



## **Behaviour: Rewards and Sanctions, a Token Economy Policy - 2021**

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 or 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 (general Emotional Literacy)

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.

### **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 tallied on 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. Rewards 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. At the Annex School rewards are issued through the allocation of points.

Reward points are used equally by all teachers. All students can earn points in every lesson; up to 5 for good behaviour and 5 for academic input. In addition, there are a potential of a further 10 points allocated by the discretion of the Teacher. A further 20 points can be earned by wearing the school uniform. Single points can also be earned for politeness in the morning and providing the date and the temperature from the daily newspaper, also for sharing/acts of kindness/helpfulness. A further maximum 30 points can be earned from core subject - homework. Once a week Pencil Case Inspection can earn a pupil up to an extra 30 points for a complete pencil case. A large sustained/displayable piece of work can be earned worth 50 points. When a pupil does a school test (Entry Level/exam of spelling/Reading test, etc) they are allocated 100 extra points, this is because in the past pupils have been reluctant to do these, now pupils are actively wanting to be re-tested. An end of week Quiz (reaffirming past week's knowledge learnt) enables further points.

Also, an end of week Wordwheel provided by the daily papers has the potential for a further 25 points. This means that the maximum earned by each pupil in a week should rarely cover more than 500 points (500 points equals £6 voucher). That equates to 1.2p per school 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'. Pupils are encouraged to fill in the school diaries at the start of each Termly Assembly. In each lesson points are awarded with respect to producing good work, meeting I.E.P behaviour targets and in participating in questions and answer sessions. During 'Tea & papers' points are awarded for prompt, smart attendance, reading aloud (biscuits are also issued as a reward, 3 allocated at the start of each day). During this lesson pupils are also assigned different roles linked with different topics e.g. (Sports correspondence, Agony Aunt, Jokes contributor, TV Critic and Astrologist). In exceptional circumstances such as big achievement milestones such as improving spelling age significantly this may be awarded a single voucher, but this should occur occasionally and be issued by 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 tracking sheet.
- Free computer time at the end of the day on Friday's, up to 20 mins can be earnt.
- £6 voucher, in-house voucher presented on reaching 500 points (therefore each point is worth a penny). Spent via a senior keyworker.
- Weekly Attendance voucher of £5 for a full week's attendance. This is removed for non-lesson attendance or for receiving a Red card during the week.

- A Termly award of two additional vouchers for the pupil who has received the most school points at the end of each term. Names to be added to a large perpetual Trophy.
- Special subject trophies to be issued at Sports Day/ School Presentation Day at the end of the school academic year.
- Written letter of Praise by the Head Teacher / Praise from Head Teacher.
- End of Term prizes can be issued for last day of term for afternoon activities including team games and whole school Bingo. A trophy cabinet is situated in one of the school rooms.
- Termly Scrabble Trophy/weekly word wheel competitive Trophy.
- Teachers also give small Birthday gifts for pupils on their birthdays during term times usually related to school stationary. Teachers also give gifts at Christmas and engage in celebrations.
- Points and trophies are awarded for sports successes and achievements.
- Points are awarded for an annual MasterChef competition.

***NB. continuous sweets and direct cash payments should be avoided.***

A charity box is located within the school for students to contribute to. This is done through students donating points represented with coloured coins. Once a year a sponsored cycle ride is organised where a whole days points are donated. The school has a nominated charity 'Centrepieces' which deals in recovery for adult mental health sufferers. Students produce food hampers for this charity at Christmas. The idea is to install a greater sense of empathy and consequence in regards to their actions.

## **Individual School Tracking Sheet**

A definite sanction must be given as a last resort only and should be issued in a strict order of severity. If 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 'VW'). These warnings are additionally coded as follows:  
r-rudeness a-aggression mc-misuse of computers  
s-swearing n.f.i.-not following instructions t-throwing
- 2<sup>nd</sup> warning (coded as above)
- Serious warning- Yellow Card (symbol 'Y' circled) actual Referee's card.  
Cards are additional coded to denote:  
v-violence v-vandalism b-bullying
- Very serious sanction-Red Card -Sent out/removed out of classroom (symbol 'R'). To be escorted to their bedroom until the next lesson. These are coded in the same way as Yellow Cards. A set of official FIFA football cards are utilised by all teaching staff. For extreme acts of vandalism, the teacher can request a contribution to be taken from the child's house pocket money; an example being the destruction of the school fish-tank.
- Denial from lesson if late. Re-entry at start of next lesson. ('L' late should be written) .5 minutes leeway time should be given in all lessons.
- Bans on anything which is abused; drinks, newspapers, equipment (notes made in comments box on tracking sheet)
- 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 seriously 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.
- Pupils are not expected to bring in mobile phones, mobile games, cigarettes or lighters, wear caps or hoods, wear nightwear, bring in breakfast or not wear shoes. (the school is positioned close to the care house so clear lines need to be drawn between the two).

## **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. We do not operate under strict zero-tolerance methods and do often allow some slight leeway in behaviours especially if apologies are given, however this is always to the discretion of the Teacher concerned.

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. Morning handovers are made with the Senior Care Worker (Shift Leader) where dialogue about the run of the day is shared and formalised.
- 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. Personalise mugs, pencil cases. This is designed to create a sense of ownership.
- Animal Tanks: Stick Insects/ Fish tank

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. Students 'Social Targets' on the School Tracking Sheet. These are updated each term.
- Involvement with parents and carers, Key Workers and Social Workers.

### **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. Pupils encouraged to get their books and pencil cases.
3. Swearing and rude language prohibited at all times.
4. Pupils expected to tidy up at the ends of lessons.

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 (the school uniform and PE kit was designed and voted in by the students themselves, all students get an extra point for wearing it, we believe this provides a sense of order and identity particularly useful on school trips). All students voted to have their initials put onto their shirts and this has also helped to avoid mix-ups. Some Senior Care staff convene a quick morning and afternoon motivation briefing just before lessons start. 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 and debrief. This allows a seamless transition to occur with regards to everyone being aware of how things are going.

With regards to older students attendance and behaviour is also further logged at College with regular communications with the HT/ SENCO and college Course Leaders concerned.

**Homework** is kept in the House Office in red folders, it is issued by both Teachers 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 week and discussed in the related lessons.

### **Time Out**

It is the school policy that if a pupil is in an extreme state of upset and needs time and space to calm down then at the discretion of the Teacher 5-10 minutes 'Time Out' can be issued. This is to be written in the weekly tracking sheet as 'TO' so the amount of Time -Out can be monitored. Ideally this should not be issued right at the start or ending of a lesson.

### **Toilet Breaks**

Students must use the school toilet. Teacher's monitor that pupils 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. Appropriate duties are discussed which are suitable for the student involved in the role; such as being expected to line up the pupils ready for the start of the day and

hand out school resources in each lesson. The school also has utilised school monitors, such as a school pet monitor for our stick insects or fish and a Sports monitor who updates a football Premiership table. 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 may also be 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.

The school utilises a therapist who sees each pupil week. Reports are drawn up every 3 months outlining issues pertaining to behaviours, these are circulated amongst appropriate staff.

School Reports are made for students and parents at the end of each academic year.

## **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/sharps 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 two Social Targets (ST1) 'Follow staff instructions target' and (ST4) 'Effort target' involving learning attitude, work completion and presentation'. Pupils may also have up to two further personal 'social' behaviour targets and up to four 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 a recognised form of performance dialogue. When pupils are issued a warning, they may consist of 6 types as outlined previously under Lesson Sanctions. All Social Targets must be met by 95% before they can be removed from tracking. All targets are reviewed termly.

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 whole school by the SENCO and vouchers issued accordingly (these are then issued through the discretion the SRCW on shift.

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.

School posters highlighting positive behaviours are regularly produced by the pupils throughout the year through School Assembly Citizenship lessons.

Bullying and safeguarding incidents are logged in the school (see School Bullying Policy for more information), basically the school tries to implement a zero tolerance for this.

*In line with 'Behaviour & School Discipline in Schools' 2014  
2021 GT*