



THE CASTLE ROCK SCHOOL

Lionheart Educational Trust

REWARDS POLICY

September 2024 – September 2025



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Introduction

The role of rewards in recognising and promoting The Castle Rock School values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of excellent teaching and building good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well-behaved and hardworking pupils. Praise should be used appropriately, sincerely and be linked to tangible examples of a pupil's strengths. A reward system must be of value to the pupils, parents/carers and staff.

The rewards system at The Castle Rock School is a system which provides a vehicle to measure and monitor progress and success via a broad range of opportunities. It has a hierarchical structure to allow for progression and challenge. The rewards system is designed to reflect all aspects of school life. The school will use all available means to publish and promote achievement by all members of the school.

At The Castle Rock School we recognise that pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted. Finding ways to reward must be at the heart of our teaching.

Aims

- To be inclusive for all.
- To recognise and celebrate a pupil's work, commitment and high levels of achievement.
- To promote the positive recognition of success amongst all members of the school community through public celebration and contact with parents and carers.
- To celebrate progress made by the pupil.
- To encourage progress in all aspects of school life.
- To reward pupils frequently for a variety of achievements.

Consultation

This policy was written by The Castle Rock School Senior Leadership Team in consultation with the Student Leadership Team.

Procedures and Practice

All staff should be actively engaged in carrying out this policy. We provide a shared ownership of the Praise and Rewards Policy by:

- annually monitoring and evaluating the rewards system to ensure quality, consistency and effectiveness.
- communicating expectations to all members of the school community including the policy as part of the induction process.
- offering differentiated rewards according to Key Stage.



Pupil achievements can be rewarded in other ways such as:

- praising behaviour, achievement and improvement both in and out of school. Positive feedback is a great motivator and may be a written comment in an exercise book, or a quiet or public recognition.
- displaying work, e.g. on the board.
- using assemblies/tutor time to publicly recognise success.
- Value and Characteristics stars.
- attendance awards.
- departmental awards.
- phone-call home.
- Bronze, Silver, Gold and Platinum lanyard badges.
- Thinking Hard Cards.
- formal occasions such as Awards Evenings at the end of the academic year.
- roles and responsibilities, e.g. Student Leadership.
- Senior Leadership Team Gold Tickets.

Reward Points

We believe that success and effort should be rewarded. Pupils are awarded 'Reward Points' for success both in and outside of lessons. These are recorded on Beehive. At the appropriate time lanyard badges will be awarded when a pupil has achieved the Bronze, Silver, Gold and Platinum thresholds. If a pupil achieves the appropriate amount of achievement points to qualify for the Platinum badge, then the pupil will be invited to have this awarded at our end of year Rewards celebration.

Practice and Guidelines for awarding Reward Points

Achievement points are awarded for standards achieved above 'normal' expectations; for pupils who go 'above and beyond'.

- Total points score will be seen by both pupils and parents on Beehive in real time.
- Reward points can be awarded by all staff for daily achievements by individual pupils both inside and outside of lessons and, where warranted, should be awarded on a regular basis centred on the guidelines.

Consistency is key to making this a success and there is an expectation that all staff will award reward points for work/actions that deserve it.

Values

This policy supports the school's values of being 'the best you can be' by:



Pupils are recognised for showing our school values by being given a reward card. These cards are then placed in post-boxes with half-termly draws.

A focus value will be recognised each week with a trophy presented to the highest achieving year group.

Characteristics

- Year 7- Bravery and Adaptability (R2.5 Courageous)
- Year 8- Honesty and Courtesy (R3.5 Integrity)
- Year 9- Personal Responsibility and Exploration (R2.4 Confident)
- Year 10- Strength and Motivation (R2.7 Effort)
- Year 11- Teamwork and open-mindedness (R1.6 Teamwork)
- Year 12- Independence (R4.3 Independent)
- Year 13- Resilience (R2.1 Resilience)



Our year group characteristics are directly linked to the Rewards System and gives our pupils the opportunity to be rewarded for efforts and achievement in all areas. The primary aim of the characteristics is to encourage all pupils to get involved in all elements of school life.

Postcards Home – Thinking Hard

Thinking Hard postcards are given to pupils, in each lesson, who are being ambitious:



- Attempting/completing challenging work/activities.
- Producing excellent work where they've challenged themselves
- Answering/persevering with a difficult question

Pupils are encouraged to take these home for parents/carers to see.

Weekly Rewards

To acknowledge and celebrate reward points regularly amongst individual year groups, we use our weekly analysis to recognise our *Reward Point Champs of the Week*. Our winning pupils are identified in each year group as having achieved the highest number of achievement points in one



week. These pupils are then celebrated at the Year Line Ups at the end of each week and given a sweet treat.

Attendance Focus Reward Challenge

Selected students who sat within 85-91% the previous academic year are selected with a focus on avoiding them falling back into Persistent Absenteeism (PA) or to bring them up out of PA from previous years.

Each half term student's weekly attendance is monitored. At the end of the half term, the percentage (equivalent to number of 100% weeks in the half term) will equate to a level of reward.

- Bronze (97-95%) - Chocolate bar
- Silver (97-99%) - Early lunch pass, chocolate bar
- Gold (100%) - McDonalds' breakfast session, early lunch pass, chocolate bar

Pupils are also awarded with 100% attendance badges each term.

- Bronze – 1 Term
- Silver – 2 Terms
- Gold – 3 Terms

Tutor Group Reward

At the end of each term, the tutor group in each year group with the highest total of achievement points, after negative behaviour points have been deducted, will be awarded a special 'treat', which will be decided upon by the individual winning tutor group, in consultation with their Tutor and respective Year Team.

Ambition Award

In order to acknowledge our post-16 pupil's positive contribution to The Castle Rock School and the wider community, they participate in our Ambition Award. This promotes specific goals and has key areas for assessment, providing pupils with an opportunity to demonstrate key characteristics and traits that are essential for being an outstanding citizen. The three components of this award are academic endeavours (additional academic learning, work experience, volunteering), committing consistently (attendance, homework and school values) and leading by example (Student Leadership, running a society, role in community events, etc.). Pupils are rewarded via their commitment to this award.

- Bronze – Bronze badge and lunch pass.
- Silver – Silver badge, 1 x home study session and invite only breakfast event.
- Gold – Gold badge, 1 x home study session and high street voucher
- Platinum – Platinum badge, 1 x home study session and bespoke luxury hamper of gifts.

Pupil Premium Rewards

Students in receipt of Pupil Premium are rewarded for the following:



Attendance:

- Certificates are issued at the end of each half term to all students that have attendance in line with school target or above of 96% or any students that has made progress with their attendance when compared to the previous half term.
- Target 10 students are placed on an attendance challenge which has scaled rewards. Bronze, Silver, Gold, Platinum, Diamond, Double diamond. This includes a combination of reward points, positive contact home and physical rewards such as sweet treats and vouchers.

Behaviour:

- Students identified in year teams that require behaviour support from the Pupil Premium Champion are also placed on a behaviour challenge. Currently this is a 4-week challenge whereby behaviour is monitored, and a combination of reward points, positive contact home and physical rewards are issued for progress demonstrated.

Academic:

- Rewards are issued to **all** students that attend academic intervention. Pupil Premium students are a particular target group for this.
 - Purple ruler online intervention- reward point for attendance to each session, sweet treat for attendance of 2 weeks in a row, £10 Amazon voucher for all students who attend 80% of sessions and prize draw for 100% attendees £20.
 - Period 7 - reward points issued by teachers each session. £20 vouchers up for grabs for a 4-week streak. 3 available for each wave.

On Target and Attitude to Learning Commendation

Throughout the school year, at different times, all year groups have regular data drops which record pupils' attitudes to learning as well as their progress. All those pupils who are on track in 70% or more of their subjects and have outstanding attitude to learning grades will receive a special commendation badge from their Head of Year. This will be further followed up with a letter home, congratulating pupils on their success. These pupils are also recognised in the end of term celebration assemblies.

Senior Leadership Team Golden Tickets

These will be awarded by members of the Senior Leadership Team when visiting classrooms. The teacher may be asked to nominate a pupil (discretely) who has demonstrated 'being ambitious' over a sustained period of time. Each pupil will be given a Golden Ticket to post in a post-box. Draws for these will take place half-termly.

Headteacher's Commendation

Each term, exceptional pupils are nominated by staff for outstanding contributions to the school community both in and out of the classroom. This can be for academic achievement or success beyond the classroom as well as in the wider community outside of school hours. Pupils who are awarded a Headteacher's commendation will be recognised in the SWAY newsletter and on the School Website.



Celebration Assemblies

Celebration Assemblies are held half-termly and are an excellent opportunity to celebrate rewards achieved. Through analysis of our reward point system, we use Celebration Assemblies to praise and recognise the whole half-term successes of pupils who have consistently and continuously pushed themselves to achieve well. This half-termly event involves all pupils in the Year Team and Tutors, along with attached members of the Senior Leadership Team. These assemblies provide our pupils with an invaluable opportunity to support, share and celebrate each other's successes together, which, in turn, promotes an acceptance of positive achievements and excellent behaviour. Each subject recognises individual pupils in these Assemblies. Pupils very much value being recognised for their successes.

End of Year Awards Evening

This is held at the end of the Summer Term. Pupils (and their parents/carers) invited to the evening, receive their awards for academic achievement, progress and effort, along with individual subject awards and school special awards.

Rewards Trip

Any pupil who receives the appropriate number (determined by the SLT) of individual reward points or receives five or less negative behaviour points is eligible to go on the Rewards trip or be part of the Rewards morning at the end of the Summer Term.

Concluding Notes

This policy will be reviewed annually and should be read in conjunction with our policy for Behaviour.