



## **The Annex School**

### **Behaviour; rewards and sanctions, a Token Economy policy**

This policy statement should not be read in isolation, but in conjunction with the school's Vision, Aims, Values and Philosophy and with J and R Care's main policies. Obviously it must be recognised that because of the nature of the school intake (mostly residential Boys with severe E.S.B.D.) getting this policy right is crucial to effectiveness of the whole school.

The secret here is to adopt a clear repetitive system which addresses whole school boundaries as well as track individual behaviour traits. The Annex School emphasises a positive behaviour modification system based on a clear 'Token Economy' approach.

#### **Aims of the policy**

- Fair and consistent treatment of all students.
- Students to know and understand required behaviours and expectations and be clear as to the rewards and sanctions put in place to manage this.
- An orderly, safe and effective learning environment which promotes an atmosphere of mutual respect.
- To promote self-discipline and self-confidence.
- Recognise that with support pupils can positively modify their behaviour.
- To reward positive achievement/behaviour by certification (Monday Assemblies/Sports Day presentations).

#### **Definitions**

##### **Acceptable behaviours include:**

Equal respect for all people at The Annex School, politeness, empathy, tolerance, consideration, courtesy, responsibility and the use of language which is respectful and non-hurtful.

Self-esteem, commitment, self-respect, punctuality, and tidiness in work, good personal hygiene, and truthfulness.

For property: tidiness (to tidy up every lesson), respect and care for the school environment.

### **Unacceptable behaviours include:**

Bullying, aggression, rudeness, abusive behaviour (physically or psychologically), disruptive behaviour, lateness, spitting, bad language, mocking, **inappropriate touching**, sarcastic or impolite ways of talking, lying, stealing, using mobile phones in lessons.

### **A Token Economy: Rewards, sanctions and procedures**

It is much more important to emphasize positive rewards than simply giving out negative sanctions. Positive behaviour needs to be rewarded at every opportunity. Rewarding is made visually apparent via a point tally system which is in turn linked to a voucher award system. All student reward points are visually tallied on the whiteboard and then added at the end of the day onto an individual daily tracking sheet. At the end of the week this is added to a visual rocket chart in the corridor for students to look at. Reward points are issued in relation to effort, learning and behaviour (at the discretion of the teacher). These points represent a Token Economy whereby praise/gifts can be accrued. Token Economies are a recent psychological device used as a means of reinforcing positive behaviour.

Reward points are used equally by all teachers. All students can earn up to 5 points per lesson (30 points per day). In addition 5 bonus points can be allocated in each lesson for exceptional input (6 lessons=30 points). A further 20 points can be earned by wearing the school uniform. A further maximum 30 points can be earned from Humanities and Science homework. Once a week Pencil Case Inspection can earn up a pupil an extra 30 points for a complete pencil case. Sometimes there may be some extra points given to the discretion of the Teacher for extra helpfulness or passing a recent school test. This means that the absolute maximum earned by each pupil in a week could be no more than 500 points (that's equal to 1 school Voucher). 500 points equals £5 voucher (1p per point). As from January 2016 a diary and mini-dictionary have been supplied for each pupil to place in their pencil case and points awarded for proof of use and care of these items, this is designed to install a further sense of 'task management'. In each lesson points are awarded with respect to producing good work, meeting I.E.P behaviour targets, questions and answers. During 'Tea

& papers' points are awarded for prompt, smart attendance, reading aloud (biscuits are also issued as a reward) and expressing interest in relevant facts such as date, weather and current affairs. Pupils are assigned different roles linked with different topics e.g. (Sports correspondence, Agony Aunt, Jokes Master and Astrologist). In very exceptional circumstances such as achievement milestones such as improving spelling age significantly can be awarded a single voucher but this should occur occasionally and be issued to the strict discretion of the Teacher.

Extended lesson privileges are also used as another form of positive reinforcement (e.g. 'good you used the craft knife well you will be allowed to continue using this next week').

Rewards operated within The Annex School include the following in rising order:

- Verbal Teacher praise (followed by the visual issuing of point(s) on the board next to names.
- Free computer time at the end of the day on Friday's, up to 20 mins can be earned.
- £5 voucher, in-house voucher presented on reaching 500 points (therefore each point is worth a penny). Spent via a senior keyworker.
- Small reward prize each time reach the 2,00 point marker.
- Special prize (trip/dinner/desired item to work towards for Year 12 students) / special certificate issued at the discretion of Teacher/Head Teacher.
- Written letter of Praise by the Head Teacher / Praise from Head Teacher.
- End of Term prizes can be issued for last day of term afternoon activities including team games and whole school Bingo.
- Each year pupils are awarded subject trophies at Sports Day on the last day of the academic year.
- Teachers also give small Birthday gifts for pupils on their birthdays during term times usually related to school stationary.

NB- sweets and direct cash payments should be avoided.

### **Individual School Tracking Sheet**

A definite sanction must be given as a last resort only and in these circumstances they should be issued in a strict order of severity. As long as the behaviour is not causing harm to other people or property, a warning must always be given first; this ensures that, whenever possible, the pupil knows why a sanction is being given. All behaviours are recorded and plotted through the 'Individual School Tracking Sheet'. It is the intention that whenever possible there is a dedicated member of staff to each pupil. At the end of lessons monitoring grades are discussed with pupils.

**Lesson Sanctions** operated within The Annex School include the following:

- 1st warning (symbol 'W' circled)
- 2<sup>nd</sup> warning (symbol 'W' circled)
- Serious warning- Yellow Card (symbol 'Y' circled) actual Referee's card.
- Very serious sanction-Red Card -Sent out/removed out of classroom (symbol 'R' circled). To be escorted to their bedroom until the next lesson. A set of official FIFA football cards are utilised by all teaching staff.
- Denial from lesson if late –re-entry at start of next lesson entry point ('L' late written) 5 minutes leeway should be given. This could affect free time activities being issued after school (via the house meeting).
- For extreme acts of vandalism the teacher can request a contribution to be taken from the child's house pocket money (notes made in comments box)
- Bans on anything which is abused; drinks, newspapers, equipment (notes made in comments box)
- Computer Ban if computers used inappropriately (notes made in comments box on tracking sheet, ban to the discretion of the Teacher)
- Verbal /written apology -restorative justice (discussed at House Meeting).
- The school and house will work together to ensure that if a child refuses school or disrupts the lessons they will not be allowed to have an activity that evening. (to be discussed in House Meeting)

- If a child is sent out of school or walks out (symbol 'W.O' is used) this will be discussed/dealt with in the house meeting over to Pembroke House.

## **Expectations**

At The Annex School, each child is valued and accepted. To achieve this we follow the ethic of 'give and take' and have the core expectations of showing respect, courtesy and consideration to all others at all times.

A variety of measures are used to promote the aims of the policy, these include:

- Effective classroom management and curriculum delivery.
- School/house communication systems.
- Making time to create opportunities for young people to give their point of view.
  
- Use of positive feedback, praise, rewards and celebrations.
- Communication with parents and carers.
- Working with outside agencies.
- Being aware of any special needs of the young people including any unfavourable circumstances that are occurring at any time.
- Creating a comfortable personalised environment. For example, a personal seating plan, lockers and personalised computer cubicles. This is designed to create a sense of ownership.

Procedures for responding to poor behaviour include:

- Record keeping systems: the child's behaviour and effort is logged on a tracking sheet during the day by a dedicated LSA and this is communicated to the house meeting each afternoon. All incidents are recorded on the clearcare recording system.
- Any physical intervention will be accurately recorded and monitored on Clearcare and checked by Head Teacher.
- IEP (Individual Education Plan) targets – Strategies used for individual behaviour problems are highlighted in the child's IEP, for example; fiddle toys for lack of concentration and are listed on the students 'Social Targets on the School Tracking Sheet.
- Involvement with parents and carers.

## School Code

1. Try to install only one person speaks in the classroom at any given time during core subject lessons.
2. When work is given, work quietly.
3. Swearing and rude language prohibited at all times.

This code applies to everyone in school.

## **Attendance and Punctuality**

All students' attendance and punctuality is monitored, although attendance is generally very good at the Annex School; students do generally seem to enjoy coming to school. Care Workers work very hard in getting students ready for school in the morning; getting them washed, eating breakfast and wearing their school uniform shirt (uniform was designed and voted in by the students themselves, all students get an extra 20 points for wearing it, we believe this provides a sense of order and identity particularly useful on school trips). Some Senior Care staff may convene a morning and afternoon motivation briefing. The start of lessons are indicated by the use of a small school bell which is also used to prompt quiet in the classroom.

Senior Care Workers also make sure that a sufficient handover discussion is made with the Teacher and recorded in a school handover book before the start of the school day to relay any attendance/behaviour problems or foreseeable issues in the day. Likewise the school day is reported to all house staff via the end of day house meeting. This allows a seamless transition to occur with regards to everyone being aware of how things are going.

Attendance is also further tracked at College with regular communications with the SENCO and college Course Leaders concerned.

**Homework** is kept in the House Office in red folders, it is issued by both Teachers to the pupils at Friday House Meeting and is worth up to 30 school points. The Homework is to be checked by Teachers. Care workers are expected to oversee this is done during the weekend (See Homework Policy). The Homework is to be checked by Teachers on the following Monday and discussed in the related lessons.

## **Time Out**

It is the school policy that if a pupil is in an extreme state of unsettlement and needs time and space to calm down then at the discretion of the Teacher 5-10 minutes 'Time Out' can be issued.

### Toilet Breaks

Students must use the school toilet. Teacher's monitor that pupil's are not abusing toilet breaks as a way to dodge doing work.

### Pencil case Inspection

Every Friday lunch time pupils pencil cases are inspected and points are issued for stationary equipment that is evident and intact. This includes stationary and a mini-dictionary and diary. Pupils are taught to respect stationary and take responsibility for having in with them in different lessons.

### Pupil Roles

Pupils are encouraged to take on roles within the school. Each year we may nominate a new school captain (if an appropriate pupil is agreed upon) on Sports Day and a badge is issued. The School Captain is expected to line up the pupils ready for the start of the day and to give out tracking sheets. The school also utilises school monitors, we have two monitors at the moment a stick insect monitor who feeds and cares for the insects and a Sports monitor who updates a football Premiership table. Any current sixth form pupil can also act as The Pencil Case Inspector. The school also operates a buddy system in which has been used effectively in Literacy/Science and Asdan subjects with Key Stage 4 pupils.

### **Parents/Carers**

Parents and carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

The Annex School aims to achieve positive home/school liaison by promoting a welcoming environment within the school and to give parents/carers regular constructive and positive comments on their child's work and behaviour. Teachers often interact informally with visiting parents/carers after school or special meetings. A regular open day occurs each year at The School Sports Day where parents can come into school and look through the young person's work. Parents are usually invited to attend all PEP's.

The Annex School expect that parents/carers will give their full support in dealing with their child's behaviour.

We expect parents/carers to keep us informed of behaviour difficulties they may be experiencing at home and to inform us of any trauma, which may affect their

child's performance or behaviour at school, e.g. bereavement loss or family sickness.

## **Health and Safety**

Students are expected to follow the safety codes in practical subjects and use any tools in a calm and sensible manner (in line with subject and 'Individual Risk Assessments'). All dangerous pieces of equipment are used in conjunction with a 1:1 staff ratio. A serious incident log is kept if any accidents do occur logged in the house. Personal weapons and dangerous objects must not be brought into the school, (this also includes mock weapons which can incite violence). This also pertains to students bringing in drugs or students who are believed to be under the influence of drugs (they will be asked to return to the house). All dangerous items are stored in locked cupboards or special chemical C.O.S.H. boxes. All incidents are logged on clear care.

All staff are restraint trained and can be involved in physically removing pupils from the school or forcibly removing and confiscating any items deemed inappropriate.

## **Monitoring, Evaluation and review**

An 'Individual Pupil Tracking Form' is filled in at the end of every lesson. This plots Individual IEP targets. It also records 'Academic Achievement' and 'Social Behaviour' and the wearing of uniform as well as highlighting general long term academic targets. Everything on this sheet is recorded through numbers (1-3) to allow for clarity and ease of calculation at the end of every week. Termly Tracking sheets are plotted from this which this enables percentage comparisons to be drawn on an automated computer tracking system. All pupils share a 'Follow staff instructions target' and 'Effort target' involving learning attitude, work completion and presentation. Pupils may have up to two further personal 'social' behaviour targets and up to three academic targets to follow. Pupils are informed of their progress at the end of morning sessions and at the end of the day, this is recognised form of performance dialogue. When pupils are issued a warning it may consist of 6 types as formulated by the L.S.A. these include as follows;

VWS -Verbal Warning for Swearing

VWNFI -Verbal Warning for Not Following Instructions

VWA -Verbal Warning for Aggression

VWT -Verbal Warning for Throwing

VWR -Verbal Warning for Rudeness

VWU -Verbal Warning for Unacceptable Behaviour



All tracking notes are discussed in detail at the end of the school day in the 'House Meetings'. At the end of the week the pupil points are read to the school by the SENCO and vouchers issued accordingly (these are then issued through the discretion the SRCW on shift and may be used to attain further order at a point in the week (Friday evenings) when the residents may be particularly over excited about the forthcoming weekend) .

The Head teacher, students and staff will review this behaviour policy yearly. The views of students and of parents/carers will form part of the monitoring and evaluation cycle and all should be aware of the basic rules. The Head Teacher meets with the children on a regular basis at start of term Assemblies.

### Additional Rules

The Annex school operates zero tolerance on;

Mobile phones (staff and students)

Hats and hoods up

Night wear

Food (except fresh fruit)

School posters are regularly produced by the pupils throughout the year in School Assembly Citizenship lessons outline these rules.

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In line with 'Behaviour & School Discipline in Schools' 2014

Guy Tarrant - 2017