



BEHAVIOUR FOR LEARNING POLICY

Rationale

Sir William Romney's School aims to create a culture of aspiration and ambition by having high expectations of students, parents, governors and ourselves. Our behaviour policy outlines and reinforces how we establish and maintain these high expectations to ensure students can thrive now and in the future.

Our Aims:

- To establish and maintain the highest standards of behaviour
- To maintain a safe and productive learning environment that promotes our Core Values
- To provide the highest standards of support and guidance to ensure students develop into responsible citizens.

Our Core Values:

- Aspiration
- Confidence
- Resilience.

Behaviour Principles:

Sir William Romney's School recognises that we have a duty to safeguard and promote the welfare of students as well as a pastoral responsibility to ensure students are protected from harm.

All students are expected to behave in a positive manner both to themselves and others, showing consideration, courtesy and respect for their peers, teachers, members of the public and the environment.

Staff at Sir William Romney's School are responsible for supporting students to make positive choices. If a student's behaviour raises concerns that he/she is likely to suffer significant harm, the School's Safeguarding and Child Protection policy will be followed.

In the case of continual disruptive behaviour and where it is felt that a child's educational needs are not being met, a multi-agency assessment will be considered.

The school does not condone bullying and will take appropriate action in order to promote supportive behaviour and discourage bullying (see Anti-Bullying Policy).

Students will conduct themselves at all times and in all places in a way that reflects well on themselves and the school.

Staff will utilise the Sir William Romney's School Behaviour Management Systems (Rewards and Sanction) Booklet to ensure a consistent approach to behaviour.

Behaviour Expectations

We have three behaviour for learning expectations that students adhere to:

- Punctual
- Respectful
- Ready to learn.

Rewards

Positive behaviour management is actively promoted at Sir William Romney's School to establish an effective learning environment.

We believe it is important to praise, encourage and reward students who consistently demonstrate positive behaviour, as well as students who make positive changes to improve their behaviour.

Rewards will be used instantly, where possible, to acknowledge successes.

Rewards will be available to all students, regardless of age, ability or need, recognising a wide range of educational and/or personal achievements.

Staff will reward positive behaviour and work, promoting outstanding attitudes to learning, resulting in good progress.

Staff will reward students via verbal and non-verbal feedback as well as through the house point system where students are rewarded for:

- Aspiration
- Resilience
- Collaboration.

Students can 'spend' their House points in the school house point shop which is located in the library; items available for purchase include stationary, revision guides, vouchers and sports equipment.

Student success is also rewarded with stickers, certificates, recognition in awards assemblies and contact with home.

The school will review the effectiveness of the rewards systems annually and make changes if it is deemed to improve recognition of individual or group success and/or behaviour.

Additional, bespoke rewards will constantly be sought to ensure students are recognised for their achievements and contributions.

Guidance on rewards can be found in Appendix 3 pages 19-22.

Sanctions

Sir William Romney's School adopts a clear system of sanctions to manage unacceptable behaviour.

Where possible staff will utilise a range of positive behaviour management techniques to rectify poor behaviour prior to sanctioning. De-escalation is the preferred approach; students will be encouraged to reflect upon their behaviours so it can be rectified. Guidance on strategies to promote positive behaviour can be found in Appendix 3 (page 23).

However, if behaviour is having a negative effect on: the teaching and learning of others; the school environment; the wellbeing of others both inside and outside of the school community or is deemed dangerous; students will be sanctioned. Guidance on in-class systems can be found in Appendix 3 pages

24-27, assemblies/tutor time systems can be found in Appendix 3 pages 26-27, and outside of lessons systems can be found in Appendix 3 page 30.

Students will always be reminded of positive choices they could be making and will be supported to make good choice, even when a sanction has or will be issued.

Sanctions will generally (but not always) be issued through a graduated process starting from a warning then moving to a more formal sanction.

High standards of behaviour are expected from students around school. In particular, movement around the corridors and stairs should be conducted in an orderly and calm manner. Students must be polite to all staff, each other and any visitors to the school. Students who do not meet these expectations will be sanctioned.

The behaviour of students outside school on a school activity (for example on school trips, sports fixtures or work experience) is subject to the school's Behaviour Policy (including the correct wearing of uniform). Any students whose behaviour is deemed inappropriate whilst on a trip/educational visit will jeopardise future visits/trips (the length of which will be decided by the school) or risk being returned to home early (at the expense of their parents/carers).

Sanctions are intended to act as a deterrent against inappropriate behaviour, as well as impressing on students an acceptance that their behaviour will not be tolerated, resulting in better choices in the future. The aim is to reduce repeated incidents of unacceptable behaviour.

Sanctions will be applied together with any necessary and appropriate support.

Staff will endeavour to use sanctions as an opportunity to build positive relationships with students. Therefore, wherever possible the person applying the sanction will deliver/supervise the sanction.

In cases of unacceptable behaviour outside of school, the school may apply sanctions in line with GCC guidance.

Guidance on whole school sanctions can be found in Appendix 3 page 36.

Uniform

Students are expected to wear their uniform with pride. Pride in one's personal appearance is very important both now and in the future.

Students are expected to adhere to the uniform expectations:

- Dress smartly in the approved SWR uniform at all times
- Plain black shoes or trainer should be clean
- Hair must be of a natural colour
- Jewellery is not permitted other than a single stud per each ear (no other piercings are permitted)
- Make up should be minimal and of natural appearance.

Students will be rewarded for meeting the uniform expectations and sanctioned if they breach the uniform expectations.

When students are wearing the school uniform they are ambassadors for the school.

Refer to the school website or the pastoral guides for further clarification on uniform expectations.

Support for students

Providing support for students to improve their behaviour is a priority.

Students will be guided and taught about positive behaviour through assemblies, tutor time, lessons and everyday interaction with staff.

When necessary, staff will complete investigations to establish a clear understanding of a situation and will look for ways forwards to prevent a reoccurrence of unacceptable behaviours.

When sanctioned, students will be given guidance and support to help them understand what and why behaviours they engaged in were unacceptable.

When necessary, explicit or ongoing support will be employed via Inclusion and/or the Head of Year to support students to make positive changes.

Behaviour Interventions

Reports

Students will be placed on report if the Head of Year or Leader of Learning deems it necessary to monitor their behaviour and/or progress.

The student will present their report to the class teacher at the start of the lesson and gets it signed each day by the appropriate member of staff and their parent/carer.

Students whose behaviour is persistently poor will be placed on a Behaviour Report. Each report is utilised to monitor a student's behaviour over a period of two weeks. A maximum of three clear, manageable targets will be set to address behaviour issues.

A graduated process is designed to address behaviour issues:

- Stage 1 report (Yellow) is monitored by the tutor
- Stage 2 report (Orange) is monitored by the Head of Year
- Stage 3 report (Red) is monitored by the Assistant Headteacher (Behaviour and Attitudes).

Students whose attitude to learning or lack of achievement (not behaviour) presents a problem over a number of subject areas can be placed on General Report (Blue) by the Head of Year in order to monitor progress.

Students who return from suspension may be placed on report by SLT or their Head of Year following their re-admission to school and this will be monitored by their tutor.

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

Guidance on reports can be found in Appendix 3 pages 31-32.

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 the SLT.

Parents will be involved in the BSP process (8 - 12 weeks) and clear targets for improvement will be set. Bespoke 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.

Guidance on BSP's can be found in Appendix 3 page 35.

Pastoral Support Plan (PSP)

If a student fails a BSP or is at risk of permanent exclusion they will be placed on a PSP.

A PSP 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 in line with GCC guidance.

Guidance on PSP's can be found in Appendix 3 page 35.

Suspension, Exclusions and Alternative Provision

In cases where it has been appropriate to issue a suspension, the school complies with the standards and regulations outlined by GCC.

In some cases, suspended students may be placed at an alternative educational provider on a short term or long term basis. Providers include Archway, Katharine Lady Berkeley's, Severn Valley School and South Gloucestershire and Stroud College (SGS).

All suspended students, along with their parent/carer, will attend a readmission meeting to address the unacceptable behaviour and to put a plan of action in place to avoid repeat offences.

Permanent exclusions are used as a last resort.

Managed Move

In an attempt to avoid a permanent exclusion, the school works closely with neighbouring schools and may choose to implement a Managed Move.

A Managed Move is a 16 week process, led by GCC (Education and Inclusion) where a student is offered a supported, fresh start in a new school.

This may not always be an appropriate solution for some students.

Behaviour Management Systems

SWR Behaviour and Attitudes

Behaviour and Attitudes Intent

Sir William Romney's School promotes a **culture of positive behaviour** which:

- Is embedded in respect, kindness and equality.
- Encourages a sense of self-worth and consideration of others.
- Ensures students feel safe, secure and supported.
- Ensures constructive relationships are built between students and staff.
- Promotes a sense of school community in which students and staff take pride and feel a sense of responsibility for each other and the environment.
- Fosters an inclusive culture and community in which all students feel valued.
- Inspires all students to achieve and be the best versions of themselves whether this be academic, pastoral or social.
- Leads to the achievements of the highest standards of work by ensuring all students are able to work to the best of their ability in their classrooms.
- Actively looks to celebrate and reward students' achievements.
- Promotes our core values: aspiration, resilience and collaboration:
 - Developing confident students with high **aspirations**.
 - Developing self-discipline, independence and **resilience**.
 - Developing and valuing the skills to **collaborate** and unite in common goals.

This will in turn lead to:

- Students who respect each other, staff and school property.
- Students who demonstrate high expectations of themselves at all times.
- Students who are reflective, inclusive and considerate of others.
- Students who are responsible, confident and collaborative,
- Students who feel valued and make positive contributions to the school and beyond.
- Students who have high aspirations and achieve to the best of their ability.
- Students who create and maintain a calm, productive working environment and a positive school community.

Behaviour and Attitudes Implementation

We will achieve our Behaviour and Attitudes Intent by:

- Ensuring all staff have a clear understanding of SWR's Positive Behaviour Culture.
- Ensuring all staff receive appropriate support to create and maintain the SWR Positive Behaviour Culture.
- Empowering staff to maintain a calm professionalism in times of adversity.
- Ensuring staff utilise a multitude of de-escalation strategies to support and guide students without the need to sanction.
- Ensuring staff treat students fairly, sensitively and with an awareness of individual needs when required.
- Promoting strategies that allow students to be independent and reflective about their behaviour.

- Ensuring all staff have a clear understanding of the intent of SWR's Behaviour Systems, Procedures and Policy.
- Ensuring staff employ sanctions as a last resort along with restorative or supportive interventions.
- Ensuring staff communicate with parents and other relevant parties about positive and negative behaviour.
- Staff being positive role models for students and continuously working to establish positive relationships with all students, and seeking to acknowledge and promote positive behaviour, utilising rewards as appropriate.
- Staff adhering to the policy and having high expectations of student conduct, attitude and engagement to ensure that learning remains the primary focus in lessons.
- Passionately committing to a comprehensive and inclusive curriculum that is tailored to meet the needs of all students.
- Ensuring all students understand the expectations of the SWR Positive Behaviour Culture.

SWR Student

Students at Sir William Romney's School are **role models** who strive to be the **best version of themselves** at all times by being **ASPIRATIONAL, RESILIENT and COLLABORATIVE**.

Aspiration

An SWR Student:

- **Aspires** to be the best version of themselves.
- Maintains a **good attitude to learning**, knowing that each lesson takes them closer to their goals
- Is independent, organised and **fully equipped** for learning.
- Seizes opportunities to represent the school, take on leadership roles and **participates fully within the school community**.

Resilience

An SWR Student:

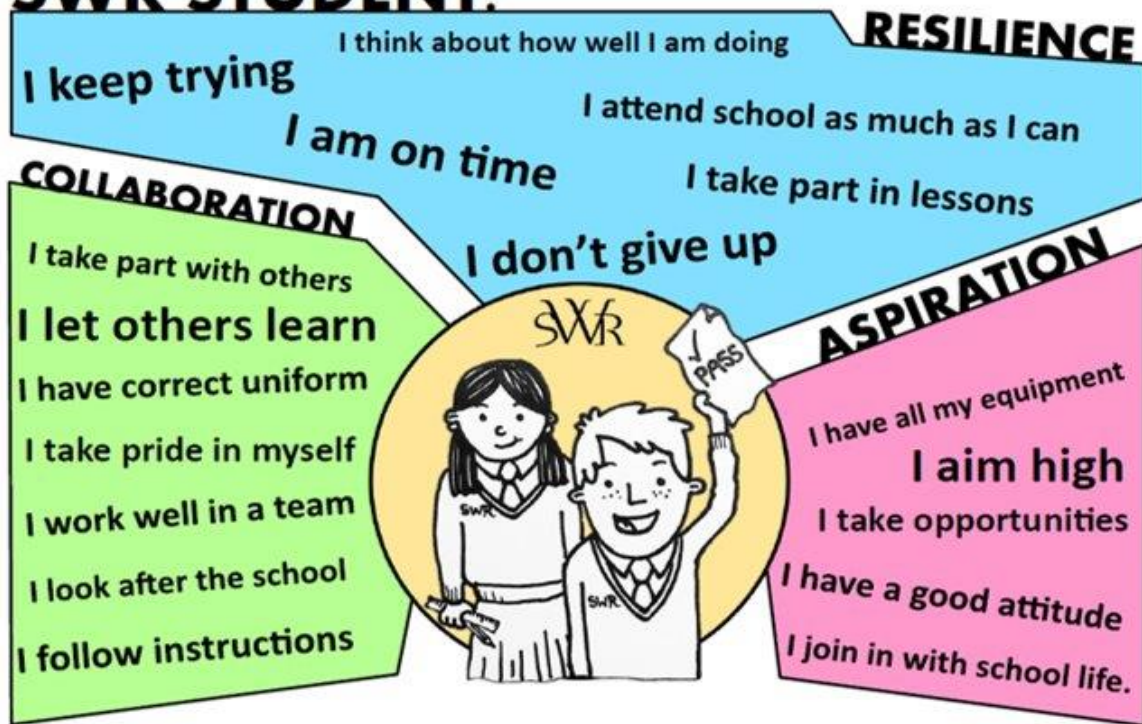
- Maintains a **resilient** approach to school life.
- Has **excellent attendance and punctuality**, understanding the value of attending lessons.
- Accepts challenges, **doesn't give up** (even when it is hard) and learns from their mistakes.
- Is **responsible and reflective** and engages with support from staff to make progress and build their confidence.

Collaboration

An SWR Student:

- **Collaborates** with all members of the school community in a polite, kind and respectful manner, valuing equality, inclusivity and diversity.
- Takes **pride in themselves** and their community by wearing the correct **school uniform**.
- Strives to ensure the **school environment is welcoming** by disposing of litter properly and **respecting school property**.
- Recognises the value of **teamwork** and **allows others to learn**.
- **Follows instructions from staff** and reports behaviour that is not in keeping with the school values for the good of the school community.

SWR STUDENT:



Sir William Romney's School Values and Expectations

Promoting a Culture of Kindness

SWR Core Values

Aspiration

Resilience

Collaboration

SWR Basic Expectations

Students will be **Respectful** and **Ready to Learn**

This means students are expected to **respect** themselves, others and the school environment. Students will be **ready to learn** by being punctual, equipped, focused and wearing the correct school uniform.

Students should strive to be SWR Ambassadors

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 Class charts. House Points can be awarded for the following:

- **Aspiration** (A2L, Equipment, Participation, Leadership)
- **Resilience** (Attendance, Punctuality, Progress, Independence)
- **Collaboration** (Uniform, Kindness, Teamwork).

Students can gain **Bronze, Silver, Gold and Platinum Awards** for each of the **core values** and can ultimately achieve the **SWR Ambassador Awards** (Please see page 20 for details).

Students can 'spend' their House Points in the 'House Point Shop' (Please see page 21 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 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

House Point Shop

- 50 POINTS** – Highlighters (Pack of 3)
- 65 POINTS** – Coloured Ballpoint Pens (Pack 12)
- 75 POINTS** – £2.00 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 the Headteacher
- 175 POINTS** – £5.00 Café Voucher
- 200 POINTS** – Headphones
- 250 POINTS** – £10.00 Voucher (Amazon or ITUNES or PS4 or Xbox)

Acts of Kindness

- 50 POINTS** – Anonymous gift - Highlighters (Pack of 3)
- 65 POINTS** – Anonymous gift - Coloured Ballpoint Pens (Pack 12)
- 75 POINTS** – Anonymous gift - £2.00 Café Voucher
- 85 POINTS** – Anonymous gift - Football or Rugby Ball or Netball or Basketball
- 100 POINTS** – Anonymous gift - Coloured Pencils (Pack of 12) or Felt Pens (Pack of 12)
- 125 POINTS** – Charity donation £3.00
- 150 POINTS** – Charity donation £4.00
- 175 POINTS** – Charity donation £5.00
- 200 POINTS** – Charity donation £7.50
- 250 POINTS** – Charity donation £10.00

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**:

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

Resilience - linked to Attendance/Punctuality (maintaining a good record and never giving up)

Collaboration - linked to Politeness/Good Manners/Uniform (building social skills and being part of the team/community)

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.
- No unauthorised attendance (3x a year) = Invitation to attend the Attendance Reward Activity (Air Hop, Thorpe Park, South Cerney, Movie Events etc.)

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.

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 verbal warning

Failure to comply with the verbal warning:

- Inform student that they have been given a written warning (Penalty Point)
- Log written warning on Class Charts (In lesson behaviour Icon)

Failure to comply with the written and verbal warnings:

- Inform the student that they have been given a 20-minute detention
- Log the 20-minute lunchtime detention on Class Charts (Detention Icon – Teacher Detention).

20-minute lunchtime Detention

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

Procedure:

- Inform student of their detention
- Log the detention on Class Charts (Detention Icon – Teacher Detention)

Failure to attend 20-minute Detention:

- Inform the student that they now have an after-school Leader of Learning detention (40 minute)
- Inform parents/carers.

Leader of Learning Detention (40 minutes)

A 40-minute Leader of Learning detention should be issued if a student has failed to attend a 20-minute teacher detention.

Procedure:

- Inform student of their detention
- Inform parents/carers
- Log the detention on Class Charts (Detention Icon – LOL Detention)

Failure to attend Leader of Learning Detention:

- Inform student that they now have an SLT Detention
- Inform parents/carers.

SLT Detention (60 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
- Log the detention on Class Charts (Detention Icon – SLT Detention)

Failure to attend SLT Detention:

- Inform student that they will spend the day in Isolation and will attend the next scheduled SLT Detention
- Inform parents/carers
- Log the Isolation on Class Charts (Serious Incident – Focus Room)
- Log the detention on Class Charts (Detention Icon – SLT Detention).

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 Verbal Warning, Written Warning, 20-minute Detention system.

Procedure:

- Relocate the student to the Subject Leader or Leader of Learning (with work)
- Issue a 30-minute lunchtime detention
- Contact parents/Carers
- Log the Relocation on Class Charts (Relocation Icon)

Failure to be relocated:

- If a student refuses to be relocated call for SLT

Procedure:

- SLT will relocate the student to the Subject Leader, Leader of Learning or other appropriate location.

Failure to behave appropriately in a relocation:

- If a student fails to behave appropriately in the relocation call for SLT

Procedure:

- SLT will Isolate the student.

If a student fails to attend a relocation detention, staff should refer to the LOL and a LOL detention should be set. If a student fails to attend a LOL detention, staff should refer this to SLT and an SLT detention will be set.

Homework

The majority of students complete homework on time and to the best of their ability. Our focus is on rewarding and celebrating students' success with their home learning. Staff should reward students for homework by issuing a House Point.

Reward Procedure:

- Log on Class Charts (1 House point for Aspiration or Resilience or Collaboration depending on the task and/or student for Homework that is at least good and is completed on or prior to the deadline)
- Contact parents/carers as necessary
- Display and/or share good homework.

Failure to complete Homework will not be sanctioned but will be monitored (See details below). If students fail to complete their homework on time and/or to an acceptable standard, staff should utilise the following system.

Procedure:

- Log on Class Charts (Homework Icon)
- Contact parents/carers
- Remind students of the support structures we have in school to support completion of homework.

Monitoring Process:

Tutors will:

- Intervene as appropriate if students are failing in more than one subject to complete their extended learning.
- Seek support for the student in completing their homework if necessary.

Heads of Year will:

- Intervene as appropriate if a significant and established pattern of students failing to complete homework is detected.
- Seek support for students in completing their homework if necessary.
- Meet with Parents to support if necessary.

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 (Log on Class Charts – Uniform Icon and contact Parents/carers)
- Lateness (twice in one week)
- Misbehaviour in tutor time/assembly.

Procedure:

- Inform student of their detention
- Contact parents/carers
- Log the detention on Class Charts (Detention Icon – Teacher Detention)

Failure to attend 20-minute Tutor detention:

- Inform student they now have a 30-minute HOY lunchtime detention
- Inform parents/carers.

Head of Year Detention

A Head of Year detention should be issued if a student has failed to attend a 20-minute tutor detention.

Procedure:

- Inform student of their 30-minute detention
- Inform parents/carers
- Log the detention on Class Charts (Detention Icon – HOY Detention)

Failure to attend Head of Year Detention:

- Inform student that they now have an after school SLT Detention (60 minutes)
- Inform parents/carers.

SLT Detention (60 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
- Log the detention on Class Charts (Detention Icon – SLT Detention)

Failure to attend SLT Detention:

- Inform student that they will spend the day in Isolation and will attend the next scheduled SLT Detention
- Inform parents/carers
- Log the Isolation on Class Charts (Serious Incident – Focus Room)
- Log the detention on Class Charts (Detention Icon – SLT Detention).

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

Heads of Year 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.)
- Log the failure to meet targets on Class Charts (Reports Icon – Tutor Report).

Failure to attend Stage 1 Report Detention

- Report to Head of Year
- Log on Class Charts (Report Icon – Tutor Report)
- Contact parent/carer
- Students will be placed in a 30-minute Head of Year Detention.

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, misuse of the wet rooms (see Wet Rooms below), loitering etc.

Procedure:

- Inform student that they have been given a warning

Failure to comply with the verbal warning:

- Log on Class Charts (Out of Lesson Behaviour Icon)
- Report to Tutor and Head of Year.

Head of Year Room

A student can only be placed in the HOY Room by a Head of Year or a member of SLT. 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 have failed to meet their target(s) on a Stage 2 or Stage 3 Behaviour report.

Procedure:

- Head of Year to inform student of their 30-minute detention
- Inform parents/carers
- Record on Class charts (Detention Icon – HOY Detention)

Failure to attend the Head of Year Room:

- Head of Year to inform student that they now have an SLT detention
- Inform parents/carers
- Report to SLT.

Wet Rooms

Students can access the following areas during Wet Breaks:

- Year 7 – Drama 1
- Year 8 – English
- Year 9 – Math
- Year 10 – Languages
- Year 11 – Humanities.

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)
- Log the failure to meet targets on Class Charts (Reports Icon – Tutor Report)

Failure to attend Stage 1 Report Detention:

- Report to Head of Year
- Log on Class Charts (Report Icon – Tutor Report)
- Contact parent/carer
- Students will be placed in a 30-minute 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 Stage 2 Report Detention

- Report to SLT
- Log on Class Charts (Report Icon – HOY Report)
- Contact parent/carer
- Students will be placed in an SLT Detention

Failure to attend the Head of Year Detention

- SLT Detention.

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 Stage 3 Report Detention

- Log on Class Charts (Report Icon – SLT Report)
- Contact parent/carer
- Focus Room time (Break and Lunch time as a minimum)

Failure to attend Focus Room

- Internal exclusion.

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.

Procedure:

- Contact Parent/Carer
- Log on Class Charts (Report Icon – Subject Report)

Students should not be placed on a subject report if they are on a stage 1, 2, or 3 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 are allowed to take their learning equipment and a drink of water to their workstation.

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 **red tray** ready for collection from the teacher. If work has not been set by a teacher, students should complete the generic work set by HOS's.

I will respect the equipment and environment.

Students must ensure that all completed work is placed in the red tray at the end of their session and their workstation is left clean and tidy. Staff should check the workstation 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 workstation. 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). Students can only use their PC if they are completing work.

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.

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/Malmesbury/Severn Valley School)

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. Work will be provided by the school.

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 Severn Valley School 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 Gloucestershire Education and Inclusion Service (GEIS) where a student is offered a supported, fresh start in a new school. This may not be an appropriate solution for some students.

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 & contact home (depending on level of behaviour)	Report to Tutor/HOY Record on Class Charts – Out of Lesson Behaviour
Inappropriate behaviour in classrooms, minor unsafe behaviour etc.	Verbal reminder of expectations/ Teacher detention & contact home (depending on level of behaviour)	Record on Class Charts – In Lesson Behaviour
2 x late to registration in a week	Tutor detention	Record on Class Charts – In Lesson Behaviour
Late to lesson	Verbal reminder of expectations/ Teacher detention & letter home (depending on level of behaviour)	Record on Class Charts – In Lesson Behaviour
Truancy (On site/off site)	SLT Detention/Time in Focus (according to lessons missed and situation, usually served during break and lunch)	Record on Class Charts – Out of Lesson Behaviour
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 Admin to log on Class Charts - Phone
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 Admin to log on Class Charts - Phone
Smoking/Vaping on premises/off site/to & from school	1 st time: HOY's detention & contact home 2 nd time: Focus room break & lunch, contact home 3 rd time: Focus room break & lunch and SLT detention, contact home 4 th time: 1 day in the focus room (Referral to ISW)	Record on Class Charts – Out of Lesson Behaviour
Incorrect uniform (including jewellery/hair),	Tutor detention/HOY's detention Persistent uniform infringements may result in focus room time until the issue has been addressed	Record on Class Charts - Uniform
Environmental issues such as littering, minor graffiti	Tutor/HOY's detention	Record on Class Charts – Out of Lesson Behaviour
Non-attendance at LOL/HOY detention	SLT detention	Record on Class Charts – SLT Detention
Breaches of the school IT policy Theft Vandalism Peer on Peer Abuse	Detention àPermanent exclusion (Referral to ISW)	Headteacher/Assistant Head to determine level and length of sanction and record decision on Class Charts
Bullying Racist/homophobic language/behaviour Fighting Swearing in the presence of staff	Internal suspension: 1 day (Referral to ISW) Internal suspension: 1 day (Referral to ISW) Internal suspension: 1 day (Referral to ISW) Internal suspension: 1 day (Referral to ISW) Internal suspension: 1 day (Referral to ISW)	Record on Class Charts – Serious Incident and specific incident e.g., Bullying Contact Home

Persistent defiance/rudeness Failure to attend SLT detention	Internal exclusion: 1 day + SLT detention	
Refusal to co-operate with senior staff Persistent bullying Physical assault Swearing at a member of staff Bringing drugs into school (not dealing) Bringing inappropriate things into school	Archway/KLB/Severn Valley/Malmesbury or Fixed-term Suspension (Referral to ISW)	Headteacher/Assistant Head to determine level and length of sanction and record decision on Class Charts SLT/HOY Readmission Meeting
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 suspensions Drug related issues Assaulting a member of staff Threatening behaviour involving a weapon	Managed Move/Permanent Exclusion	Headteacher's discretion

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. The Leader of Learning will set the Relocation Detention.

Leaders of Learning:

Communication (English, Drama, Languages) – **Mrs Jacq Powell (C1)**

Creatives (Art, Music, DT) – **Mr Colin Davies (AR1)**

Science (Science, PE, Childcare) – **Mr David Barker (SC4)**

Maths (Maths, Business Studies, ICT) – **Mr Fraser Blackwood (MA1)**

Humanities (Geography, History, RE, PD) – **Mr James Fairclough (H1)**

In the event of a serious incident please contact the main office by sending a reliable student, a teaching assistant or calling the following extension number(s) – 221, 272, 279 or 236. A member of SLT 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 – **Miss Sarah Nicholls**

Year 8 & 9 – **Miss Carrie Wilson**

Year 10 & 11 – **Mr Dan Mills.**

Behaviour Adaptations March 2023

Students will complete sanctions during their personal time.

In the event of a serious incident, students will be placed in REFOCUS.

REFOCUS is a timetable of SLT/HOY/LOL who will supervise the student during their lesson. The expectation of students during these lessons is that they will work in silence. Work will be provided by the normal class teacher. Students will have handed their phone to reception prior to attending re-focus.

The following incidents will warrant the following sanctions:

HOY Room

Truancy (onsite) – HOY Room.

SLT Detention

Failed relocation – placed in the re-focus timetable for the rest of the lesson and issued an SLT Detention.

SLT Detention and Break/Lunch in Focus

Truancy (offsite) – SLT Detention/Break and Lunch in Focus.

Bullying – SLT Detention/Break and Lunch in Focus.

Fighting – Students will be separated and placed in the re-focus timetable. SLT detention/Break and Lunch in Focus.

Racist/Homophobic language behaviour – SLT Detention/Break and Lunch in Focus.

Persistent uniform infringements/Smoking/Vaping/Phone confiscation – SLT Detention/Break and Lunch in Focus.

Persistent defiance/Rudeness – SLT Detention/Break and Lunch in Focus.

Failed SLT Detention

Students will be in the Focus Room during break and lunch until they have completed their SLT detention. If a student fails to attend three SLT detentions, parents will be called in to explain that their child is at risk of suspension.