the summer term to recognise students who have excelled academically, made exceptional contributions to the academy and by meeting the Three Guiding Principles. Each subject will select a winner from each year group. Heads of House and SLT.

6. Competition (B/H/SoA/F&E/C&C/SoAd/L&R/CtTA)

6.1 Rationale

Healthy competition will aim to create the best possible ethos for students' personal and social development. This will facilitate a sense of achievement at a variety of levels throughout the Academy. This will be achieved through encouraging all students to take part in healthy competitions, to promote a sense of belonging and participation, whilst helping others less fortunate than ourselves by supporting local/national charities. Students will have the opportunity to develop leadership skills by adopting nurturing roles that will create an inclusive community feel across the Academy.

6.2 Benefits of Healthy Competition

Healthy competition inspires students to do their best, both inside the classroom and out. It provides students with a sense of achievement in different ways, they may enjoy that feeling of success and want to gain that from all walks of life. Healthy competition requires students to work collaboratively as part of a team (house) in order to achieve a bigger goal. Often groups that work better together become more creative and learn from each other along the way. Students will not only be rewarded for their successes but also their participation, this will promote self-worth, engagement and purpose by encouraging all students to get involved for the greater good of the house.

The word competition on its own can have negative connotations, however competitive activities develop important skills needed in later life, like showing empathy, communication and collaborative thinking. Competition also helps students appreciate that it is not always the highest achieving academic students or those who are best at sport, which succeed, but rather those who work hard, are resilient and persevere. Healthy competition should excite the students and spark their passion, which then motivates them whenever they face a challenge.

Skills learned through healthy competition at Magna:

- Communication
- Teamwork
- Problem Solving
- Empathy
- Patience
- Collaborative thinking

Personal traits developed through healthy competition at Magna:

- Develop self-worth
- Improved self esteem
- Improved confidence
- Develop self-efficacy

6.3 Competitions Calendar

Each year a calendar will be produced that identifies what and when each competition will run. This could be influenced by national campaigns, specific charity events or other influencing factors. Each subject area will organise a competition that challenges students in a different way, some competitions may be academic but others will encourage different personal development skills.

6.4 House Competition

Students will have the opportunity to earn house points alongside their personal points. House

points will be earned through ongoing recognition and rewards identified above as well as through healthy competition. Competitions will range from sporting activities through to academic challenges in a variety of subject areas. Subject areas are tasked with planning at least one competition a year. These competitions should incorporate the three conditions of success under engagement by being fun and exciting, provoke curiosity and creativity and where possible promote a spirit of adventure.

Participation and successes of each competition will gain house points, ongoing house leaders will be identified by the flying of their house flag and regular updates of points totals and results through the student message board and upon the screens around the academy. An overall trophy will be awarded to the house with the most points at the end of each year with an opportunity of a celebration during the last week of term.