



ASPIRATIONS

Magna Academy

Recognition, Rewards and Competition Strategy

Version Control	
September 2024	<p>Change of language around award types for Rewards. Fully aligned to the AAT framework and using common language.</p> <p>Review of rewards offered to students for Bronze, Silver and Gold thresholds.</p> <p>Sense of accomplishment assemblies - added awards for subject progress and effort/endeavour.</p>
September 2022	Recognition, Rewards and Competition Procedure

Date of next review:	September 2026	Owner:	Vice Principal
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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 policy 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 policy 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 policy 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 with a single Head of House who is responsible for ten tutor groups, two in each year group from year 7 to 11. The Head of House is supported by an Assistant Principal and Academic Director. All members of staff are affiliated with one of the Houses. The sixth form comprises six tutor groups, two are linked to each of the three houses, 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 personal reward and positive points as well as house points, allowing them to earn recognition and rewards throughout their time at Magna.

Talbot House Anning House			Webster House	
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 policy will focus on these three guiding principles along with the eight conditions for success, embedding this ethos throughout Magna. The policy will identify which recognition, reward or competition is associated with which of the guiding principles or conditions for success.

Guiding Principles	Self-worth (SW)	Engagement (E)	Purpose (P)
Conditions for Success	Belonging (B) Heroes (H) Sense of Accomplishment (SoA)	Fun and Excitement (F&E) Curiosity and Creativity (C&C) Spirit of Adventure (SoAd)	Leadership and Responsibility (L&R) Confidence to Take Action (CtA)

4. Student Leadership Team

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	Year 13 Students (Minimum 2)		
Vice Presidents	Year 12 Students (Minimum 2)		
Head Prefects	Two Year 11 Students		
Deputy Head Prefects	Two Year 11 Students		
House Captains (Year 10)	Two per House	Two per House	Two per House
Tutor Representatives (All Years)	One student from each tutor group		
Anti-bullying Champions (All Years)	Students from all year groups across all houses		
Sports Captains (All Years)	Four students from years 7-13		

All members of the Student Leadership Team will be positive role models both in and outside of school, taking collective responsibility to protect the rights of others. Students holding these positions should demonstrate a positive attitude toward learning and actively contribute to all aspects of the Magna community.

The Student Leadership Team will lead and support in the following areas:

- Collaborating with staff to make the Academy a safe and welcoming environment.
- Assisting staff in improving teaching and learning throughout the Academy.
- Participating in Academy events as often as possible, such as Open Evening.
- Providing tours of the Academy for visitors.
- Manning the student reception desk.
- Helping staff plan events, including House Festival, Careers Fair, and Open Evening.
- Leading certain competitions and Academy events.
- Representing peers' voices during student leadership meetings.
- Acting as buddies and/or mentors to younger and/or new students.

Any student taking on a role within the Student Leadership Team commits to being a positive role model and making a meaningful contribution to the Magna community. Staff will support all students, helping them build confidence to take action and voice their opinions. Being part of the Student Leadership Team will allow you to develop a range of skills that will support your applications to Sixth Form, colleges, and future employment.

Students are expected to attend regular meetings and work collaboratively with all members of the Student Leadership Team and staff. This ensures that all aspects of the house system and healthy competition are consistently promoted throughout the academic year.

4.2 Role Job Descriptions

President

- This role is carried out by four Sixth Form students. Responsibilities include chairing student meetings, representing the student body at events such as open evenings, and line managing certain groups of the student leadership team (e.g. House Captains, Tutor Representatives).

Vice President

- Vice Presidents shadow the Presidents to ensure all duties are effectively carried out. They will step in if the President is unable to fulfill their role.

Head Prefects

- Head Prefects represent the school at events and must be capable of public speaking. They serve as positive role models, share student ideas with the school's leadership, and may lead fellow prefects in their duties.

Deputy Head Prefects

- Deputies shadow the Head Prefects, ensuring all duties are effectively performed. They will assume the Head Prefect role if needed.

Tutor Representative

- These students act as the voice of their tutor group. They must be good listeners, willing to share the opinions of others, attend all meetings, and provide feedback to their tutor groups and tutors.

House Captain

- House Captains promote their house within the Academy community. They may represent their house during assemblies, support staff with house competitions, and organise charity events.

Anti-Bullying Champions

- Anti-Bullying Champions are trained to recognize and address bullying issues. They help peers overcome problems and provide friendship support during break and lunchtimes through a scheduled rota.

4.3 Application Process for Roles

President and Head Prefect

- Following an informational session about the roles, students must submit a written application within an allocated time frame. This application allows each candidate to explain

why they are suited for the role. Each candidate must also ask a member of staff to provide a reference to support their application.

- Shortlisted students will participate in a formal interview with the Head of the Student Leadership Team and members of the Senior Leadership Team
- Successful candidates will then deliver a speech during assembly hustings. Students will vote for their preferred candidate, with the highest vote-getters forming a 'top 5-6'
- The Head of the Student Leadership Team and Senior leaders will then decide upon a team of two Head Prefects and two Deputy Head Prefects/Four Presidents and Deputy Presidents from the top 5-6 students. This is based upon their performance in the interview, their conduct throughout the application process and their academic, professional and behavioural history record from previous years at Magna Academy. This is to ensure that they are the most suited for this role and are capable of performing the role and dealing with all of the responsibility and challenges that come with it

Tutor Representatives

- Interested students should inform their tutor. The tutor will help prepare a short speech outlining the student's reasons for wanting the position. During a nominated tutor time, candidates will deliver their speeches to their tutor group. After all speeches, the tutor group will vote, and the tutor will inform the Head of the Student Leadership Team of the successful candidate. The runner-up will become the deputy and stand in if the representative is absent.
- The elected Tutor Representative will then stay in office unless they volunteer to step down. In this case, the application process will repeat itself until a new Tutor Representative has been elected

House and Sports Captains

- Students must submit an application expressing their interest in the position to the Head of Competitions and Head of PE respectively. Successful candidates will be invited to interview with the Head of the Student Leadership Team, Head of House and Head of PE respectively, who will make the final decision on the appointments.

Anti-Bullying Champions

- Students should express their interest by putting their name forward to their teacher or the Head of the Student Leadership Team before the end of the Autumn term. Interested candidates will then undergo internal training, led by the Head of the Student Leadership Team, before undertaking duties that include manning an 'Anti-Bullying clinic' in the library once per fortnight

5. Rewards

5.1 Weekly recognitions

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.

- House Achievement Points - all students including sixth form can receive these by their teachers, depending on how they have gone above and beyond. These are issued via Arbor and will be visible for parents on Arbor. Please see Appendix A for further details and categories. These will be added onto Arbor by all staff.

- Students who are in the Top 10 of House for the week will receive an email home to parents informing them of their child's achievement in the given week. This will be based on the number of achievement points awarded during the week period. This will 'reset' each week (Monday-Friday).
- Star of the Week - nominated by each tutor for their tutor group. Each tutor will nominate 1 student per week for demonstrating either Self Worth, Engagement or Purpose. Students will be presented with a certificate of achievement in the weekly assembly. These will be added onto Arbor by tutors each weekly for the week prior.

5.2 Termly recognitions

Zero Hero

Each term students who have not incurred any sanction points or negatives will be issued with a zero hero badge and a certificate to acknowledge their ongoing effort and conduct. Each term the badge will be a different colour and will allow students to queue skip within the canteen for the next term.

Sense of Accomplishment Assemblies

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. These rewards will not just look at academic achievement but will also consider students who have shown personal growth and development.

Award Level	Type Tariff To Gain Reward
Bronze	100% Attendance Students will be awarded this for achieving 100% attendance in one of the three school terms. Students will receive a certificate presented in the SoA termly assembly and a badge. This will be further celebrated in the termly newsletter to parents/guardians.
Silver	100% Attendance Students will be awarded this for achieving 100% attendance in two of the three school terms. Students will receive a certificate presented in the SoA termly assembly and a badge. This will be further celebrated in the termly newsletter to parents/guardians.
Gold	100% Attendance Students will be awarded this for achieving 100% attendance in all of the three school terms. Students will receive a certificate presented in the SoA termly assembly and a badge. This will be further celebrated in the termly newsletter to parents/guardians.
Bronze	Students will be awarded this for reaching the Bronze achievement point threshold. Students will receive a certificate presented in the SoA termly assembly and have a menu of three selected rewards. This will be further celebrated in the termly newsletter to parents/guardians.
Silver	Students will be awarded this for reaching the Silver achievement point threshold.

	Students will receive a certificate presented in the SoA termly assembly and have a menu of three selected rewards. This will be further celebrated in the termly newsletter to parents/guardians.
Gold	Students will be awarded this for reaching the Silver achievement point threshold. Students will receive a certificate presented in the SoA termly assembly and have a menu of three selected rewards. This will be further celebrated in the termly newsletter to parents/guardians.

Award Level	Tariff To Gain Reward
HOH Reward (Term 1 and 2)	<p>Staff to nominate students they feel have demonstrated the Aspirations Values each term. HOH to select from nominated students. 3 winners per house. 1 for each value.</p> <p>Self-Worth - Someone that supports other people, is an exceptional role model and works hard</p> <p>Engagement - Someone that is involved in many areas of the Academy, is highly motivated and enthusiastic.</p> <p>Purpose - Someone that is driven, takes responsibility and is confident to take action.</p>

5.3 Yearly recognitions

Sense of Accomplishment Assembly - End of the Academic Year

These rewards recognise those students who sustain high standards and consistently adhere to the high expectations within the Academy. These will be awarded during the end of year sense of accomplishment assembly.

<p>Aspirations Awards: Self-Worth, Engagement, Purpose</p> <p>(presented in Term 3 but taking into account the whole academic year)</p>	<p>Staff to nominate students they feel have demonstrated the Aspirations Values throughout and across the academic year.</p> <p>Self-Worth - Someone that supports other people, is an exceptional role model and works hard</p> <p>Engagement - Someone that is involved in many areas of the Academy, is highly motivated and enthusiastic.</p> <p>Purpose - Someone that is driven, takes responsibility and is confident to take action.</p>
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Subject Awards - Academic Progress and Effort & Endeavour	Subject/strand teams select 2 students from each year group for their subject/strand area. One based on academic progress and one based on effort and endeavour.
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5.4 Yearly House Competition

This will be the main reward for the winners of the House Cup. The following academic year (September/October), the students from the winning house will be invited to the annual trip during a timetabled school day. Students will contribute a payment towards attending the trip. This is from accumulating all achievement points, house competitions and totals from all students within the house.

Appendix A - House Achievement Point Tariffs

Award Level	Type/Reason	Tariff
Out of Class Behaviour	R4L Card	+1
In-Class Behaviour	Self Worth (Respect, Perseverance, Citizenship, Self Motivation and Effort)	+1
	Engagement (Intellectually Engaged, Creativity, Curiosity, Take on Challenge and Resilience)	+1
	Purpose (Responsibility and Confidence to Take Action)	+1
	Power Skills (Problem Solving, Staying Positive, Listening, Aiming High, Speaking, Leadership, Creativity and Teamwork)	+1
Extra Curricular	Attendance at extra curricular (each session)	+1
In Class Behaviour	Representing the school at a fixture or event	+2
	House competition entry	+2
	Representing the academy (Student Voice & Leadership)	+2
	Above and Beyond (Postcard or Phone Call)	+3

	House Competition Winner	+3
Weekly Award	Star of the Week (Self Worth, Engagement or Purpose)	+3
Termly Award	Achievement or Attendance Award (Bronze, Silver and Gold)	+4
	Subject Awards - Academic Progress and Effort & Endeavour	+4
	Aspirations Awards: Self-Worth, Engagement, Purpose	+5

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

6.1 Rationale

The aim of healthy competition at Magna Academy is to foster the best possible environment for students' personal and social development. By encouraging all students to participate, we promote a sense of belonging and engagement while supporting local and national charities. This approach helps create an inclusive community, where students develop leadership skills by adopting nurturing roles.

6.2 Benefits of Healthy Competition

Healthy competition motivates students to excel both inside and outside the classroom. It instills a sense of achievement, encouraging students to strive for success in all areas of life. By working collaboratively as part of a team (house), students learn to achieve larger goals. This teamwork enhances creativity and mutual learning.

Students are rewarded not only for their successes but also for their participation, fostering self-worth, engagement, and a sense of purpose. While the term "competition" can sometimes carry negative connotations, competitive activities at Magna Academy develop essential life skills such as empathy, communication, and collaborative thinking. These activities show that success is not limited to the highest academic achievers or the best athletes but also includes those who demonstrate hard work, resilience, and perseverance. Healthy competition excites and motivates students, sparking their passion to face challenges head-on.

Skills Learned Through Healthy Competition at Magna:

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

Personal Traits Developed Through Healthy Competition at Magna:

- Self-Worth
- Improved Self-Esteem
- Increased Confidence
- Enhanced Self-Efficacy

6.3 Competitions Calendar

Each year, a calendar will be produced outlining the schedule for various competitions. These events may align with national campaigns, specific charity events, or other significant factors. Each subject area will organise at least one competition annually, offering diverse challenges that promote different aspects of personal development, from academic skills to other vital life skills.

6.5 House Competition

Students will have the opportunity to earn house points in addition to personal points. House achievement points (HAPs) are awarded for participation and success in a variety of competitions, ranging from sporting activities to academic challenges across different subject areas. Subject areas are tasked with planning at least one competition per year, incorporating the following engagement criteria: fun and excitement, curiosity and creativity, and a spirit of adventure.

Participation and successes in competitions will contribute to earning HAPs. An overall trophy will be awarded to the house with the most points at the end of the year, with a celebration during the last week of term and a rewards trip or experience at the beginning of the following academic year.

House competition standings will be shared fortnightly with students and staff through the weekly tutor message board and notice boards around the academy.