



Rewards Policy

Version 26/27

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Implementation Date:	September 2026
Review Date:	Summer 2027
Related Documents:	

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At Malet Lambert, our rewards system reflects our commitment to **creative curiosity, traditional values and contemporary aspirations**.

Through rewards, we recognise pupils who show curiosity in their learning, ask thoughtful questions, explore new ideas, think creatively and show resilience when solving problems. We also celebrate pupils who demonstrate traditional values such as respect, responsibility, kindness, honesty, good manners, punctuality, pride in their work and positive conduct. In addition, we reward pupils who demonstrate contemporary aspirations by aiming high, developing independence, showing ambition for their future and preparing themselves to succeed in modern life.

This means pupils are rewarded not only for what they achieve, but also for how they learn, how they behave and how they contribute to the school community.

1. Rationale

All members of staff within the school are expected to recognise, praise and reward deserving pupils. Pupils should receive consistency across subject areas, year groups and wider school life, so that there is a strong culture of celebrating pupils' successes both within school and in the wider community.

Our rewards system is designed to support an inclusive school culture. Rewards should be meaningful, consistent and accessible to all pupils. At Malet Lambert, rewards are used to positively reinforce not only academic attainment but also the behaviours, attitudes and achievements we want to see every day and nurture in our wider communities. This includes excellent attendance, academic effort, respectful conduct, kindness, curiosity, professional behaviour, contribution to the school community and positive learning behaviours.

This rewards policy has been developed and will continue to be reviewed with pupil voice. We believe that pupils are more likely to value and engage with the rewards system when they know their views have been heard. Our approach is based on the principle that "pupils say, we listen". Pupils will be regularly invited to share their views on the rewards they value, how the system works in practice and how recognition can be made even more meaningful.

2. Aims of the Rewards Policy

This policy aims to:

- promote a positive culture of recognition, praise and celebration
- reinforce the school's positive learning behaviours and learning routines
- encourage pupils to take pride in their work, conduct and attendance
- recognise excellent and improved attendance
- support consistency in how staff recognise and reward pupils
- provide immediate recognition through praise, stamps, Proud stickers and Golden Tickets

- provide longer-term motivation through accumulated stamps, the rewards shop and prize draws
- ensure pupil voice shapes the rewards system so that rewards remain meaningful and motivating
- celebrate pupils who demonstrate creative curiosity, traditional values and contemporary aspirations through their learning, conduct and contribution to school life
- celebrate pupils' successes with parents and carers
- ensure rewards are inclusive and accessible to pupils from all backgrounds and starting points
- celebrate achievement, effort and contribution through assemblies, awards and end-of-year events to ensure the culture of celebration in our school maintains a high profile

3. Principles

The school's rewards system is based on the following principles:

1. **Recognition should be frequent and meaningful.** Staff should actively look for opportunities to praise pupils when they get things right.
2. **Rewards should be simple and time efficient.** Systems should support staff to reward pupils without creating unnecessary workload.
3. **Rewards should recognise a range of successes.** This includes attendance, achievement, effort, behaviour, punctuality, improvement, conduct, contribution and personal development.
4. **Rewards should be fair and inclusive.** Pupils should be recognised for progress from their own starting points as well as for high achievement.
5. **Success should be visible.** Pupils' achievements should be celebrated in lessons, tutor time, assemblies, whole school and class displays and communication with home.
6. **Pupils should feel motivated to participate.** The rewards system should provide both instant celebration and opportunities to work towards larger rewards.
7. **Pupil voice should shape the system.** The school will regularly seek pupils' views and use this feedback to review and improve the rewards available.
8. **Rewards should support belonging.** Pupils should feel noticed, valued and included as members of the school community.
9. **Context matters.** Staff should consider pupils' individual circumstances, needs and barriers when recognising effort, progress and success.

4. Inclusion and Belonging

The rewards system is an important part of the school's inclusive culture. It is designed to ensure that all pupils have opportunities to be recognised, including pupils who may face barriers to learning, attendance, confidence, communication, behaviour or wider participation in school life.

The school recognises that pupils have different starting points and may demonstrate success in different ways. Rewards should therefore recognise:

- academic achievement
- academic progress
- effort and perseverance
- improvement in behaviour or attitude
- improved attendance or punctuality
- resilience when facing challenge
- kindness and contribution to others
- leadership and responsibility
- creative thinking and curiosity
- independence and ambition
- positive conduct around school
- participation in the wider life of the school

Staff should actively ensure that rewards do not only go to the most visible, confident or highest-attaining pupils. Recognition should also include pupils who make quiet progress, overcome barriers, show personal growth or consistently do the right thing.

The school will monitor rewards to ensure that all groups of pupils have fair access to recognition, including pupils with SEND, disadvantaged pupils, pupils with medical needs, pupils who have experienced absence, pupils who are new to the school, pupils from minority backgrounds and pupils who may require additional pastoral support.

5. Rewards Overview

Pupils' achievement, effort and behaviour will be recognised and positively reinforced in a number of ways, including but not limited to:

- praise and encouragement
- stamps
- the school rewards shop
- termly big prize draws
- weekly Golden Ticket draws
- The 'PROUD' celebration
- positive emails and letters home
- positive phone calls home
- postcards
- celebration assemblies

- celebration through media
- attendance rewards
- end-of-year rewards activities and school trips
- end-of-year awards

6. Praise and Encouragement

Staff will always look to give praise and encouragement where pupils demonstrate positive learning behaviour, learning routines, creative curiosity, traditional values and contemporary aspirations.

Praise may be given verbally, through written feedback, during tutor time, in assemblies, through contact home or through formal rewards. Staff should aim to make praise specific, so that pupils understand exactly what they have done well and are encouraged to repeat it. Examples of reasons for praise include:

- excellent effort
- respectful and professional conduct
- positive attitude to learning
- asking thoughtful questions
- showing curiosity about a topic
- thinking creatively or independently
- improved behaviour or engagement
- high-quality classwork
- high-quality homework
- resilience when work is challenging
- kindness or support for others
- leadership
- ambition for future success
- pride in presentation and standards
- positive contribution to the school community
- consistently following learning routines

7. Stamps

7.1 Purpose of Stamps

Pupils will regularly receive stamps as an instant celebration of positive learning behaviours, effort, achievement and conduct. The awarding of stamps by staff gives immediate recognition to pupils and is intended to be simple and time efficient, while being mindful of staff workload.

Staff teach “stamp in hand” and are consistently looking to reward positive learning behaviours.

7.2 Awarding Stamps in Lessons

Pupils are issued with stamps within lessons via the Pupil Planner. These are also recorded electronically before the close of the day to celebrate achievements over time.

Stamps may be awarded for (but not limited to):

- showing 'readiness to learn' on entry
- excellent effort within a lesson
- high-quality work
- sustained focus
- positive contribution to discussion
- respectful conduct
- meeting or exceeding learning expectations
- resilience and perseverance
- high-quality completion of homework
- improvement in work or attitude
- supporting others appropriately
- asking thoughtful questions
- creative thinking
- independent learning
- following learning routines consistently

7.3 Awarding Stamps Outside Lessons

Pupils with planners can be issued with stamps outside of lessons, including during social times, through the issuing of stamps directly into the planner.

These may be awarded for pupils who go above and beyond in demonstrating the school's values and expectations. Examples may include:

- helping another pupil
- showing kindness
- supporting the school community
- demonstrating maturity and responsibility
- representing the school positively
- showing respectful and professional conduct around the school site
- making a positive contribution to the wider life of the school

7.4 Stamp Balance

Pupils can save stamps and spend them in the school rewards shop when they are ready to do so. Each pupil's stamp balance is reset annually.

The stamp value of each prize works from a notional value of 0.5p per stamp.

7.5 Rewards Shop

The list of rewards available from the Stamp Shop in the Library will be clearly displayed, advertised and updated in line with pupil voice.

The school will regularly ask pupils which rewards they value and what prizes would motivate them. Where appropriate and practical, pupil suggestions will be reflected in the rewards available. This ensures that pupils know their views are listened to and that the rewards system remains relevant, fair and motivating.

Rewards may include:

- stationery
- queue jump passes
- snack or canteen vouchers
- school equipment
- books
- sports items
- reward experiences
- non-uniform rewards, where approved
- other age-appropriate prizes agreed by the school
- opportunity to purchase entry to the 'big prize' draw each half term

The school will review the rewards available to ensure they remain motivating, appropriate, inclusive and financially sustainable. This will be done in collaboration with our pupil leadership team and wider pupil voice.

7.6 Stamps and House Points

Stamps may also be taken into account when awarding House Points, where this supports the school's House system and promotes a sense of community, belonging and shared responsibility.

8. Termly Big Prize Draw

8.1 Purpose

The termly big prize draw gives pupils an additional opportunity to use their accumulated stamps and work towards larger rewards. This is designed to build excitement, motivation and a sense of celebration across the school.

8.2 Stamps Exchanged for Reward Tickets

Pupils may use accumulated stamps to purchase reward tickets for the termly big prize draw.

For example:

- 100 stamps = 1 ticket

The more tickets a pupil chooses to purchase, the more chances they have of winning the termly prize draw.

8.3 Termly Big Prize Draw

Termly prizes may include:

- shopping vouchers
- Games Consoles such as Play Station/Other appropriate brand
- cinema or activity vouchers
- technology items
- sports equipment
- reward experiences
- other appropriate prizes agreed by the Senior Leadership Team

The termly draw will usually take place at the end of each term and will be held during a whole school live streaming celebration event during a designated tutor period.

The choice of termly big prizes will be informed by pupil voice where possible, ensuring that rewards are desirable, age-appropriate and meaningful to pupils.

9. Weekly Golden Ticket Draw

9.1 Purpose

The Golden Ticket system provides high-profile weekly recognition for pupils who go above and beyond expectations. Golden Tickets should feel special and should be awarded for particularly impressive effort, attainment, conduct or contribution.

9.2 Allocation of Golden Tickets

Every member of staff has **one Golden Ticket per week**; this includes all non-teaching colleagues. Staff may award their Golden Ticket to one pupil who has particularly impressed them during that week.

Golden Tickets may be awarded for:

- exceptional effort
- significant improvement
- outstanding work
- academic achievement
- respectful and professional conduct
- excellent behaviour for learning
- curiosity and engagement in learning
- ambition and independence
- Traditional values, including kindness or support for others
- resilience
- positive contribution to the school community
- representing the school well
- consistently demonstrating school values and expectations

Golden Tickets should not be awarded casually. They should represent meaningful recognition for something that stands out.

9.3 Inclusive Use of Golden Tickets

Staff should consider how Golden Tickets can be used to recognise a broad range of pupils. This includes pupils who may not always receive public recognition, but who have demonstrated significant personal progress, improved confidence, resilience, kindness, responsibility or effort.

The Golden Ticket system should not be limited to academic achievement. It should recognise pupils who contribute positively to the culture of the school and who demonstrate personal growth.

9.4 Entering the Draw

When a pupil receives a Golden Ticket, they should place it into the Golden Ticket draw box by the stated deadline. The ticket should include:

- pupil name
- tutor group
- name of the member of staff awarding the ticket
- reason for the award

9.5 Weekly Draw

The Golden Ticket draw will take place every Friday lunchtime in the forum.

A winning ticket will be drawn, and the winning pupil will receive a voucher or prize. This may include:

- a shopping voucher
- canteen voucher
- school-approved reward voucher

The winner will also be recognised through school communication systems, such as tutor notices, assembly, newsletter or displays, where appropriate.

10. Positive Emails and Letters Home

Pupils will receive positive emails and/or letters home for a variety of reasons and across different periods of time, including but not limited to:

- no unauthorised absence sessions
- reaching a stamp threshold
- zero lates
- zero behaviour points
- excellent effort
- sustained improvement
- positive conduct
- contribution to school life
- achievement in a subject area
- improved confidence

- resilience
- kindness or leadership
- positive personal development

Positive communication home should be used to strengthen the partnership between school and families and to ensure parents and carers are aware of pupils' successes.

11. PROUD Celebration

PROUD Celebration is a key element of our rewards policy and is designed to recognise and celebrate professional pride in learning. It provides pupils with an opportunity to showcase work that demonstrates exceptional effort, presentation, progress, resilience, or academic excellence.

Staff may award a PROUD Stamp to work that exemplifies these qualities. Pupils who receive a PROUD Stamp are invited to bring their work to the PROUD stand, which is staffed by members of SLT/ELT/subject Leaders during specified break times.

At the PROUD stand pupils are given the opportunity to discuss their work and receive recognition for their achievement. As part of this celebration, pupils may receive a small reward such as:

- Positive postcards
- Sweets or other small treats
- Stationary items
- Verbal praise or recognition from Senior staff
- Additional rewards as determined by the school

The PROUD celebration Initiative reinforces high expectations, promotes a culture of excellence, and encourages pupils to take pride in their work and achievements.

12. Positive Phone Calls Home

Half-termly, senior leaders, pastoral staff and teaching staff will be given dedicated time to phone the parents and/or carers of pupils who deserve positive recognition for their achievement, effort and behaviour.

At other times, staff may choose to make additional positive phone calls home where pupils have demonstrated something worthy of recognition.

Positive phone calls may be made for:

- excellent attitude to learning
- improved conduct
- academic success
- consistent effort
- improved attendance or punctuality
- kindness or leadership

- contribution to the wider school community
- personal progress
- overcoming a barrier or challenge

13. Postcards

Postcards are awarded by subject teachers and other staff for a variety of reasons, including:

- a significant achievement within a lesson
- a sustained level of achievement within a lesson
- exceptional effort within a lesson
- sustained hard work across a number of lessons
- high-quality completion of homework
- excellent contribution to a subject area
- significant improvement
- creativity or curiosity in learning
- consistently demonstrating school values and expectations

Postcards may be sent home, awarded in class, presented during tutor time or shared during celebration assemblies.

14. Celebration Assemblies

Pupils receive certificates and recognition in termly Celebration Assemblies led within Year Groups.

Celebration Assemblies may recognise:

- stamp milestones
- Golden Ticket winners
- excellent attendance
- improved attendance
- Excellent punctuality
- Excellent behaviour for learning
- subject achievement
- academic progress
- contribution to school life
- demonstration of school values and expectations
- creative curiosity
- traditional values
- contemporary aspirations
- tutor group achievements
- House achievements, where applicable

Celebration Assemblies are an important part of the school's culture of recognising success publicly and consistently.

The school will ensure that celebration assemblies reflect the diversity of pupil achievement and do not only recognise a narrow definition of success. Pupils should see that effort, improvement, attendance, kindness, resilience, leadership and contribution are valued alongside academic excellence. Celebration assemblies will be calendared into the academic calendar in advance, giving pupils a milestone to work towards.

15. Attendance Rewards

15.1 Purpose

Excellent attendance and punctuality are important to pupils' wellbeing, progress and achievement. The school will recognise pupils who attend regularly, improve their attendance or demonstrate strong commitment to attending school.

Attendance rewards will be used carefully and sensitively. The school recognises that some pupils may have medical, SEND, safeguarding, mental health or other legitimate reasons for absence.

15.2 Attendance Reward Categories

Pupils may be recognised for (but not limited to):

- 100% attendance for a week, half-term, term or year
- excellent attendance of 97% or above
- no unauthorised absence sessions
- most improved attendance
- improved punctuality
- excellent tutor group attendance
- year-group attendance achievements
- sustained commitment to attending school

15.3 Attendance Rewards

Attendance rewards may include:

- stamps
- certificates
- positive emails or letters home
- positive phone calls home
- reward tickets
- entry into attendance prize draws
- tutor group rewards
- breakfast or lunch rewards
- queue jump passes
- celebration assembly recognition
- end-of-year attendance awards

15.4 Inclusive Approach to Attendance Rewards

The school will recognise attendance in a way that is aspirational but sensitive to individual circumstances. Attendance rewards should encourage positive habits and celebrate commitment, while avoiding unfairly disadvantaging pupils who have authorised absence linked to illness, disability, medical need, bereavement, safeguarding or other significant circumstances.

Where appropriate, the school may recognise improved attendance, improved punctuality or individual attendance goals, rather than only recognising perfect attendance.

15.5 Group Attendance Rewards

Tutor groups and Year groups may work collectively towards attendance rewards. For example, the tutor group with the highest attendance each week or half-term may receive recognition or a group reward.

16. End-of-Year Rewards Activities and School Trips

Pupils who consistently meet the school's expectations will be eligible for end-of-year rewards activities and school trips, including the Year 11 Prom.

Eligibility may take into account:

- attendance
- behaviour points
- punctuality
- effort
- engagement with learning
- conduct around school
- completion of work
- contribution to the school community

Where a school trip is oversubscribed, behaviour points may be taken into consideration when assigning places.

The school will always consider individual circumstances before making final decisions about eligibility, particularly where pupils have SEND, medical needs, safeguarding considerations, mental health needs or other contextual factors.

The school will make reasonable adjustments where appropriate so that pupils are not excluded from reward opportunities because of disability, additional need or protected characteristic.

17. End-of-Year Awards

At the end of the academic year, the school will celebrate pupils' successes.

Awards may include:

- Attendance Award
- Outstanding Effort Award
- Resilience Award
- Respect and Conduct Award
- Contribution to School Life Award
- Kindness and Community Award
- Most Improved Attendance Award
- Subject Awards
- Tutor Group Award
- Headteacher's Award

End-of-year awards will be based on staff nominations, achievement information, attendance data, behaviour records and evidence of positive contribution across the year.

Families may be invited to attend celebration events where appropriate.

The school will ensure that end-of-year awards recognise a wide range of pupils and achievements. Awards should reflect academic success, personal development, contribution, improvement and character.

18. Year 11 Achievement Evening

Year 11 leavers and their families are invited back to the school to celebrate their examination results and other awards.

The Year 11 Achievement Evening may recognise:

- Reg Styles Award – Awarded to a Good All-rounder
- Lord Dearing Memorial Award – Awarded to a pupil who has provided excellent service to the school
- Extra Mile Award – Awarded to a Pupil Who Goes the Extra Mile
- Ellen Gardner Award - Awarded to a Pupil Who Has Overcome Adversity to Succeed
- Outstanding Linguist Award - Awarded to a pupil who is highly skilled in a foreign language
- Margaret Wright Award – Award for Excellence in Extra-Curricular Music
- Excellence in Sport - Female
- Excellence in Sport - Male
- Jane Disbrey Award – Awarded to a Pupil for Making Others Shine
- Ski Person of the Year
- Headteacher Award

This event provides an opportunity to celebrate pupils' achievements and mark their contribution to the school community.

19. Pupil Voice

Pupil voice is central to the design, development and review of the rewards system. The school recognises that pupils are more likely to engage with rewards when they feel that their opinions have been heard and acted upon.

The school will gather pupil voice through a range of methods, which may include:

- pupil leadership team
- tutor group discussions
- pupil surveys
- year group feedback
- informal conversations with pupils
- feedback following reward events
- suggestions for rewards shop items and termly prizes

The school will use this feedback to review:

- the types of prizes available
- the accessibility of the rewards shop
- the fairness of the stamp system
- the visibility of rewards
- the appeal of Golden Ticket prizes
- the organisation of prize draws
- how pupils prefer their successes to be celebrated
- whether all pupils feel able to access and benefit from the rewards system

Where changes are made as a result of pupil voice, the school will communicate this clearly to pupils using the principle: "You said, we listened."

This ensures pupils understand that their views matter and that they can help shape a rewards culture that is positive, motivating and meaningful.

20. Roles and Responsibilities

20.1 All Staff

All staff are responsible for:

- recognising, praising and rewarding pupils regularly
- using and recording stamps consistently and fairly
- teaching "stamp in hand" where appropriate
- awarding one Golden Ticket per week, where deserved
- giving specific praise linked to behaviour, effort, achievement or conduct
- supporting the school's culture of celebration

- recording rewards accurately where required
- ensuring rewards are linked to school values and expectations
- recognising pupils from a range of starting points
- ensuring rewards support inclusion and belonging

20.2 Tutors

Tutors are responsible for:

- monitoring pupils' stamp totals
- promoting attendance and punctuality rewards
- encouraging pupils to engage with the rewards system
- celebrating achievement during tutor time
- supporting pupils to use the rewards shop
- recognising pupils who demonstrate school values and expectations
- identifying pupils whose progress, effort or contribution should be recognised

20.3 Heads of Year, Year Managers and Subject Leaders

Year managers, Heads of Year and Faculty Leaders are responsible for:

- celebrating pupils' achievements
- monitoring rewards across their year group or subject
- supporting the Golden Ticket and prize draw systems
- identifying pupils for positive contact home
- supporting attendance rewards
- ensuring pupils are recognised for improvement as well as achievement
- helping ensure that pupils who may face barriers are included in recognition opportunities
- ensuring staff in their faculty are able to apply the rewards policy inclusively and consistently

20.4 SENDCo and Inclusion Team

The SENDCo and inclusion team will support the rewards system by:

- advising staff on reasonable adjustments where required
- helping ensure pupils with SEND can access reward opportunities
- identifying pupils who may need additional encouragement or recognition
- supporting staff to recognise progress from individual starting points
- contributing to monitoring around fairness and inclusion

20.5 Senior Leadership Team

The Senior Leadership Team is responsible for:

- ensuring the rewards system is implemented consistently
- reviewing the effectiveness of the policy
- managing the rewards budget
- approving termly big prizes and end-of-year awards
- ensuring an inclusive pupil voice is gathered and used to inform future rewards

- monitoring reward patterns to ensure fairness and inclusion
- ensuring rewards support the school's attendance, behaviour, inclusion and personal development priorities

20.6 Pupils

Pupils are responsible for:

- aiming to meet the school's expectations every day
- keeping their Pupil Planner safe
- ensuring stamps are recorded appropriately
- submitting Golden Tickets by the deadline
- celebrating the success of others respectfully
- using the rewards system honestly
- contributing to pupil voice opportunities so the school can continue to improve the rewards system.

20.7 Parents and Carers

Parents and carers are encouraged to:

- celebrate rewards and recognition with their child
- support positive attendance, punctuality, conduct and learning habits
- encourage their child to engage with the rewards system
- share relevant information with the school where individual circumstances may affect attendance, participation or access to rewards
- contribute feedback where appropriate

21. Fairness, Equality and Inclusion

The school is committed to ensuring that the rewards system is fair, inclusive and aligned with its duties under equality legislation.

Staff should consider pupils' individual needs, circumstances and starting points when awarding rewards. This does not mean lowering expectations. It means recognising that pupils may need different forms of encouragement, support or recognition in order to experience success and belonging.

Rewards should recognise:

- attendance and punctuality
- sustained effort
- high achievement
- improvement
- resilience
- positive conduct
- contribution to the school community
- personal development
- creativity and curiosity

- ambition and independence
- kindness and respect

The school will monitor the distribution of rewards to ensure that all groups of pupils have fair access to recognition. Where patterns suggest that some pupils or groups are under-recognised, leaders will take appropriate action. This may include staff reminders, training, pupil voice, adjustments to systems or targeted celebration of progress.

22. Monitoring and Review

The Senior Leadership Team will review the rewards system regularly. This may include:

- pupil voice
- staff feedback
- parent and carer feedback
- analysis of stamp totals
- analysis of Golden Ticket distribution
- attendance data
- behaviour data
- participation in reward events
- SEND and inclusion monitoring
- disadvantaged pupil monitoring
- equality and inclusion monitoring
- review of the accessibility of reward opportunities

The policy will be reviewed annually, or sooner if required. Pupil voice will form a key part of the annual review process.

The school will use monitoring information to ensure that the rewards system remains inclusive, motivating and aligned with the school's wider priorities for attendance, behaviour, attainment, personal development, wellbeing and belonging.

23. Summary

The rewards system at Malet Lambert is designed to celebrate pupils frequently, fairly and meaningfully in an inclusive manner. Through praise, stamps, the rewards shop, termly prize draws, Golden Tickets, attendance rewards, positive communication home, celebration assemblies and end-of-year awards, the school aims to build a positive culture of success, where pupils are motivated to take pride in their learning, their behaviour and positive contribution to their school community.

By listening to pupils and acting on their feedback, the school ensures that rewards remain relevant, motivating and valued by the pupils they are designed to celebrate.

By placing inclusion at the heart of the rewards system, the school ensures that all pupils have the opportunity to be noticed, encouraged and successful.