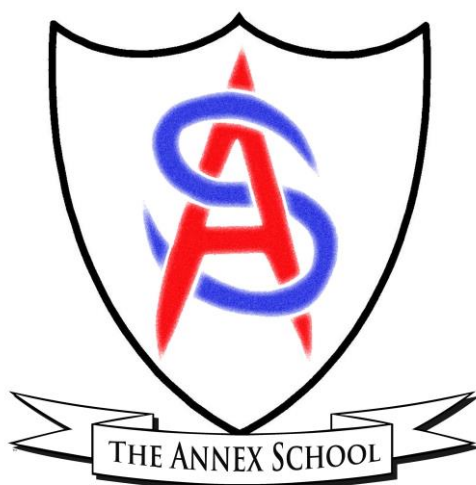




# The Annex School Positive Behaviour Policy





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. This policy will be updated annually.

### **Aims of the policy**

- Fair and consistent treatment of all students
- Students to know and understand required behaviours and expectations and be clear of the rewards and consequence systems
- 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 students can positively modify their behaviour
- To reward positive achievement/behaviour by certification (Monday Assemblies, end of term events or Sports Day presentations)

The Annex School is dedicated to ensuring that our school environment supports learning and the well-being of students and staff through a strong sense of community cohesion. Co-operation, support, and respect are the foundations of our community and we work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their school years. At all times, the students' behaviour will be considered in the context of their diagnosed special educational needs.

### **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, verbal abuse, abusive behaviour (physically or psychologically), serious actual or threatened violence, disruptive behaviour, lateness, spitting, inappropriate language, damage to property, mocking, inappropriate physical contact, sarcastic or impolite ways of talking, lying and stealing



We recognise that where individual students are engaging in continuing disruptive behaviour this can be as a result of their diagnosis and/or mental health needs. If such needs are identified, we will do all we can to ensure that the student receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students who are looked after and with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

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

Working closely with the house to understand each individual and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards are an important part of building an effective learning community. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

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 chart in the corridor for students to look at.

Rewards are issued in relation to effort, learning and behaviour which is explained within the policy. 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 (please see rewards list at the end of this policy). Students are encouraged to fill in the school diaries at the start of each Termly Assembly.

In each lesson points are awarded with respect of producing high quality 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 and reading aloud. During this lesson students are assigned different roles linked with different topics e.g. Headline Reader. In some circumstances where larger achievement milestones have been met, 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.

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.

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- £6 voucher- in-house voucher presented on reaching 500 points. These are spent via a senior keyworker
- A Termly award of two additional vouchers for the student who has received the most school points at the end of each term. Names to be added to a large perpetual Trophy.
- Special trophies to be issued at the end of the academic year at the annual BBQ and Sports/ Presentation Day and to include:
  - Special Subject Awards
  - Sports Day event medals
  - Sports Day Champion Trophy
  - MasterChef Trophy-Annually, awarded at Easter
  - Annual Go-Karting Championship
  - School Points Champion Perpetual Shield- Termly
  - Scrabble Champion Trophy- Termly
  - Football 'Staff Vs. Kids' Trophy- Termly
  - Annual charity Mountain bike ride challenge
  - Literacy mini- trophy-Weekly
- Praise and awards from the Headteacher
- Small Birthday gifts for students, during term times usually related to school stationary. Teacher's also give gifts at Christmas and engage in celebrations.
- End of Term Bingo- Prizes
- Easter Egg Hunt- Easter
- Emphasis on supporting external charities and compassion to others
- End of Term-'Games Day'
- Referral to local borough-wide Special Celebration Annual Awards in cases of outstanding achievement in tandem with PEP meetings
- Inclusion in local borough wide journals for exceptional pieces of students work
- Special recommendation to Youth Justice Court Youth Awards through local borough for outstanding effort
- Inclusion of Achievements and successes to be placed on the school website on a regular basis
- Photographs to be gathered of events and activities for ASDAN work and leaving photo-album. (Use of House-phone required in liaison with Care Workers)
- All certificates for exams to be issued in frames (plastic glass) and master-copies filed alongside 'Records of Achievement'
- Ongoing in-house certificates to be issued in relation to completion of activities; e.g. 6 week block of Work Experience completed, to be signed by the Headteacher
- External Certificates to be issued in relation to external successes such as 'Young Writers Award' to be framed or laminated. Any publications involving inclusions of students work to be disseminated amongst students/carers/relevant professionals and parents
- Positive praise and constructive criticism to be given at House Meetings in relation to each school day
- House to organise a special outing- reward for outstanding involvement in school (discretion of House Management)



- Headteacher/SENCo to maintain ongoing liaison with all Keyworkers in relation to each child (small discretionary reward to be issued by Keyworker).

Once a year a sponsored bike ride is organised where a whole day's points are donated into a cash donation. The school work with a different charity academic each year. Previous charities we have worked with are:

- Centre pieces who support recovery for adult mental health sufferers
- 'Broad-Reach' for local homeless people
- 'The Joy Foundation' supporting charities in Africa.

### **Individual School Tracking Sheet**

A consequence 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 student understands why a sanction has been given. All behaviours are recorded and reviewed through the 'Individual School Tracking Sheet'. It is the intention that where possible there is a dedicated member of staff to each student. At the end of the school day, monitoring grades are discussed with individual students.

**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

- Serious warning- Yellow Card (symbol 'Y' circled) using a Referee's card.

Cards are additional coded to denote:

v-violence v-vandalism b-bullying

- Very serious sanction-Red Card -Sent out/removed from the classroom (symbol 'R'). The student will be escorted to the home until the next lesson. These are coded in the same way as a Yellow Card.

A set of official FIFA football cards are utilised by all teaching staff.

- The issuing of a Red card is to be avoided during off-site activities to avoid dangerous escalation of reactionary behaviour away from the security of the home. In this instance a Yellow card may be issued with a further discussion at the House Meeting to involve the possibility of issuing of a Red Card at this point.
- Denial from lesson due to lateness. The student will enter the classroom at the start of next lesson. ('L' late should be written) .5 minutes leeway time will be given in all lessons.
- A ban on anything that is abused; drinks, newspapers, equipment (notes to be made in comments box on tracking sheet)
- Computer Ban- if computers are used inappropriately (notes to be made in comments box on tracking sheet. This ban is at the discretion of the Teacher)
- Verbal /written apology -restorative justice (discussed at House Meeting)
- If a student is sent out of school or walks out (symbol 'W.O' is used) this will be discussed and sanctions put in place in the house meeting



- Students are not expected to bring in mobile phones, mobile games, cigarettes or lighters, wear caps or hoods, wear nightwear, bring in breakfast or wear inappropriate footwear such as sliders. (The school is positioned close to the care house so clear lines need to be drawn between the two).

### **The Annex School Points System**

<b>Points Award</b>	<b>Value</b>
School Day Attendance	50
School Uniform	10
Tea & Papers (Involvement/effort/quality of reading)	10
Individual lesson effort (bonus points)	5
Long Term Project work (completion)	50
Long Term commitment to a piece of work (Displayed)	50
Exam/Test (Maths/English/Science)	100
Homework (Maths/English/Science)	30 for each subject
Games (Connect 4/Play Your Cards Right)	10/Prizes
Word Wheel (5 hidden word)	5/10/25
Word-search/puzzles	1 per word
Scrabble	20-35
End of Week Quiz	15+
End of Term Challenge (Jigsaw/Lego/Maze)	35

#### *Additional requirements to meet:*

- *Students must attend mornings no later 9.15 or be marked as late*
- *Must attend lessons no later than 5 minutes from the start of lesson or bell/call at start of lessons*
- *Not receive 1 verbal warnings /Yellow Card/ Red Card issued for vandalism/rudeness/sabotage/abuse/destruction of work/aggression.*

#### *Teaching Staff/Lesson Leads to issue points*

### **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 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. Morning handovers with the Senior Care Worker (Shift Leader) where the days structure is shared and formalised



- Making time to create opportunities for young people to give their point of view through active 'Voice' work involving House Meetings, ongoing DT formal and informal meetings, reflection work both weekly and termly, ongoing subject reviews and professionals' meetings.
- 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 (divided into East & West sides for competitions), lockers, personalised computer cubicles, 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:

- 'One voice' policy When dealing with challenging behaviour or behaviour incidents. One voice policy means that only one person deals directly with the student/s during an incident. Feedback, if needed, can be given to the staff later if required. If the staff leading and using the one voice policy invites you into the conversation with the student/s, that means that you will then become the 'one voice'. This includes redirecting unnecessary staff away, directing staff on how you want them to support the student/s and coordinating de-escalation strategies.
- Appropriate sanctions following any incidents in line with the above lesson sanctions
- Record keeping systems: the child's behaviour and effort is logged on a tracking sheet during the day by the dedicated LSA and this is communicated in the house meeting each afternoon. All incidents are recorded and monitored on the clearcare recording system
- Any physical intervention will be accurately recorded and monitored on Clearcare and checked by the Headteacher
- IEP (Individual Education Plan) targets – Strategies used for individual students are highlighted in the child's IEP, for example; fidget toys for sensory use and to aid concentration. Students This are updated working documents that update regularly
- Involvement with parents and carers, Key Workers and Social Workers.

### **Attendance and Punctuality**

Regular attendance at school is required by law, and The Annex School takes attendance very seriously. The start of lessons is indicated by the use of a small school bell which is also used to prompt quiet in the classroom.

Senior Care Workers ensure a sufficient handover with the Teacher and recorded in a school handover book before the start of the school day. This is to relay any attendance/behaviour problems or foreseeable issues in the day. Likewise, the school day is reported back to house staff via the end of day house meeting and debrief. This allows a seamless transition to occur.





With regards to post 16 students' attendance and behaviour is also logged at College with regular communications with the Headteacher/SENCo and college Course Leaders concerned.

More information can be found in the school's **attendance policy**.

### **Homework**

Homework is kept in the House Office in red folders. It is issued by core subject teachers and appropriate deadlines set. Care workers are expected to oversee the completion of homework during the weekend (See Homework Policy). The Homework will be marked by teacher the following week and discussed in the related lessons.

### **Time Out**

It is the school policy that if a student needs time out to regulate, this will be given at the discretion of the Teacher, where by 5-10 minutes 'Time Out' can be issued. This is to be written in the weekly tracking sheet as 'TO' so the frequency, potential triggers or factors can be monitored.

### **Toilet Breaks**

Students must use the school toilet. Teacher's will monitor that students are not abusing toilet breaks as a way to avoid a task or activity. All students must use the toilet in the school and not the house during the school day.

### **School Stationary**

The school will provide all stationary needed throughout the school day. All stationaries will be listed and counted back at the end of each lesson. Scissors will be kept separately and counted back in also. Students are taught to respect stationary and take responsibility for any items they will use.

The school provides a personalised environment involving; individual student cubby-hole lockers, display shelf, art drawer, subject folders and text books, mini-dictionaries, drinking mugs, clothes pegs, aprons, school uniform, sports kit with student initials on, computer bays, chairs, school dairies and personalised timetables. This is very important in terms of the student feeling a strong sense of belonging within the school which in turn promotes respect and a feeling of 'Safe Space'.

### **Student Roles**

Students are encouraged to take on roles within the school. Each year we may nominate a new school captain (if an appropriate student is agreed upon) on Sports Day and a badge is issued. Appropriate duties are discussed which are suitable for the student undertaking the role; such as overseeing the line-up of students at the start of the day, handing out school resources in each lesson or attending specific meetings on behalf of the cohort. The school has also 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 appoints a 'Football Captain' who leads the school football team in 'staff vs kids' matches. The school also operates a buddy system that has been used effectively in Literacy/Science/Sports and ASDAN subjects with Key Stage 4 students.





### **Carers doubling as L.S.A's**

Carers have a vital role in promoting positive behaviour in the school. The house carers attend the school doubling as L.S.A. support. They provide a key nurturing role with the individual student as they are more often the child's Keyworker (loco parentis). This enables further trust and installs more positive behaviour and motivation. Home/school liaison is vitally important to the success of the school. Carers oversee assigned Homework and promote the ASDAN qualifications in the house and the school specifically with regard to 'Independent Living' skills.

### **Health and Safety**

Students are expected to follow the relevant safety practices in practical subjects and use any tools in a responsible manner (in line with subject and 'Individual Risk Assessments'). Any dangerous equipment will be used in conjunction of 1:1 staff ratio.

No weapons or dangerous objects must not be brought in to 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 and they will be asked to return to the house. All dangerous items/sharps are stored in locked cupboards or special chemical COSHH boxes. All incidents or near incident will be logged on Clear Care or following the health and safety policy guidance.

All staff are trained in the use of physical intervention and can be involved in physically removing students from the school or forcibly removing and confiscating any items deemed inappropriate.

### **Monitoring, Evaluation and review**

An 'Individual Student Tracking Form' is completed at the end of every lesson. This plots and reviews progress against 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. A numbering system of 1-3 is recorded to allow for clarity and ease of calculation at the end of each week. Termly tracking sheets are plotted from this which enables percentage comparisons to be drawn on an automated computer tracking system.

All students have individual Social Targets agreed through discussion with staff and the students, with four academic targets set by the school staff collectively. Students are informed of their progress at the end of morning sessions and at the end of the day to encourage formal recognition and performance dialogue. All students will know their individual targets to ensure they are embedded in their conceptual thinking and sustain dialogue for daily point systems throughout the school day. When students are issued a warning, they may consist of 6 types as outlined previously under lesson sanctions. Before a target can be successfully achieved, the student will need to have achieved 95%. All targets are reviewed in the students individual PEP (Personal Education Plan) and AR (Annual Review) meetings.

The Headteacher, 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 students throughout the year in School Assembly and PSHE/Citizenship lessons.

**The Annex School**

**Approved by:** Jane Parish **Date:** September 2023 **Next Review Date:** Annually



### **Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Care staff are involved in the handling of behaviour incidents to foster good relationships between the school and students' home life

This written statement of behaviour principles is reviewed and approved by the Headteacher annually.