

Ursuline College

Rewards Policy

September 2026

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Author:	Ursuline College	Owner:	Headteacher
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1. Aims and principles

At Ursuline College, rewards are central to our culture of high expectations, belonging and Serviam. We want pupils to know that effort, achievement, improvement, excellent conduct, strong attendance, contribution and service are noticed and valued.

Praise should be frequent, specific and meaningful. Staff should actively look for opportunities to recognise pupils who are doing the right thing, including those whose progress or contribution may be less visible.

- Recognise effort, achievement, progress and sustained improvement.

- Promote excellent behaviour, attendance, punctuality and readiness to learn.
- Celebrate pupils who demonstrate Ursuline values and make a positive contribution to school life.
- Strengthen the House system and a sense of community and belonging.
- Ensure that success is recognised fairly across different pupils and groups.
- Give pupils regular short-, medium- and long-term goals to work towards.
- Balance clear behaviour expectations with a strong and visible culture of praise and celebration.

2. Ursuline values and what we reward

Rewards are not limited to academic attainment. Pupils should be recognised for the choices, habits and contributions that help themselves and others to flourish.

- Excellent effort and sustained engagement in learning.
- High-quality classwork, homework or academic achievement.
- Academic progress and improvement.
- Excellent behaviour and positive learning habits.
- Kindness, respect, helpfulness and politeness.
- Resilience and perseverance.
- Leadership, responsibility and positive citizenship.
- Living out Serviam through service to others and the wider community.
- Positive contribution to the House, form, department or school.
- Participation in enrichment, sport, clubs, performances, competitions and school events.
- Improved attendance or punctuality, as well as excellent attendance.
- Personal improvement and overcoming individual barriers.
- Other actions that go above the normal expectations of school life.

3. Recording rewards

BehaviourWatch is Ursuline College's central system for recording behaviour and reward points. Staff should record rewards promptly so that pupils, House Teams and senior leaders have an accurate picture of positive behaviour and achievement.

All teaching staff are expected to actively award reward points. As a guide, staff should aim to recognise at least three individual pupils with reward points during each lesson, alongside verbal praise and other forms of recognition where appropriate.

Reward information will be used by House Teams and senior leaders to celebrate pupils, identify success, inform assemblies and determine eligibility for some reward activities.

4. Reward points and clean Conduct Cards

Reward points

Reward points accumulate throughout the academic year. There are no fixed Bronze, Silver, Gold or Platinum thresholds. Instead, points contribute to ongoing recognition, House and form competition, termly celebration and eligibility for selected reward events.

Clean Conduct Cards

Conduct Cards are changed during Friday form time. A pupil who completes the weekly Conduct Card with no behaviour signings will receive 25 reward points.

There is no prize draw attached to clean Conduct Cards: the reward is the 25 points added to the pupil's total.

5. Individual recognition

- Specific verbal praise in lessons and around school.
- BehaviourWatch reward points.
- Positive contact home through appropriate school communication channels.
- Postcards, letters or certificates of commendation.
- Display of excellent work and celebration on departmental or House noticeboards.
- Recognition in form time, House assemblies and whole-school celebrations.
- Headteacher or senior leader recognition for exceptional achievement, contribution or improvement.
- Special awards linked to academic achievement, progress, service, leadership, enrichment, sport and the Ursuline ethos.

6. Attendance rewards

Excellent attendance and punctuality are important and should be recognised. The school will also celebrate significant improvement in attendance so that pupils who have worked hard to overcome barriers can experience success.

Attendance recognition may include certificates, reward points, House recognition, positive communication home and eligibility for reward activities.

Attendance rewards will be applied fairly and proportionately. Where a pupil has medical needs, SEND, disability, safeguarding circumstances or other exceptional barriers outside their control, individual circumstances will be considered. Pupils will not be publicly disadvantaged or embarrassed because of circumstances beyond their control.

7. Form and House rewards

Reward points contribute not only to individual recognition but also to the wider House culture. Ursuline College's four Houses – St Augustine, St Teresa, St Francis and St Bernadette – will use rewards to build identity, healthy competition and participation.

House Teams will celebrate high-performing and improving pupils and forms. House totals may include reward points and points generated through agreed House competitions, enrichment activities, inter-House events and Sports Day.

Updates on points, achievements and House competition should be shared regularly so that pupils can see how their contribution affects both their own total and their House.

8. Assemblies and termly celebrations

House Teams will hold regular celebration assemblies, including an end-of-term rewards focus. Assemblies should recognise a broad range of success, including behaviour, attendance, improvement, academic progress, effort, service, leadership, enrichment and contribution to the school community. Pupils may be recognised as Students of the Term or through other House and departmental awards. Recognition should not be restricted to the same pupils repeatedly; staff should actively identify improvement, sustained effort and pupils whose contribution deserves greater visibility.

9. Reward events and trips

Ursuline College will provide reward events during the year. These may include in-school experiences, films, treats, enrichment activities and larger trips. The precise programme may vary each year according to pupil voice, availability, safeguarding considerations and budget.

Termly rewards may include special in-school events such as the Youth SVP film reward for pupils demonstrating strong attendance and positive behaviour.

Eligibility for larger reward trips and events

Eligibility for larger reward trips or end-of-year reward activities will be based on a combination of factors rather than reward points alone. These may include:

- BehaviourWatch reward points and positive contribution.
- Attendance and punctuality, including meaningful improvement.
- Behaviour and Conduct Card record.
- Engagement with learning and progress.
- Participation, service and contribution to school life.
- Individual circumstances and evidence of sustained improvement.

The school reserves the right to set and communicate specific eligibility criteria for individual trips or events in advance. Serious or persistent behaviour concerns may affect eligibility. Decisions will take account of SEND, medical, safeguarding and other relevant individual circumstances and will be made fairly and proportionately.

10. Summer Fayre

The Summer Fayre is a whole-school celebration and is not an event that pupils have to earn the right to attend.

Reward points earned across the year will have a practical value at the Fayre. Pupils will be able to use their rewards to receive vouchers for participating stalls and activities. This gives pupils a visible long-term purpose for earning rewards while ensuring that the event remains inclusive and community-focused.

The conversion of points into vouchers, voucher values and participating stalls will be communicated before the event each year. Additional House competitions, performances, activities and celebrations may form part of the Fayre.

11. Departmental and wider-school recognition

Departments are encouraged to supplement the whole-school system with appropriate recognition, including postcards, positive calls or messages home, certificates, displays, subject awards and celebration of excellent work.

Achievement outside the classroom should also be celebrated, including sport, music, drama, clubs, charity work, leadership, student voice, volunteering, community service and other enrichment.

Staff should share significant achievements with House Teams so that success can be celebrated beyond the individual classroom where appropriate.

12. Roles and responsibilities

All staff

- Use praise regularly, specifically and sincerely.
- Award and record reward points consistently on BehaviourWatch.
- Seek opportunities to recognise effort, improvement and contribution as well as attainment.
- Support House and whole-school reward events.
- Apply the rewards system fairly and consistently.

Form Tutors

- Promote the rewards system during form time.
- Celebrate pupil and form achievements.
- Change Conduct Cards during Friday form time and support the award of 25 points for a clean weekly card.
- Encourage pupils to understand how their positive choices contribute to individual, form and House success.

House Teams

- Monitor reward points and celebrate individual, form and House achievement.
- Lead celebration assemblies and communicate successes.
- Promote participation in House competitions and reward events.
- Identify pupils showing significant improvement who may otherwise be overlooked.

Curriculum Leaders

- Promote consistent use of rewards within departments.
- Celebrate subject achievement and progress.
- Ensure departmental recognition complements the whole-school rewards system.

Senior Leaders

- Maintain a visible whole-school culture of praise and recognition.
- Monitor implementation and consistency of the rewards system.
- Review reward data for patterns and disparities between groups.
- Oversee the annual programme of major reward events and ensure criteria are communicated clearly.

13. Equality, SEND and safeguarding

Ursuline College is committed to ensuring that rewards are awarded fairly, consistently and without discrimination. Reasonable adjustments will be made where appropriate.

Some pupils with SEND, disabilities, medical needs, mental health needs, safeguarding circumstances or other vulnerabilities may require adapted routes to success. Rewards should therefore recognise individual achievement, effort, progress, improvement and personal development as well as absolute outcomes.

No pupil should be publicly identified, embarrassed or disadvantaged because of sensitive attendance, medical, SEND or safeguarding circumstances. Staff must use professional judgement when celebrating information publicly.

14. Monitoring and evaluation

Senior leaders will review the use and distribution of rewards to ensure the system remains effective, inclusive and consistently applied. This will include consideration of patterns across year groups, Houses and relevant pupil groups, including disadvantaged pupils and pupils with SEND.

Pupil voice, staff feedback and participation in reward events will also inform future development. The annual programme of events, trips, vouchers and other incentives may be adapted without changing the core principles of this policy.

15. Links with other policies

This policy should be read alongside:

- Ursuline College Behaviour Policy.
- Ursuline College Attendance Policy.
- Ursuline College Home School Agreement.
- Ursuline College Uniform Policy.
- Ursuline College Mobile Phone Policy.
- SEND Policy.
- Equality Information and Objectives.
- Safeguarding and Child Protection Policy.