



Sir William Romney's School

Behaviour Management System

Rewards & Sanctions

SWR Behaviour Management Systems

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SWR Core Values: Aspiration, Confidence, Resilience, Independence & Collaboration

Sir William Romney's School

Values and Expectations

Promoting a Culture of Kindness

SWR Core Values

Aspiration

Confidence

Resilience

Independence

Collaboration

SWR Basic Expectations

Arrive on time and in the correct uniform

Ensure you have the correct equipment for learning

Follow instructions

Work to the best of your ability

Respect others

SWR Behaviour Management System

Rewards - Systems and Procedures

Rewarding positive behaviour and/or work is effective in promoting students to have an outstanding attitude to learning, resulting in good progress. Positive Behaviour Management often prevents the need for sanctioning. Rewarding students can be completed in a variety of forms.

Classroom Rewards

Non verbal

Non-verbal rewards can be a powerful tool to ensure a student feels recognised for their efforts (a confirming smile, a nod, a thumbs up etc.).

Verbal

Verbal responses can ensure students receive the simple or detailed positive feedback they deserve. It is also an opportunity to build 1:1 positive relationships and can inform/enable students to understand how to make further progress.

Modelling

Using a student's work, attitude or behaviour as a 'model' to their peers ensures students receive the recognition they deserve but also reinforces expectations to others.

(Note: some students find modelling embarrassing as they do not like to be singled out so please use this strategy with care).

Subject/Teacher Specific Rewards

Staff can utilise their own individual reward systems within their classroom to promote a positive learning environment. (Stickers, star charts, student of the lesson/week etc. These should be linked with the SWR Core Values)

House Points

The **formal SWR rewards system** to record students' achievements should be completed via the House Point System on SIMS. House Points can be awarded for the following:

- Contributing to the school
- Excellent effort
- Outstanding work (This includes homework)
- Contributing to the house (HOH Competition)
- 100% Attendance in a week

Students can 'spend' their House Points in the 'House Point Shop'. Please see the following page for details.

Parental Contact

To ensure students can share/celebrate their achievements at home, it is good practice to contact parents to inform them of their son/daughters efforts. This can be completed via phone, email or letter.

SWR Core Values: Aspiration, Confidence, Resilience, Independence & Collaboration

House Point Shop

50 POINTS – Highlighters (Pack of 3)

65 POINTS – Coloured Ballpoint Pens (Pack 12)

75 POINTS – £2 Café Voucher

85 POINTS – Football or Rugby Ball or Netball or Basketball

100 POINTS – Coloured Pencils (Pack of 12) or Felt Pens (Pack of 12)

125 POINTS – Non-Uniform Day

150 POINTS – Tea and Cakes with Mr Bell

175 POINTS – £5 Café Voucher

200 POINTS – Headphones

250 POINTS – £10 Voucher (Amazon or ITUNES or PS4 or Xbox)

SWR Behaviour Management System

Tutor Rewards

Tutors can utilise many of the strategies outlined in the 'Classroom Rewards' section but in addition they should implement the following:

Random Raffle

Students can earn raffle tickets each week during tutor time for complying with school expectations and demonstrating the **SWR Core Values**:

Independence - linked to Equipment/organisation (taking responsibility for themselves)

Collaboration - linked to Uniform (being part of the team/community)

Resilience - linked to Attendance/Punctuality (maintaining a good record)

Confidence - linked to Politeness/Good Manners (building social skills)

Aspiration – linked to Participation/A2L (ceasing every opportunity to develop/improve)

Tutors should issue tickets each week. The raffle is then completed by the Head of Year at the end of each term during the success assembly.

Parental contact from the tutor is also essential in building good relations to support individuals. It is good practice to contact parents to celebrate student success when they demonstrate the SWR Core Values and improve or maintain excellent attendance (above 98%).

Outside of Classroom Rewards

Staff can utilise many of the strategies outlined in the 'Classroom Rewards' section to recognise students achievements in extracurricular activities as well as rewarding students for their conduct around the school and within the local community. Parental contact is also advised to ensure students receive appropriate praise. In addition, the following Rewards are implemented.

SWR Star Award

Tutors will nominate one student each week who has demonstrated the SWR Core Values. The HOY will then award one student from each year group the SWR Star Award. At the end of each term, one student from each year group will be awarded the overall SWR Star Award, receiving a badge and certificate.

Awards Assemblies

Students Attitude to Learning, Homework, House Points, Progress and Attendance is celebrated at the end of each term. Certificates are awarded to individual students. Parents are invited to attend the Annual End of Year Assembly.

Attendance Rewards Students are rewarded for good attendance via the following strategies:

- 100% Individual Attendance in a week = 1 House Point
- 100% Tutor Group Attendance in a week = 'Sweet Treats'
- Top Tutor Group Attendance per term = Non Uniform Day
- 100% Individual Attendance per term = Certificate/Recognition in awards assembly
- 100% Individual Attendance per old term (3x a year) = Certificate, chocolates/sweets and a chance to win £50 Amazon Voucher.

- 98% Individual Attendance per old term (3x a year) = Invitation to attend the Attendance Reward Trip (Air Hop, Thorpe Park, South Cerney, Movie Events etc.)

SWR Behaviour Management System

Strategies to Promote Positive Behaviour

Low level disruption in classrooms is best avoided/minimised by high quality teaching that meets individual needs.

Pre-sanction interventions

Where staff intervention for behaviour is required, this is best done by **avoiding immediate use of the Classroom Sanctions.**

The Classroom Sanctions can quickly escalate the problem; if the teacher rapidly 'raises the stakes', many students will respond in a similar way.

It is far better to employ a range of verbal and non-verbal cues, such as:

- Non-verbal signals (e.g. 'the look')
- Tactical ignorance
- Move closer
- Say name
- Use humour
- Remind them of their successes from previous lessons.
- Tell them what you want them to do (Clear, simple statements. Non-confrontational)
- Give students TIME and SPACE to get back on track.
- Catch student behaving appropriately and praise
- Praise appropriate behaviour of nearby student
- Distract onto task/away from inappropriate behaviour
- Re-explain and organise task for them
- Ask them to undertake a specific task for you
- Remind about relevant B4L skill
- Restate relevant skills
- Modify or change activity
- Informally/formally move or change group setting

Maintaining respectful relationships

To further prevent the need to sanction, staff should ensure students have an opportunity to identify/explain their behaviours and are able to clarify what changes they will make to re-engage effectively.

SWR Behaviour Management System

Classroom Behaviours

Warning

A clear verbal warning should be issued by a teacher or tutor if a student is failing to comply with classroom expectations.

Examples of unacceptable behaviours – Shouting out, distracting others, off task, rudeness, failure to follow instructions, failure to complete work.

Procedure:

- Inform student that they have been given a warning

Failure to comply with the warning:

- Issue a 20 minute lunchtime detention

20 minute lunchtime Detention

A 20 minute detention should be issued by a teacher or tutor if a student has been given a warning about their behaviour but has failed to rectify the issue.

Procedure:

- Inform student of their detention
- Issue a Penalty Point on SIMS
- Record on CPOMS

Failure to attend 20 minute Detention:

- Inform the student that they now have a 30 minute lunchtime detention
- Inform parents/carers

30 minute lunchtime Detention

A 30 minute detention should be issued by a teacher or tutor if a student has failed to attend a 20 minute detention.

Procedure:

- Inform student of their detention
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend a 30 minute Detention:

- Inform student that they now have a 1 hour detention after school
- Inform parents/carers
- Record on SIMS/CPOMS

Leader of Learning Detention (60 minutes)

A Leader of Learning detention should be issued if a student has failed to attend a 30 minute teacher detention.

Procedure:

- Inform student of their detention
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend Leader of Learning Detention:

- Inform student that they now have an SLT Detention
- Inform parents/carers
- Record on SIMS/CPOMS

SLT Detention (70 minutes)

An SLT detention should be issued if a student has failed to attend a Leader of Learning Detention or a Head of Year Detention.

Procedure:

- Inform student of their detention
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend SLT Detention:

- Inform student that they will spend the day in the Focus Room and will attend the SLT detention the following week
- Inform parents/carers
- Record on SIMS/CPOMS

SWR Behaviour Management System

Relocations

A relocation should be issued if a student is completely defiant, out of the teacher's control, persistently preventing the learning of others or is not deemed safe to stay in a lesson.

A relocation can, in some circumstances, be an escalation from the Warning, Detention and Penalty Point system.

Procedure:

- Relocate the student to the Subject Leader or Leader of Learning (with work)
- Issue a 30 minute lunchtime detention
- Issue a Penalty Point
- Contact parents/Carers
- Record on CPOMS

Failure to be relocated:

- Call for an Inclusion Support Worker (ISW)

Procedure:

- ISW will relocate the student to the Subject Leader or Leader of Learning

Failure to be relocated by ISW:

- Call for SLT

Procedure:

- SLT will relocate the student

Failure to be relocated by SLT:

- Student will be placed in the Focus Room for a day

SWR Behaviour Management System

Homework (KS3)

The majority of students complete homework on time and to the best of their ability. Staff should reward students for homework by issuing House Points.

- **3** House Points for **Outstanding** Homework that is completed on or prior to the deadline.
- **2** House Points for **Very Good** Homework that is completed on or prior to the deadline.
- **1** House Point for **Good** Homework that is completed on or prior to the deadline.

However, if students fail to complete their homework on time and/or to an acceptable standard, staff should utilise the following system.

Procedure:

- Inform the student they have 48 hours to complete the homework
- Contact parents/carers

Failure to complete the homework despite a 48 hour extension:

- Issue a 1 hour after school detention
- Issue a Penalty Point on SIMS
- Record on CPOMS
- Contact parents/carers

Failure to attend homework detention:

- Report to Leader of Learning
- The student will be issued a Leader of Learning detention

Homework (KS4)

- Inform the student they have 24 or 48 hours to complete the homework
- Contact parents/carers
- Follow procedures as outlined in 'classroom behaviours'.

SWR Behaviour Management System

Tutor Detentions

Tutors should issue a 20 minute detention in line with the guidance outline in 'classroom behaviours'. However, tutor should also issue a detention for the following misdemeanours:

- Incorrect Uniform
- Lateness (twice in one week)
- Misbehaviour in tutor time/assembly

Procedure:

- Inform student of their detention
- Contact parents/carers
- Record on SIMS/CPOMS

Failure to attend 20 minute Tutor detention:

- Inform student they now have a 30 minute lunchtime detention
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend 30 minute Tutor detention:

- Inform student that they now have a Head of Year Detention
- Inform parents/carers
- Record on SIMS/CPOMS

Head of Year Detention

A Head of Year detention should be issued if a student has failed to attend a 30 minute tutor detention.

Procedure:

- Inform student of their detention
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend Head of Year Detention:

- Inform student that they now have a break and lunchtime detention in the Focus Room
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend Focus Room Detention:

- Inform student that they now have a break and lunchtime detention in the Focus Room and an SLT Detention.
- Inform parent/carers
- Record on SIMS/CPOMS

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In addition, tutors are responsible for monitoring and sanctioning tutees on a **Stage 1 Behaviour Report**.

Learning Managers will place students on a stage 1 report if there are concerns about a student across a range of subjects.

Procedure:

- Check and sign the report daily
- If a tutee has failed to meet three targets in one day (3 crosses) they should be issued a five minute detention for each failed target. (Example – 3 crosses = 15 minutes, 4 crosses = 20 minutes, 5 crosses = 25 minutes. 1 or 2 crosses would result in a discussion about how to avoid this in future.)

Failure to attend Stage 1 Report Detention

- Tutor to issue 30 minute detention
- Record on SIMS/CPOMS
- Contact parent/carer
- Report to Head of Year

Failure to attend 30 minute detention

- Report to Head of Year
- Student will be placed in a Head of Year Detention

SWR Behaviour Management System

Outside of Classroom Behaviours

Warning

A clear verbal warning should be issued if a student fails to comply with behaviour expectations outside of lessons.

Examples of unacceptable behaviours - Littering, rudeness, unpleasant behaviour to others, misbehaviour in corridor, loitering etc.

Procedure:

- Inform student that they have been given a warning

Failure to comply with the warning:

- Report to Tutor and Head of Year

Head of Year Room

A student should be placed in the Head of Year room (H5) if they have failed to comply with behaviour expectations around the school, in tutor time or assemblies (following the tutor's earlier intervention).

Students should also be placed in the Head of Year room if they are on a Stage 2 Behaviour report and have not met targets set.

Procedure:

- Head of Year to inform student of their detention
- Inform parents/carers
- Record on SIMS/CPOMS

Failure to attend the Head of Year Room:

- Inform student that they now have a break and lunchtime detention in the Focus Room
- Inform parents/carers
- Record on SIMS/CPOMS

SWR Behaviour Management System

Reports

A student can be 'on report' for a number of reasons. The student presents the report to his/her class teacher at the start of the lesson and gets it signed each day by a member of staff and their parents.

Behaviour Reports

Students whose behaviour is persistently poor will be placed on the Behaviour Register and be issued a behaviour report.

Stage 1 Report (yellow)

The tutor is responsible for monitoring and sanctioning the stage 1 report.

Procedure:

- Check and sign the report daily
- If a tutee has failed to meet three targets in one day (3 crosses) they should be issued a five minute detention for each failed target. (Example – 3 crosses = 15 minutes, 4 crosses = 20 minutes, 5 crosses = 25 minutes)

Failure to attend Stage 1 Report Detention

- Tutor to issue 30 minute detention
- Contact parent/carer
- Record on SIMS/CPOMS
- Report to Head of Year

Failure to attend 30 minute detention

- Report to Head of Year
- Student will be placed in a Head of Year Detention

Stage 2 Report (Orange)

The Head of Year is responsible for monitoring and sanctioning the stage 2 report.

Procedure:

- Student instructed to reports to the Head of Year Room at 1.20 every day.
- Head of Year to check and sign the report.
- If a student has failed to meet targets (has crosses) they will be issued a five minute detention for each failed target. (Example – 1 cross = 5 minutes, 2 crosses = 10 minutes, 3 crosses = 15 minutes)

Failure to attend the Head of Year Room

- Head of Year detention
- Contact parent/carer
- Record on SIMS/CPOMS

Repeated Failure to attend the Head of Year Room

- Focus Room

Stage 3 Report (Red)

SLT are responsible for monitoring and sanctioning the stage 3 report.

Procedure:

- Student instructed to reports to the member of SLT every day.
- SLT to check and sign the report.
- If a student has failed to meet targets (has crosses) they will be issued a ten minute detention for each failed target. (Example – 1 cross = 10 minutes, 2 crosses = 20 minutes, 3 crosses = 30 minutes)

Failure to attend SLT

- Focus Room time
- Record on CPOMS
- Contact parent/carer

Repeated Failure to attend SLT

- Internal exclusion

General Report (blue)

Students whose attitude to learning or lack of achievement presents a problem over a number of subject areas can be placed on General Report by their Head of Year in order to monitor progress.

The tutor is responsible for monitoring the General Report.

Procedure:

- Check and sign the report daily
- If a tutee has failed to meet targets, discuss strategies they can adopt to ensure they achieve the target next lesson.

Concerns about progress of student on report:

- Report to the Head of Year

Homework Report (pink)

Students who repeatedly fail to complete homework satisfactorily across several subjects may be placed on homework report.

For each lesson a student will put a Y (if homework has been set) or an N (if it has not). The student should ensure they can access details of the homework. The teacher will sign the report at the end of the lesson to confirm that the details are correct.

If homework has not been completed the teacher will place a cross in the relevant section.

Uniform Report (green)

Students who regularly ignore the uniform guidelines will be placed on Uniform Report by their Head of Year and parents will be contacted.

Subject Report

In some instances if there is an issue in a particular curriculum area, Leaders of Learning will place a student on a subject report.

Focus Room

A student can only be placed in the Focus Room by a member of SLT or a Head of Year. The Focus Room is SWR's internal exclusion facility and will only be used in the event of serious incidents.

Focus Room Rules

- I will hand my phone to the teacher.
- I will place my bag in the allocated area.
- I will work in silence.
- I will complete all work to the best of my ability.
- I will respect the equipment and environment.
- I will not leave the room without permission.

Focus Room Rules – Staff details

Staff will explain the Focus Room rules to the student. Students will sign the Focus Room behaviour contract.

I will hand my phone to the teacher.

The staff member responsible for placing the student in the Focus Room will ensure the phone is handed into the main office. Students can collect their phone at the end of the day. Students who are in the Focus Room for break and/or lunch only will hand their phone to the teacher, the phone will be left on the teacher's table. Students can collect their phone at the end of the session.

I will place my bag in the allocated area.

The staff member responsible for placing the student in the focus room will ensure the student places their bag in the allocated area. Students do not need anything from their bag as equipment and work is provided. Students are allowed to take a drink of water to their work station.

I will work in silence.

Students should work independently. Students will not engage in conversations with staff. Students will not discuss their sanction with staff. If a student is unable to complete a piece of work, staff can give support to ensure students can complete the work.

I will complete all work to the best of my ability.

Students will be provided with work from their class teacher. Staff should place student's work in the blue tray. Once completed, it should be placed in the yellow tray ready for collection from the teacher. If work has not been set by a teacher, students should complete the generic work set by LOL's.

I will respect the equipment and environment.

Students must ensure that all equipment is placed back in the pencil case at the end of their session. Staff should check the equipment and the work station to ensure students have not disrespected their area in any way.

I will not leave the room without permission.

Students wanting to visit the toilet/water fountain must be escorted. It is preferable that this does not occur during normal break and lunchtime when they can encounter other students. Students will have their break/lunch during

the normal time slots. During this time, students will remain in silence and at their work station. Students will not leave the Focus Room for break/lunch. Students can have access to the following tasks during their Break/lunchtime – reading books, puzzles, colouring, word searches, crosswords, Sudoku or playing cards (individual games only).

Focus Room – Student contract

Focus Room Rules

- I will hand my phone to the teacher.
- I will place my bag in the allocated area.
- I will work in silence.
- I will complete all work to the best of my ability.
- I will respect the equipment and environment.
- I will not leave the room without permission.

I understand and accept the rules of the focus room. I understand that the whole school rules still apply to me whilst I am in the focus room.

Student: _____

Tutor group: _____

Date: _____

Focus Room Rules (Computer)

I can use the computer when instructed by a member of staff.

I will only use the computer to complete the work set for the lesson.

SWR Behaviour Management System

Extended Behaviour Management

Behaviour Support Plan (BSP)

Students who have failed Stage 2 report, and are in danger of failing Stage 3 report may be placed on a BSP, or at the discretion of the Head of Year. This will be decided by Head of Year and/or SLT.

Parents will be involved in the BSP process (8 weeks) and clear targets for improvement will be set. Support will be provided for students to make changes to their behaviour. If a BSP fails, then a student will be put onto a PSP.

Pastoral Support Plan (PSP)

Where a student is at risk of permanent exclusion then a PSP will be put in place. This is a 16 week intervention, designed to avoid exclusion and support the student to enable them to remain in school.

Parents are an important part of this process and will be expected to support their child in meeting the agreed targets. A member of SLT will lead the PSP meetings and reviews. If a PSP fails, a student may be put on a Managed Move.

Internal Exclusion (Archway/KLB)

Students who have exhausted the internal school sanctions or have behaved in an unacceptable manner will be internally excluded. The student will be sent to a neighbouring school to complete their internal exclusion.

Parents are responsible for arranging transport to and from the neighbouring school.

Students and Parents will attend a re-admission meeting with the Head of Year.

Exclusions and Alternative Provision

SWR may place students with an alternative educational provider on a short term or long term basis, such as Stroud and Cotswolds Alternative Provision (SCAPS) or South Gloucestershire and Stroud College (SGS).

Exclusions can only be authorised by the Headteacher.

Managed Move

In an attempt to avoid a permanent exclusion, SWR works closely with neighbouring schools and may choose to implement a Managed Move. A Managed Move is a 16-week process, led by the LEA where a student is offered a supported, fresh start in a new school. This may not be an appropriate solution for some students.

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SWR Behaviour Management System - Guidance for Whole School Sanctions

Behaviours	Negative Consequences	Staff Action
Inappropriate behaviour in corridors, minor unsafe behaviour etc.	Verbal reminder of expectations/ HOY's detention & letter home (depending on level of behaviour)	Enter into HOY's book in the office or escort to the HOY's room
Inappropriate behaviour in classrooms, minor unsafe behaviour etc.	Verbal reminder of expectations/ Teacher/LOL detention & letter home (depending on level of behaviour)	Issue detention
2 x late to registration in a week	Tutor detention	Record on SIMS/CPOMS
Mobile phones out in school buildings without permission	1 st time: removed until end of day 2 nd time: removed until end of day 3 rd time: removed & parents collect 4 th time removed, parents collect & handed in to office each morning for 1 week.	Take to Office for collection
Electronic devices/headphones visible	1 st time: removed until end of day 2 nd time: removed until end of day 3 rd time: removed & parents collect 4 th time removed, parents collect & handed in to office each morning for 1 week.	Take to Office for collection
Smoking on premises/ off site on way to & from school	1 st time: HOY's detention & letter home 2 nd time: Focus room break and lunch, letter home 3 rd time: 3 days focus room break and lunch, letter home 4 th time: 1 day in the focus room Referral to MG for anti-smoking course	Place in HOY's detention
Wearing incorrect uniform (including jewellery/hair),	Tutor detention/HOY's detention Persistent uniform infringements and brightly coloured hair may result in focus room time until it has been addressed	Record on SIMS/CPOMS Place in HOY's detention
Truancing from lessons (On site/off site)	SLT Detention/Time in Focus (according to lessons missed and situation, usually served during break and lunch)	
Environmental issues such as littering, minor graffiti	Tutor/HOY's detention	
Non-attendance at LOL after school detention, Non-attendance at HOY's room = 1 day break and lunch in focus, non-attendance = SLT detention.	SLT detention	
Breaches of the school IT policy	Detention → Permanent exclusion	Headteacher to determine level and length of exclusion
Bullying Theft/Vandalism Non co-operation Racist/homophobic language/behaviour Fighting Swearing in the presence of staff Persistent defiance/rudeness Failure to attend SLT detention	Internal exclusion: 1 day Internal exclusion: 1 day + SLT detention	
Refusal to co-operate with senior staff Persistent bullying Physical assault Swearing at a member of staff	Archway/KLB Exclusion/Fixed-term Exclusion	Headteacher to determine level and length of exclusion

Bringing drugs into school (not dealing) Bringing inappropriate things into school		
Persistent bullying despite interventions Persistent aggressive behaviour towards another student/s or an extreme act of violence Failure to meet PSP targets High number of FT exclusions Drug related issues Assaulting a member of staff Threatening behaviour involving a weapon	Managed Move/Permanent Exclusion	Headteacher's discretion

SWR Core Values: Aspiration, Confidence, Resilience, Independence & Collaboration

Behaviour Procedures – External Supply Staff

Outlined below are the basic procedures to follow in the event of unacceptable behaviour.

In class procedures:

Warning

Please issue students with a clear verbal warning for any low level misbehaviours (shouting out, distracting others, failing to complete work, failing to follow instructions etc).

Detention

If misbehaviour continues, please issue a 20 minute detention that will be given by the class teacher or Leader of Learning

Relocation

If misbehaviour continues to the point where a student is no longer able to stay in the lesson please relocate them to the Leader of Learning

Leaders of Learning:

Communication (English, Drama, Languages) – **Mrs Laurenace Gilham (Acting LOL)**

Creatives (Art, Music, DT) – **Mr Colin Davies**

Science (Science, PE, Childcare) – **Mr David Barker**

Maths (Maths, Business Studies, ICT) – **Mr Fraser Blackwood**

Humanities (Geography, History, RE, PD) – **Mr James Fairclough (Acting LOL)**

In the event of a serious incident please contact the main office by sending a reliable student or calling the following extension number(s) – 221, 272 or 236. An Inclusion Support Worker (ISW) will be called to assist you.

Outside of lesson procedures:

For any issues outside of lessons (rudeness, littering, disrespectful) please report to the Head of Year:

Year 7 – **Mr Pete Dillon**

Year 8 & 9 – **Mrs Sally Brown**

Year 10 & 11 – **Dr Catherine Pullen (Acting HOY)**



Sir William Romney's Home/School Agreement

Student: _____ **Tutor Group:** _____

This agreement has been created to ensure every student is provided with the opportunity to share in our 'culture of aspiration and ambition by having high expectations'.

This agreement will be signed annually by all parties to ensure a consistent approach to every student's education.

Parents/Carers

I/ We will:

- ensure my child goes to school regularly, on time, properly equipped and wearing the correct uniform.
- notify the school by 9.00am via the absence line if my child cannot attend school.
- make the school aware of any concerns or problems that might affect my child's work or behaviour.
- support the school's policies and guidelines for behaviour.
- support my child in completing homework to the best of their ability and ensure they submit it on time.
- attend parents' evenings and discussions about my child.
- take an active interest in my child's life at school.

Parent/Carer's signature: _____ Date: _____

School

The School will:

- care for your child's safety and wellbeing.
- ensure that your child achieves his/her full potential as a valued member of the school community.
- provide a balanced curriculum and meet the individual needs of your child.
- maintain high standards of learning and behaviour.
- encourage your child to develop good relationships and a sense of responsibility.
- keep you informed about your child's progress, wellbeing and general school matters.

Tutor's signature: _____ Date: _____

Student

I will:

- attend school and arrive on time.
- bring all the equipment I need every day.
- wear the school uniform and be tidy in appearance.
- do all classwork and homework to the best of my ability.
- be polite and respectful to others.
- keep the school free from litter and graffiti
- follow and respect the behaviour code
- represent the school positively at all times

Student's signature: _____ Date: _____

This document will be reviewed annually. This agreement will be sent home in conjunction with all other annually reviewed paperwork. If parents or students have any questions in reference to this document they should make contact with the child's tutor.

SWR Behaviour Management System

Punctuality Systems and Procedures

Students are expected to arrive on time to all lessons.

Students should use time before school, breaktime, lunchtime and after school to manage their personal needs (toilet/food/drink) and equipment organisation (lockers/PE kit/DT ingredients).

If a student is meeting with a member of staff, the staff will register the student on SIMS (with a flag) and issue the student with a 'pink slip' upon return to their lesson to ensure they are not registered as arriving late.

Warning Bells will sound at the following times to indicate that students have 2 minutes to get to lesson/registration:

8.53 – AM Registration

11.18 – Lesson 3

2.03 – PM registration

Bells will sound at the following times to indicate the **start** of the following sessions:

8.55 – AM Registration

11.20 – Lesson 3

2.05 – PM registration

Registrations/Lessons **end** at the following times:

Registration(AM): 9.00

Lesson 1: 10.00

Lesson 2: 11.00

Lesson 3: 12.20

Lesson 4: 1.20

Registration (PM): 2.20

Lesson 5: 3.20

If a student arrives late (after the rest of the class) a punctuality detention will be set.

20 minute lunchtime Punctuality Detention

If students arrive late to lessons, staff will log their lateness on SIMS and students will be issued detention.

Procedure:

- Staff to Inform student of their detention
- Record 'minutes late' on SIMS
- Letter sent to parents/carers

Failure to attend 20 minute Punctuality Detention:

- Middle Leaders will Inform the student that they now have a 30 minute lunchtime detention
- Letter sent to parents/carers

30 minute lunchtime Punctuality Detention

A 30 minute detention will be issued by Middle Leaders if a student has failed to attend a 20 minute detention.

Procedure:

- Middle Leaders will inform student of their detention
- Letter will be sent to parents/carers
- Record on SIMS/CPOMS

Failure to attend a 30 minute Punctuality Detention:

- Middle Leaders will Inform student that they now have an SLT detention (70 minutes) after school.
- Inform parents/carers
- Record on SIMS/CPOMS

SLT Detention

An SLT Detention will be issued if a student has failed to attend the 20 minute and 30 minute Punctuality Detention.

Procedure:

- SLT will inform student of their detention
- Letter will be sent to parents/carers
- Record on SIMS/CPOMS

Failure to attend an SLT Detention:

- SLT will Inform student that they now have a day in the Focus Room and will still need to complete an SLT detention (70 minutes) after school.
- Letter will be sent to parents/carers
- Record on SIMS/CPOMS

If a student arrives later than 10 minutes to their next lesson without a pink slip this will be considered truancy. If a student has truanted, they will spend at least one break and one lunchtime in the Focus Room.

If a student accumulates multiple lates in a day/week, the student will spend at least one break and one lunchtime in the Focus Room.

SWR Rewards – House Points

Aspiration	A2L (Good and/or Outstanding), Equipment, Participation, Leadership
Resilience	Attendance, Punctuality, Progress, independence
Collaboration	Uniform, Kindness, Teamwork

Aspiration Award

Bronze Award	25 House Points
Silver Award	50 House Points
Gold Award	75 House Points
Platinum Award	100 House Points

Resilience Award

Bronze Award	25 House Points
Silver Award	50 House Points
Gold Award	75 House Points

Platinum Award	100 House Points

Collaboration Award	
Bronze Award	25 House Points
Silver Award	50 House Points
Gold Award	75 House Points
Platinum Award	100 House Points

SWR Ambassador Award	
Bronze Award	25 Aspiration House Points 25 Resilience House Points 25 Collaboration House Points
Silver Award	50 Aspiration House Points 50 Resilience House Points 50 Collaboration House Points
Gold Award	75 Aspiration House Points 75 Resilience House Points 75 Collaboration House Points
Platinum Awards	100 Aspiration House Points 100 Resilience House Points 100 Collaboration House Points

SWR Core Values: Aspiration, Resilience & Collaboration

