



SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY-RESPECT

Rewards (Students) Policy

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Reviewed by: Grace Speakman

Checked by: Rachel Pilling

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Rationale

Safe Start School aims to recognise, encourage and celebrate the achievements and progress of all students across all aspects of school life.

Positive relationships, encouragement and recognition are central to our approach. We recognise that our students have individual needs, experiences, starting points and barriers to learning. Rewards should therefore recognise individual progress, effort and achievement, rather than relying solely on comparison with peers or fixed expectations.

Praise and rewards are used to strengthen positive relationships, promote engagement, develop confidence and self-esteem, reinforce positive behaviours and encourage students to recognise their own progress.

Rewards should be:

- meaningful and sincere;
- fair and consistently applied;
- appropriate to the individual student;
- proportionate and achievable;
- linked to effort, progress, achievement and positive choices; and
- delivered sensitively, recognising that some students may prefer private rather than public recognition.

Aims

The school's rewards approach aims to:

- increase students' motivation, confidence and enjoyment of learning;
- recognise academic, social, emotional and personal progress;
- encourage engagement and positive attitudes towards learning;
- recognise effort and perseverance as well as attainment;
- promote positive relationships and respectful behaviour;
- recognise improvements in attendance and engagement where appropriate;
- reinforce the school's ethos, expectations and values;
- ensure students can experience success regardless of their individual starting point or SEND;
- encourage students to reflect positively on their own achievements; and
- strengthen positive communication between school and parents/carers.

What We Recognise and Reward

Students may be recognised for:

- effort and perseverance;
- attainment and academic progress;
- completing or attempting challenging work;
- engagement in learning;
- improved attendance or punctuality;
- positive behaviour and choices;
- kindness and consideration towards others;
- respectful behaviour;
- participation and contribution;
- independence;
- communication and self-advocacy;
- using strategies to regulate emotions or behaviour;
- repairing relationships following difficulties;
- demonstrating resilience;
- achieving individual targets; and
- demonstrating the school's values.

Methods of Recognition and Reward

Rewards may include:

- verbal praise;
- reward points;
- certificates or awards;
- positive postcards/messages home;
- positive telephone calls or emails to parents/carers;
- recognition from members of SLT;
- celebration of high-quality work;
- celebration assemblies;
- newsletters;
- individual or group rewards;
- reward activities or trips; and
- other age-appropriate rewards agreed by the school.

Students should be involved, where appropriate, in discussing which forms of recognition are meaningful to them.

Reward Point Scheme

Any member of staff may award reward points.

Each reward point is currently worth 10p. Students may spend accumulated rewards through the school's reward/tuck shop arrangements or save them towards an agreed reward.

Reward points may be awarded for achievements including:

- kindness towards others;
- completing or engaging positively with a task;
- working well in class;
- showing respect;
- listening and responding positively to reasonable instructions;
- demonstrating good manners;
- helping others;
- perseverance;
- making positive choices;
- achieving an individual target; or
- making progress from the student's own starting point.

Curriculum and Learning Rewards

Staff should recognise positive achievement and progress throughout the curriculum.

Recognition may include:

- verbal praise and encouragement;
- positive written feedback;
- reward points;
- displaying or celebrating work, with the student's agreement where appropriate;
- recognition by teachers or SLT;
- positive communication with parents/carers;
- certificates or postcards;
- recognition of sustained effort or progress; and
- recognition of examination, qualification or accreditation achievements.

Rewards should recognise progress from individual starting points and should not be limited to students achieving the highest academic outcomes.

Attendance Recognition

The school may recognise **good attendance, sustained improvement in attendance and positive engagement with education.**

Attendance rewards should be applied sensitively. Students should not be disadvantaged where absence is related to circumstances outside their control, including illness, medical needs or SEND.

Whole-School Rewards and Events

Whole-school recognition may include:

- celebration assemblies;
- reward activities and trips;
- school newsletters;
- certificates and awards;
- recognition of sustained improvements in attendance or engagement;
- praise within reports and parent/carer meetings;
- competitions and special events; and
- recognition of significant personal, social or academic achievement.

Access to reward trips or activities will be determined fairly and transparently, taking account of the purpose and criteria of the particular reward.

Equality, SEND and Reasonable Adjustments

The school recognises that students have differing needs and starting points.

The rewards system will therefore be implemented flexibly and fairly. Reasonable adjustments may be made to how a student accesses or receives rewards where appropriate.

Staff should consider a student's SEND, communication needs, sensory needs, emotional regulation and individual circumstances when deciding how praise and recognition are provided.

Fairness does not necessarily mean treating every student identically. The purpose is to ensure that all students have meaningful opportunities to experience recognition and success.

Roles and Responsibilities

All staff will:

- recognise and reinforce positive effort, progress and achievement;
- use rewards fairly and consistently;
- record reward points appropriately;
- consider students' individual needs and starting points; and

- communicate significant achievements to parents/carers where appropriate.

Teaching staff will:

- embed praise and recognition within teaching and learning;
- recognise progress as well as attainment;
- monitor students' progress and achievements; and
- provide appropriate opportunities for students to experience success.

Behaviour/Pastoral Lead will:

- oversee the administration of the reward point system;
- support staff to apply the system consistently; and
- identify patterns or areas requiring further support.

Senior Leadership Team will:

- oversee implementation of this policy;
- monitor the consistency and fairness of rewards;
- consider student and staff feedback;
- ensure rewards remain appropriate for the needs of the school's cohort; and
- oversee significant whole-school rewards and reward activities.

Monitoring and Evaluation

Reward points will be recorded through the school's agreed recording system.

The school will periodically monitor:

- the distribution and frequency of rewards;
- consistency between staff;
- student engagement with the rewards system;
- whether students across different groups have equitable opportunities to receive recognition; and
- whether the system is having a positive impact on engagement, behaviour and attitudes towards learning.

Student voice will be used to help evaluate whether rewards remain meaningful and motivating.

SLT will review the effectiveness of the system and make changes where appropriate.