



Sir William Romney's School Behaviour for Learning Policy

Vision for behaviour at SWR

At SWR our vision is to be a beacon of excellence in Gloucestershire and beyond.

To achieve this vision, we are striving together to be a happy and purposeful culture where every individual feels a sense of belonging because they are safe, proud to be a member of the school and valued for the contribution they make towards its success.

At SWR we recognise the impact good behaviour has on forming this strong culture. Good behaviour leads to students achieving academically and socially, a better learning environment and greater staff satisfaction.

We believe in the following features that lead to a stronger culture:

- Ambitious expectations of behaviour from our students from all. We believe every student can meet our high expectations but some will need scaffolding and support to reach them.
- Staff will always look to have first attention to best conduct and celebrating all students' achievements.
- Effectively communicated, realistic and detailed explanation of the expectations we have for our students' conduct. A commitment to implementing and embedding great systems that create clarity and consistency amongst all. An attention to detail in the explanation of the systems so that there is no uncertainty of the expectations.
- Highly visible leadership so that staff feel supported in embedding the system. Staff are provided quality CPD so that we can all improve our behaviour management practice and confidence in the classroom.
- Adults run the school and therefore the expectation is that students follow instructions first time, every time. With this responsibility, adults recognise the need to always demonstrate consistent, calm, adult behaviour.
- A strong partnership between the school and parents to achieve the vision of our strong culture.

1.1 Our Core Values:

- Aspiration
- Confidence
- Resilience.

1.2 Behaviour Expectations

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

- Ready to Learn (Punctual, Equipped, Positive attitude)
- Reach your potential (Aspirational approach to learning, complete all work to the best of ability)
- Respectful (Self, others, and the environment)

First time every time

We expect our student to follow our simple rule that students should follow instructions from adults “first time, every time”. In return, we expect adults to act in a calm and consistent manner when speaking to students.

1. 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 and 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.

Additional, bespoke rewards will constantly be sought to ensure students are recognised for their achievements and contributions. Further information on our rewards system can be found in the appendix of this document.

2. 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 trainers 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.

2.1 Expectations of Uniform

- Grey embroidered knitted sweater with maroon stripe in neck
- White collared shirt (tucked into shorts, trousers or skirt)
- House tie (available from the Main Reception in September)
- Grey regulation school skirt purchased from Price and Buckland (length should be near the knee)
- Black tailored school trousers (not skinny fit, flat fronted or chinos)
- Black tailored shorts (fit close to the knee)
- Plain black shoes (no heels, no boots) or trainers (plain black with no markings)
- Plain black socks
- Plain black or skin tone tights

2.2 Expectations of PE Uniform

- Long sleeved sports shirt reversible – navy/maroon
- Sports sweatshirt – navy/maroon
- Sports polo shirt with contrast panels – navy/maroon
- Training bottoms with contrast piping – navy/maroon
- Microfibre shorts/skirt/skort – navy
- Sports socks – navy
- Training shoes
- Football boots
- Shin pads (Hockey and Football) are compulsory
- Gum shields (Rugby and Hockey) are compulsory
- Optional: A SWR embroidered hoody is now available from our supplier. Students will only be able to wear this hoody exclusively during PE lessons

Students are expected to have their embroidered V-neck jumpers with them throughout the academic year. Other hooded jumpers or sweatshirts are not permitted anywhere on school site. (With the exception of PE hoodies in PE lessons) Students should bring a waterproof coat to school to wear if needed.

3. Mobile Phones

Although a student is allowed to bring their mobile phone to school they must keep it turned off and in their school bags. Students are not allowed to use their mobile phones or headphones during the school day in or outside of classrooms. If a mobile phone or headphones are seen, used or heard during the school day by a member of staff, then they will be confiscated until the end of the school day, when students can collect them from reception. If the offence is repeated in the same term, parents/carers could be asked to come in to collect the mobile phone. For clarification, the school will use the same policy for any electronic device (eg smart watch, mp3 player).

In some lessons, a teacher may feel that the mobile phone or headphones can support the student's learning. If this is the case, the teacher will clearly state that mobile phones can be used to support learning. If a student needs to contact their parents/carer during the school day they should go to reception during break or lunch. If parents/carers need a message to be given to their child, they should contact the school reception.

4. Late to School

If a student arrives late to school, they will receive a D20 detention at lunchtime. If a student is late but there is a legitimate reason, it is important the parents/carers contact the school so that the detention can be cancelled.

5. Strong Start

At the start of school, we meet as a school community and line up in the tennis courts to ensure a strong start to the school day. This is an opportunity for senior staff to give important notices, check in with every individual student and ensure they are ready to learn. This process is repeated after break and lunch.

Strong Start will begin when the first whistle is blown indicating that students should line up in tutor groups at the start of the school day and teaching classes at the end of break and lunch. On the second whistle, there is an expectation of silence while key messages are given and uniform checks are carried out. Once the Strong Start sessions are completed, teachers will lead their class to their lesson, students will remain in a calm and orderly manner.

6. In the classroom behaviour

The teacher is in charge of the classroom and is trained to deliver a high standard of teaching and learning. To maximise the learning experience, it is important that we have high standards of behaviour in classrooms so that the teacher can teach and the learners can learn.

We expect all teachers to give time to explain and embed routines to their classes. It is helpful to write these routines down and embed them through explanation, modelling, practice and feedback. We expect all teachers to be committed to these expectations and positively insist upon them in every lesson so that both staff and students have consistency and clarity in every lesson.

6.1 Meet and Greet

We expect staff to meet and greet students at the threshold of the classroom. This is an opportunity for the member of staff to welcome students as they arrive and ensure they are meeting our expectations and are ready to learn.

6.2 Punctuality

If a student is late to lessons, this disrupts the learning for all students. Therefore, if a member of staff takes the decision that a student is late, the student will receive a "L" code on their register. Tutors will check their students register and if a student has two L codes in one day, they will give a D20 lunchtime detention.

6.3 Equipment

We expect our students to be organised and ready for the school day as this demonstrates their commitment to their learning. All students are expected to have at least a blue/black pen, pencil and ruler. This will be checked by the tutors and teachers and a D20 lunchtime detention will be issued if they fail to have one of the items.

7. Behaviour during a lesson

Once a lesson has begun, if a student disrupts the learning in the classroom with their behaviour or shows defiance, the teacher will clearly tell the student that they have received a warning. This warning will be made clear to the student by the teacher logging it on Class charts.




Following intervention from the teacher, if the student fails to meet the expectations for a second time during the lesson, they will be asked to leave the classroom and independently make their way to the Reset room. The student must take their bag and belongings and have 5 minutes from the teacher emailing to independently arrive at Reset or further consequences will be considered. If a student is in a PE lesson, extra time will be given for them to get changed if needed. The teacher must notify the Reset room that they have sent a student out of their class via an email so they can expect their arrival.

The teacher will not give reaction warnings. A reaction warning is when a student is given a warning and they then show secondary behaviour (e.g. a negative reaction). This must be ignored by the teacher and should not result in their removal from class, unless their reaction is extreme (e.g. swearing).

When a warning has been given, the teacher should follow this up with some intervention to help the students meet the expectations and stay in the class. This could include a change of seat, a discussion outside or support with the work. If, however, the student continues to disrupt the learning they will be sent to Reset.

8. Detentions

Detentions are an important sanction to challenge poor behaviour or attitude. If a student fails to attend a detention or is late then there will be escalated as clarified in the table below.

Student are given a lunchtime D20 (20 minutes long) lunchtime detention. This detention starts at 13.35 and finishes at 13.55.
Fails to attend 
Student will be given a lunchtime D40 (40 minutes long detention) detention. This detention starts at 13.35 and finishes at 14.15
Fails to attend 
Students will be given an afterschool D60 (60 minute) after school detention. This detention starts at 1525 and finishes at 1625.
Fails to attend 
Students will be place in Reset for the day, followed by a D60 detention the next day

If a student has more than one detention, the Head of Year may decide to merge detentions. For example, if a student has a D20 for equipment and a D20 for being sent out of class, they may decide to issue a D40 detention. All students who have detentions longer than 20 minutes at lunchtime, will have an opportunity to eat their food. All detentions are run in a centralised location. During detentions, students are expected to complete a piece of work and meet all other expectations. If they fail to meet these expectations, they may have their detention escalated or other sanctions considered.

9. The Reset Room

The student will enter Reset calmly, hand over their mobile phone and place their bag in a designated area. They will be asked to complete a form that gives them an opportunity to reflect on the events that led to them being sent to the room and how their actions could have avoided this. The student will stay in Reset for at least the rest of the lesson and only return to lessons once the member of staff in the room feels they have met the Reset room's expectations and they are in the right mindset to do so. Once the member of staff is happy that they are ready to reengage with class and make a positive contribution, they will be allowed to leave Reset. The student will receive a D20 lunchtime detention.

If a student fails to work or disrupts the other students in the Reset, then they will be removed by a member of the senior leadership team and parents/carers will be contacted to consider next steps.

If a student is sent out of a lesson before lunch, they will receive a 20-minute detention at lunchtime known as a D20. If they are sent out after lunch, they will sit their D20 the next day.

10. Restorative Conversations

It is important that the teacher and student have time to reflect but also meet together relatively soon after asking a student to leave the classroom, to discuss the incident and plan how they can prevent a similar situation. This meeting is called a restorative conversation. It is not an opportunity for the teacher to tell the student off or for both to disagree over the events that led to the student being asked to leave the classroom. It is important that the cause of the event is quickly discussed and the discussion is focused on future actions to avoid a similar incident in the future.

The conversation should:

- provide an explanation to the student as to why they were sent to the room.
- give time for the student and member of staff to agree solutions that will improve the student's engagement in the lesson.
- restore the relationship between the teacher and the member of staff.

The expectation is that the member of staff will meet at the time of their choosing but preferably during the student's lunchtime detention. The restorative conversation should take place before the student is next in the teacher's lesson. However, there may be rare circumstances when this is not possible and the expectation is that the teacher still completes the restorative conversation at the earliest opportunity. In some circumstances, a restorative conversation is not always appropriate for some students but interventions will still take place to increase the likelihood of the student successfully reintegrating back into the member of staff's lesson.

11. Contact Home

Teachers are strongly encouraged to contact parents/carers so that they are fully aware of their reasons for a student being sent out of the classroom. This could be by telephone or via the class charts system.

12. SEND students

The school has high expectations of behaviour of all students including those with SEND but there will be times when some reasonable adjustments to the SWR Way may be made for these students.

Some students with a SEND need will find it harder to meet some school behaviour milestones, and the school is committed to giving as much assistance as possible to help meet these. It is, however, wrong to accept misbehaviour from any student who is capable of modifying their actions and we will always look to equip students with better skills, habits and qualities no matter their circumstances.

13. Homework

Homework forms an important part of a student's learning journey, providing opportunities to consolidate, revise or further their own learning whilst also developing their organisation. Clear instructions, suitable resources and definitive deadlines are provided by the teacher. Teachers must always consider if the homework they set enhances the students' learning or retrieval of a topics and that it is not a task that is overly time or resource demanding that could put some student and their families at a disadvantage. If a student does not meet a homework deadline, the teacher will give a D20 lunchtime detention unless they are satisfied the student has a genuine reason for the lateness or has contact from home explaining the reason for a lack of homework. In these circumstances the teacher may offer an extension before issuing a consequence.

14. Extreme behaviour

There could be an unlikely scenario where a student's behaviour is so extreme that the teacher decides to send the student straight to Reset without a prior warning. This is likely to be rare but the teacher will use their professional judgement to consider if the behaviour is serious enough to make this decision. In this situation, the member of staff will request support from the member of staff on duty and not send the student on their own.

10 SWR Support System

We are committed to making SWR a culture that is inclusive for all. Some students need more support than others to be successful in school and therefore it is important they have the appropriate level of monitoring, support and intervention.

Stage	Monitoring	What?	Intervention	Trigger	Who?
Level 1 Support	Year Team Meeting	Student is doing well at school and is happy.	Praise	Very low number of negative incidents and lots of praise.	Tutor Head of Year
Level 2 Support		The behaviour is low level but requires addressing before escalating.	SWR Report system Contact with parents/carers 1:1 support with tutor/ISW	The HoY has made the decision to put them at Level 2 Support	Tutor led supported by ISW and HoY. Operational Lead by the Head of Year Strategic Lead: Member of SLT
Level 3 Support	SWR Pastoral Leadership Meeting	Level 2 intervention has not worked It is felt the student has unmet needs that required additional intervention and closer monitoring. A student's behaviour or other concerns has resulted in an BSP being opened.	BSP MSP 1:1 Intervention (linked to the Bespoke internal and/or external intervention	Level 2 support has not had an impact on the student's behaviour. Or the student has other unmet needs identified through pastoral support (eg mental health and/or safeguarding)	HOY Led supported by ISW Operational Lead Head of Year Strategic Lead: Member of SLT
Level 4 Support		The student is disaffected from school and/or at risk of permanent exclusion. They already may not be accessing a full-time mainstream curriculum.	PSP Enhanced and/or alternative provision Managed Move Internal and external interventions	The support at Support 3 has failed to improve the student accessing mainstream education.	Operational Lead HoY Strategic Lead: AHT SENCO/AHT Behaviour

11 SWR Report System

Students will be placed on report if the Head of Year 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 unacceptable 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 a member of the senior team.

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.

12 Behaviour Support Plan (BSP)

Students who are at Level 3 Support are likely to be placed on a BSP but can be placed on one at others times if the school feel it's appropriate. Parents will be involved in the BSP process (12 - 16 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.

13 Pastoral Support Plan (PSP)

If a student is at Level 4 Support and has failed 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.

14 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 Malmesbury School, Archway school, Katharine Lady Berkeley's School, 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.

15 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.



Striving for Excellence Together

SWR – 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:

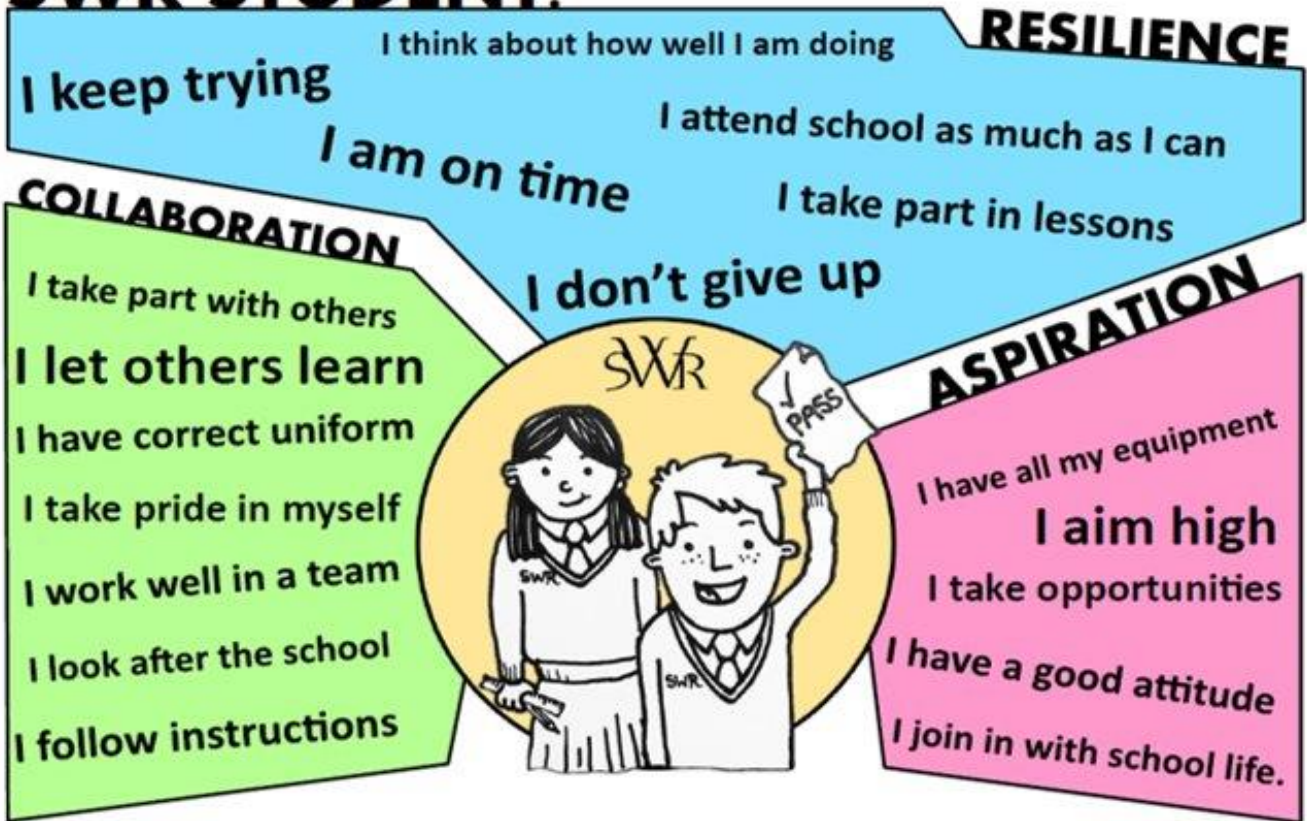
- Maintains a **resilient** approach to school life.
- Has **excellent attendance and punctuality**, understanding the value of attending lessons.
- Accepts challenges, **doesn't give up** (even when it is hard) and learns from their mistakes.
- Is **responsible and reflective** and engages with support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

Ready to Learn
Reach your full potential
Respect yourself, others and the environment

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**. Students can 'spend' their House Points in the 'House Point Shop'.

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:

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.)

Headteacher Hot Chocolate

Every week a selection of students will be chosen to attend SWR Stars on a Friday in the Headteachers office. They will meet the Headteacher and have a hot chocolate or alternative drink. This is awarded to students who have gone above and beyond with the contribution they make towards the school culture.