REWARDS POLICY

Fair recognition, motivation, belonging and individual progress

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND SCOPE

Recognise effort, learning, kindness, safety and growing independence across Impact's AP programme. Rewards support positive relationships and meaningful goals, rather than purchasing compliance. Use this policy with Behaviour, SEND, Equality, Safeguarding and Assessment. Every learner should have realistic opportunities to be recognised, including those whose progress is communicated in small or non-verbal steps.

2 | AGREEING INDIVIDUAL GOALS

Explain the behaviour or learning goal in language the learner understands. Agree a small number of observable, achievable targets informed by starting points and support needs. Involve the learner and family where helpful. Do not set targets that require masking disability, suppressing distress, eating feared foods or completing an unsafe activity.

3 | EVERYDAY RECOGNITION

Use specific, sincere feedback that explains what the learner achieved and why it matters. Offer encouragement, positive messages home, certificates, responsibilities or agreed activity choices as appropriate. Ask whether public praise feels comfortable. Avoid comparisons, sarcasm or using one learner's reward to shame another.

4 | CONSISTENCY AND REASONABLE ADJUSTMENT

Communicate how recognition is earned and recorded. Apply the same principles fairly while allowing targets and support to differ according to need. Review whether language, anxiety, sensory differences, attendance barriers or disability prevent access. A learner must not have to achieve unsupported independence to receive recognition for supported progress.

5 | CHOICE AND PROPORTION

Offer modest, age-respectful options that the learner values, within the agreed budget and staffing. Explain when a reward will be delivered and any practical limits before it is earned. Keep promises or agree an equivalent alternative promptly. Do not make large or unexplained gifts, private payments or secret arrangements with an individual learner.

6 | FOOD, MONEY AND SAFEGUARDING

Food rewards must comply with individual allergy, dietary and sensory arrangements and never replace an ordinary meal. Do not use cash or personal purchases without authorisation and a clear record. Staff must not require affection, photographs, disclosure or personal contact in exchange for rewards. Concerns about favouritism or grooming go through adult-conduct reporting routes.

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7 | BASIC ENTITLEMENTS

Access to food, drinking water, toilets, medical care, safety, reasonable adjustments and the planned curriculum is not conditional on earning points. Do not withhold a necessary break, communication aid or emotional support as a punishment. Restorative work and behaviour consequences must remain proportionate and follow the Behaviour Policy.

8 | GROUP REWARDS AND TRIPS

Ensure group recognition does not pressure learners to police or blame peers. Assess the suitability of any outing individually and provide required consent, supervision and access arrangements. A reward label does not remove visit-safety duties. Avoid automatic loss of curriculum-linked trips where disability-related behaviour or poverty contributed to difficulty.

9 | RECORDS AND COMMUNICATION

Keep reward records simple and accurate, stating the goal, evidence and recognition given. Share successes through approved channels and respect photography permissions. Discuss concerns with the learner and relevant adults; correct errors without public argument. Personal learner information must not be displayed in a way that humiliates or discloses sensitive needs.

10 | MONITORING EFFECTIVENESS

Review whether recognition improves confidence, participation and learning rather than creating anxiety or dependency. Seek learner feedback and adjust ineffective systems. Kate checks patterns of access and unequal treatment at least termly. Use Complaints for concerns about fairness, and safeguard immediately if an incentive creates risk or inappropriate adult boundaries.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Impact Behaviour, SEND, Allergy Safety, Gifting and Staff Code of Conduct policies.

Equality Act 2010: legislation.gov.uk/ukpga/2010/15/contents

Check current versions and apply according to Impact's legal and commissioning status.