Sir William Romney's School

Sir William Romney's School Behaviour for Learning Policy

Last Review: December 2024
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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 bell rings or 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 one blue/black pen, one green pen, a pencil and a 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.

15. SWR Manners

Students are expected to be respectful of others and demonstrates good manners. Students will engage with SWR Manners:

Start by greeting.
Wait and listen.
Respond politely.

16. 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. This can be in the form of tutor/teacher support, group or 1:1 support from the Inclusion Support Workers or alternative bespoke intervention.

16.1 Behaviour Support Plan (BSP)

Students who are struggling to meet the behaviour expectations are likely to be placed on a BSP 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 may be placed on a Behaviour Improvement Plan (BIP). A Head of Year will lead the BSP

16.2 Behaviour Improvement Plan

Students who continue to struggle to meet the behaviour expectations may be placed on a BIP if the school feel it's appropriate. Parents will be involved in the BIP 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 BIP fails, then a student may be placed on a Pastoral Support Plan (PSP). A Head of Year will lead a BIP

16.3 Pastoral Support Plan (PSP)

If a student has failed a BSP and a BIP 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.

17 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 (but are not restricted to) Malmesbury School, Archway school, Katharine Lady Berkeley's School, ALTUS 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.

18 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 12-16 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.

19. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. Reasonable force will only be used in line with the DfE's latest guidance on use of reasonable force In schools.

20. Bag searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. At SWR, all bag searches must be done in the presence of a member of the senior leadership team.

Prohibited Items which all pupils are banned from taking into or possessing in school are:

• any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
• abusive or racially inflammatory images or texts
• acids or toxins
• alcohol
• any item which may be being used, or have been used to coerce, groom, bribe or intimidate others
• mobile telephones/electronic devices when used in a way that contravenes the school rules
• fireworks
• imitation/replica/toy knives and weapons such as B.B guns
• illegal drugs and associated paraphernalia
• knives and weapons
• laser pens or similar
• legal highs and associated paraphernalia
• literature or images considered to be purporting extremist views
• pornographic or otherwise offensive images
• stolen items
• cigarettes, tobacco and cigarette papers and associated paraphernalia
• vapes and e-cigarettes and associated equipment including liquid and devices

We reserve the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

SWR Behaviour and Attitudes

Introduction

Behaviour is critical to our school environment at SWR. It has the greatest impact on teaching and learning, standards and the wellbeing of staff and students.

Behaviour will always be a priority for every one of us in school, at all times. We all play an important part in explaining, modelling, and reinforcing the high standards we expect from our students. The purpose of this handbook is to ensure we are all clear and consistent on the expectations of all students and staff.

The behaviour policy is not a replacement of the need for behaviour management, nor will it lead to an automatic and miraculous improvement in student behaviour. The biggest factor on improving students' attitude and behaviour depends on how we all constantly and consistently promote and communicate the behaviour that we consider normal and part of our SWR way. These "norms" are applied by every member of staff through the use of systematically taught routines i.e. sequence of learned behaviours. It is the responsibility of every member of staff to focus on explaining, modelling, and enforcing their norms and systems, rather than simply relying on reactions and consequences. The purpose of the behaviour policy is to clarify our collective expectations and to support the visible phase of the behaviour management process which reinforces the norms that we have established. Although we don't rely on consequences for addressing poor behaviour, they are important because our norms will be maintained because students will be fully aware that positive and negative actions have consequences that are also both positive and negative and applied by every adult.

At SWR, we will always have high expectations for every student's behaviour and attitude. However, we accept that some students, for several reasons, will require more support than others to meet these high expectations. Although we will not accept misbehaviour from students that can modify their actions, we are all committed to supporting and equipping them with the qualities needed to be able to thrive in our classrooms. The most vulnerable students stand most to lose in schools where behaviour is poor but can benefit the most from schools that have clear structures and consistency of response to behaviour.

When we consider behaviour in school, it is very easy to slip into a negative frame of mind, to assume the worst and to only see the negatives from the significant minority of students who test our skills and patience. Remember that most of our students are superb in terms of their attitude and behaviour and they need our praise and attention as well. As much as routines and systems are important, the way in which you are personable, warm and compassionate will define the culture in your classroom.

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.

Sir William Romney's School Values and Expectations

Promoting a Culture of Kindness

SWR Core Values

Aspiration
Resilience
Collaboration

Striving for Excellence Together

SWR Basic Expectations

Students will be **Respectful, Ready to Learn** and strive to Reach their full potential

This means students are expected to **respect** themselves, others and the school environment. Students will be **ready to learn** by being punctual, equipped, focussed and wearing the correct school uniform. Students will actively engage in their learning to reach their full potential

Students should strive to be SWR Ambassadors

SWR Manners

Students are expected to be respectful of others and demonstrates good manners. Students will engage with SWR Manners:

Start by greeting.

Wait and listen.
Respond politely.

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

Nonverbal
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	50 House Points
Silver Award	100 House Points
Gold Award	200House Points
Platinum Award	300 House Points

Resilience Award	
Bronze Award	50 House Points
Silver Award	100 House Points
Gold Award	200 House Points
Platinum Award	300 House Points

Collaboration Award	
Bronze Award	50 House Points
Silver Award	100 House Points
Gold Award	200 House Points
Platinum Award	300 House Points

SWR Ambassador Award	
Bronze Award	50 Aspiration House Points 50 Resilience House Points 50 Collaboration House Points
Silver Award	100 Aspiration House Points 100 Resilience House Points 100 Collaboration House Points
Gold Award	200 Aspiration House Points 200 Resilience House Points 200 Collaboration House Points

Platinum Awards	300 Aspiration House Points 300 Resilience House Points 300 Collaboration House Points

House Point Shop

100 POINTS	Priority Lunch Pass for a day or a Lunchtime room for you and a friend for a day.
200 POINTS	Priority Lunch Pass for a week or a Lunchtime room for you and a friend for a week or a Non-Uniform Day
300 POINTS	Film viewing for you and a friend at lunchtime or a Non-Uniform Day for you and a friend or Highlighters (Pack of 3) or Coloured Ballpoint Pens (Pack of 12)
400 POINTS	Coloured Pencils (Pack of 12) or Felt Pens (Pack of 12) or Café Voucher (£2.00)
500 POINTS	Tea and Cakes with Mr. Ruscoe or a Football or a Rugby Ball or a Netball or a Basketball or Café Voucher (£3.00)
600 POINTS	£5.00 Voucher
750 POINTS	Prom Ticket (Year 11 only)

Acts of Kindness

100 POINTS	Anonymous Gift of a Priority Lunch Pass for a day or a Lunchtime room for another student and a friend for a day.
200 POINTS	Anonymous Gift of a Priority Lunch Pass for a week or a Lunchtime room for another student and a friend for a week or a Non-Uniform Day
300 POINTS	A donation to charity (£1.00) or an Anonymous Gift of a Film viewing for another student and a friend at lunchtime or a Non-Uniform for another student and a friend or Highlighters (Pack of 3) or Coloured Ballpoint Pens (Pack of 12)
400 POINTS	A donation to charity (£2.00) or an Anonymous Gift of Coloured Pencils (Pack of 12) or Felt Pens (Pack of 12)
500 POINTS	A donation to charity (£3.00) or an Anonymous Gift of a Football or a Rugby Ball or a Netball or a Basketball
600 POINTS	A Donation to Charity (£5.00) or an Anonymous Gift of a £5.00 Voucher

750 POINTS	A Donation to Charity (£35.00) or an Anonymous Gift of a Prom Ticket

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 student's 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.

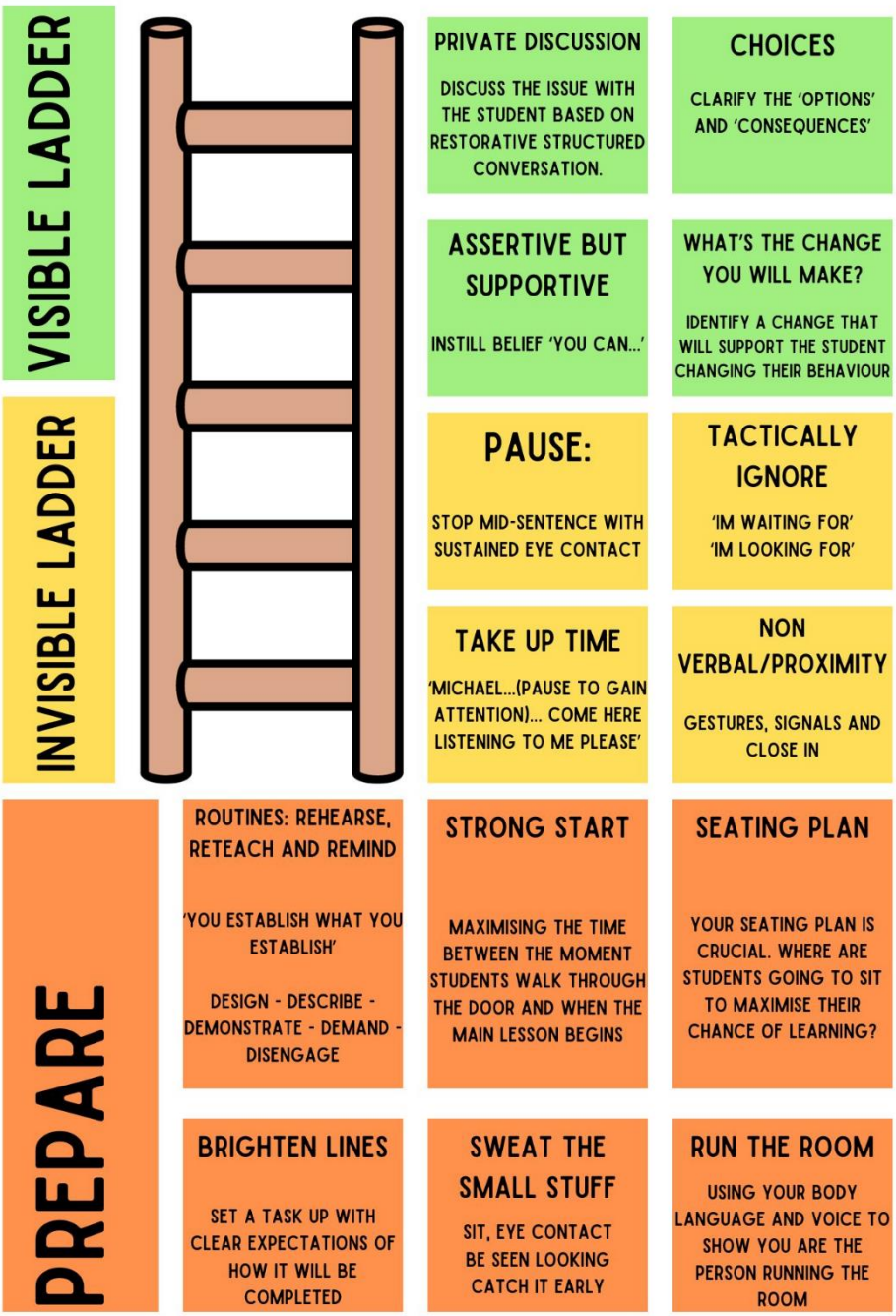
Attendance Rewards
Students are rewarded for good attendance via the following strategies:

- 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 £20 Voucher
- No unauthorised attendance (3x a year) = Invitation to attend the Attendance Reward Activity
- Bespoke attendance rewards

Headteacher Hot Chocolate Award
Every week a selection of students will be chosen to attend **SWR Stars** on Friday in the Headteacher's office. They will meet the Headteacher and have a hot chocolate (or an alternative drink). This will recognise students who have gone above and beyond with the contribution they make towards the school culture.

Strategies to Promote Positive Behaviour
Low level disruption in classrooms is best avoided/minimised by forming positive relationships and delivering high quality learning that meets individual needs.

Visible and Invisible Ladder
To run a room successfully, you must **prepare** the class, **develop warm relationships** with students and have a wide range of **successful behaviour management techniques** at your disposal. If you only rely on the behaviour policy to run the room, you will find that students get frustrated, and you are regularly sending the same students out of your classroom. The removal of a student from the classroom is there to support you when you have used behaviour management techniques and they have failed to have the desired effect. The **behaviour ladder** below demonstrates the different stages that you will implement **before** you get to the stage of removing a student from your classroom.



Prepare

At SWR, the adults are in charge and run the classroom. Before teaching a class, it is important that you invest time in preparing the foundations for your behaviour management techniques to be successful. At the start of the year, you will front load these expectations so that there is clarity on your expectations.
In this section, some strategies have been outlined on how you can prepare for good behaviour in your classrooms.

Seating Plans
If you are truly running the room, you must be the one that decides on the seating plan. Not only does this result in students to be sat in positions that will maximise their opportunity to learn during the lesson but also states from the very beginning that you make the decisions and you run the room.
The approach you take to deciding on the seating plan will depend on the knowledge you have of the students. Sometimes, you can decide where students sit depending on your experience from previously teaching them or from knowledge you have gained from other teachers, their primary school or advice form the Support department. Other times when you have less knowledge, you may need to rely on a boy/girl or alphabetical approach until you know them better. These approaches have weaknesses, but it is a start while you get to know the class.
The seating plan is never fixed for the entire academic year, and you will decide to make changes as you get to know the class. You need to be considerate and making seat changes for students who patiently have to sit next to students who may have challenges in the classroom and can be at times frustrating to sit next to. There is also a need to not give in to those students who regularly request changes to their seats, particularly when they want to sit next to a friend. This is only decided by you, when you believe it is in the best interest of supporting the learning environment.

Routines
"Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines." Doug Lemov
Your routines in the classroom are crucial and represent your teaching approach, level of expectations and the amount of learning you will achieve in the classroom. Routines are the behaviours you want students to demonstrate in your classroom that become habits as they are caried out.
It is important that you consider the routines you want in your lessons. Below are some questions that you might want to ask yourself on how students will behave for you in your classroom.

- How will you greet the students?
- How will the books be handed out?
- How will they ask questions?
- How will students behave when you're talking?
- While they are working?
- How will they end the lesson?

If you don't lead on introducing and embedding your routines, then the students will implement their own. It is important that you front-load these expectations from the very start with a new class. You need to be precise in your explanation of exactly what you want and then model, practice, and give feedback on how the students carry them out. Some staff will prefer to spend a lesson going through the expectations while others begin teaching but narrate the expectations as they transition through the lesson.

Strong Start in the classroom
We carry out Strong Start as a whole school but also at the threshold of your classroom as they enter. This establishes the tone of the lesson including endorsing the high expectations and purposeful of the lesson. Teachers can welcome everyone to the classroom and ensure they are ready to learn. This also allows the opportunity to remind students:
Where they are? (Entering your classroom, on your terms and within your expectations)
How they are? (Ready to learn, emotionally well?)
What can they expect from you? (Caring, positive, assertive, pleased to see them)
What you expect of them? (Excellence and effort)

It is important you have considered how you will organise your resources and time. Is the "Do Now" task ready on the board and the resources ready for the first arrivals to be directed to distribute? This organisation demonstrates to the students that this lesson will be purposeful, organised and students know exactly what to expect. As you and the students practice this Strong Start in every lesson, the fluidity of the transition between entering and learning will get smoother every time.

Sweat the Small Stuff

Once you have established your high expectations, it is important you maintain them in every single lesson. If you find a student is doing something that isn't to your standard either in how they are physically behaving (e.g., slouching) or in how they are completing the work (e.g. not underlining a title) be prepared to challenge it in a warm but assertive approach. Once you don't challenge the small things, that behaviour is seen as accepted by the student and their peers.

Brighten Lines

The transition from the teacher talking and students working independently increases the likelihood of disruption particularly if students don't understand the task or what is expected of them. Brighten lines is a technique that increases the likelihood of a successful transition between the explanation from the teacher and practice from the student.

What does effective Brighten Lines look like?

Ensure the class are silent and listening to your clear instructions.
Model the success criteria of the task including exactly what you want them to do and how it will look if they complete it successfully.
Give a clear time limit for the task
Tell them the resources they require to complete the task
Explain how the task will be completed (in silence, pairs or as a group)
Ask for a student to repeat the instructions. What is required? What is the time limit? What resources are needed?
Set them off!
Narrate the compliance and publicly praise.
Anonymously challenge those not meeting the expectations (eg "just waiting for the back row to focus on the task!")

Run the Room

Students need to feel confident that you believe you are the person running the room. A lot of this will come form your voice and body language. Make sure you walk confidently around the classroom and that when you do this you are purposeful and confident. When you give an instruction, make sure you are purposefully looking for compliance that students are following your instruction out.

Your voice also reflects your confidence that you are running the room. Make sure it is confident, clear and audible whilst not aggressive or timid. We can also use the range of our voice, using a louder (not shouting when your emotions are taking over) voice to show displeasure or even a quieter voice when you want students to listen really carefully. Spending time with a colleague practicing how you give instructions and getting feedback on how you come across may sound a little cringey, it does have benefits.

Invisible Ladder

Once you have established your routines, they will inevitably be challenged by the students. They will look for areas of weakness in the lines you have set out and test whether you keep to those expectations. To begin with, when student(s) begin challenging these lines, we use what Tom Bennett describes as the invisible ladder of techniques. They are techniques that you use before using the formal part of the behaviour policy. Below, there are some examples Invisible Ladder behaviour techniques. This is not an exhaustive list and there are many different approaches of how this is approached. These are suggestions of techniques you may use but you will decide if they fit your style or not. Also, no one approach will be suitable for every situation and the skill of the teacher is knowing when to use each or combination of techniques.

Pause

Imagine you begin an explanation of an experiment you are going to do in class today. When you begin this explanation, you notice that two girls are talking. Dramatically stop mid-sentence and pause and look at the two students who are talking. At this point, your look is important as it must show the girls and the rest of the class the absolute shock you have that anyone would dare interrupt your explanation. You only continue your explanation when the girls acknowledge you, stop their conversation and give the impression through their body language that they are ready to listen.
The advantage of this technique is that it is less intrusive to the whole class as you don't acknowledge the low-level disruption with words. It also avoids getting into a debate whether this is acceptable or not. You will reaffirm your expectations and total belief that you run the room by expressing your shock via your well-acted expression that anyone would think this type of behaviour was acceptable in your classroom.

Take up time
This is a technique that is described by Bill Rogers. When giving an instruction, it is important you give the student time to follow an instruction.
"Tom, will you come here please?"
Change direction and move to another part of the classroom or corridor. This allows the student to not have perceived that they have "lost face" and that you are not going to get into a show down with a student in front of the rest of the class.

Tactically ignore
This may sound an odd example when we have already said we must address all low-level disruption and not allow it to go unnoticed. You are not tactically ignoring the behaviour, but you are tactically ignoring the specific behaviour and not giving it attention.
For example, if two boys are talking to each other at the back of room when you are talking then you can pause and say, "I am just waiting for a couple of students" or "I will just wait while everyone is focused on me". You only then carry on once the behaviour has been corrected. This avoids again the need for a debate if they are doing wrong, does not give the boys attention and/or promote the misbehaviour.

Non/Verbal or Proximity
To avoid adding extra noise to the classroom, the use of your hands can support correcting a student's behaviour. If a student is making no effort during a task, rather than disrupting everyone, a simple point to the task on the board and a writing gesture can remind the student of the expectation. Other examples include pointing a finger to lips when you want to address a student talking or tapping the side of your head when you want students to think about how they are behaving.
Your proximity to a student can also reinforce your expectations. If a pair of students are not working to the agreed expectations, walking over, and standing near them will normally suggest to the students that you have noted that you are unhappy with their approach, and it needs correcting. Once the behaviour has been corrected, you can walk away and may even reaffirm the change in behaviour by saying "Good to see we are all focused on our work."
These approaches will not always be suitable but can be useful in the correct circumstances. They are beneficial in you creating more "noise" in the classroom and avoiding the drawing of attention to poor behaviour.

"First time, every time"
We have three behaviours for learning expectations that students adhere to:

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

To ensure we enforce these three expectations, we expect that students follow adults' instructions *first time, every time* when they are enforcing the school behaviour policy. We run the school and therefore we have assumed the responsibility of ensuring that students are safe, thriving and being successful here. To achieve this, we have established our behaviour

expectations and routines, and we must have the confidence that students follow our instructions if we are to successfully run the school. We will explain our expectations to students so they understand why they are important, but we will be keeping to them and enforcing them and be clear that they are not for debate.

When students don't follow first time, this will be followed up by the teacher. **This does not always require formal sanction but sometimes a simple reminder of our expectation of *first time, every time*.** If this fails to address the situation, then this can be escalated.

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.

SWR Strong Start
To ensure students have a shared understanding of SWR's behaviour expectations and are ready to learn, we will complete a 'Strong Start' at the beginning of the school day, at the end of breaktime and at the end of lunchtime.

A whistle will be blown to indicate that students should assemble on the courts for the Strong Start.
Once students are on the courts a second whistle will be blown to indicate that students should be silent to ensure any notices/information can be given to students.

What does a Strong Start look like?
Students will be lined up, single file, in silence and in alphabetical order.
Students will be wearing the correct Uniform.
Tutor/Teacher will take responsibility for their group and will check students have the correct uniform and are ready to learn.

If necessary, Tutors/Teachers will confiscate any items that are not allowed (E.g., phones, headphones, hoodies, jewellery etc.). Students will collect their items at the end of the school day, if students persistently have items confiscated, parents will be asked to collect them. If a student does not have the correct uniform, they should be sent to the main office to borrow uniform (This will be logged on class charts).

Who is in charge?
Strong start will be most effective if **all staff** take responsibility for reinforcing our expectations and ensuring students are ready to learn. It is essential that all staff arrive on time to lead Strong Start.

Structure of Strong Start 1 (8.55)
The HOY will take overall leadership of strong Start 1 and will dismiss tutor groups when they are ready.
Tutors will take responsibility for their tutor group (TA's will support key students as necessary). Tutors should have a copy of their tutor group to ensure students are not missing. Once the Tutor has checked their group are ready to learn they will stand at the front of their group, facing the school building ready to lead their group their tutor base.
One member of SLT will support KS3.
One member of SLT will support KS4.
One member of SLT will check the school site.
One member of SLT will remain on the front gate until 9.15 to ensure any late students are ready to learn. (Students who arrive late to school will be issued a late slip and a D20).

Structure of Strong Start 2 (11.35)
SLT (who is on SLT Call Out p.3) will take overall leadership of Strong Start 2 and will dismiss teaching groups when they are ready.

Teachers will take responsibility for their teaching group (TA's will support key students as necessary). Teachers should have a copy of their class list to ensure students are not missing. Once the Teacher has checked their group are ready to learn, they will stand at the front of their group, facing the school building ready to lead their group their classroom.
One member of SLT will support KS3.
One member of SLT will support KS4.
One member of SLT will check the school site.

Structure of Strong Start 3 (2.25)
SLT (who is on SLT Call Out p.5) will take overall leadership of Strong Start 2 and will dismiss teaching groups when they are ready.
Teachers will take responsibility for their tutor group (TA's will support key students as necessary). Teachers should have a copy of their class list to ensure students are not missing. Once the Teacher has checked their group are ready to learn, they will stand at the front of their group, facing the school building ready to lead their group their classroom.
One member of SLT will support KS3.
One member of SLT will support KS4.
One member of SLT will check the school site.

Failure to meet expectations of Strong Start
If a student is failing to meet the expectations of Strong Start, they should be sent to the back of the line. The member of staff taking overall leadership of Strong Start will intervene.
If a student truants Strong Start, they will be issued with a D20
If a student refuses to meet the expectations of Strong Start, they will spend at least one session in the RESET Room and receive a D20.

When does Strong Start end?
Strong Start ends when the Tutor/Teacher has led the group off the courts.
Tutors will complete an equipment check during tutor time each morning to ensure students are ready to learn. All students are expected to have at least a blue/black pen, green pen, pencil and ruler.

How should I reinforce a Strong Start Lesson 2 and 4?
Staff should 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.

Strong Start - Teacher Checklist

- Are the group in one straight line?
- Are the group in register order?
- Have you noted any students who are missing?
- Are the students silent?
- Have you checked uniform?
  - Are shirts tucked in and top buttons fastened?
  - Are ties pushed up and straight?
  - Are nails natural?
  - Is hair of one natural colour?
  - Are piercings limited to one stud per ear?
  - Are shoes/trainers black?
  - Are jumpers on?
  - Are skirts an appropriate length (not rolled up)?
  - Is jewellery removed?
  - Are socks plain black or plain white?
  - Are phones/headphones in bags?

Uniform Expectations

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, plain black short boots or plain black trainers should be clean
- Hair must be of a natural colour
- Jewellery is not permitted other than a watch and two single studs in ears (no other piercings are permitted)
- Make-up should be minimal and of natural appearance.

Uniform

- Grey embroidered knitted sweater with maroon stripe in neck
- White collared shirt (tucked into tailored 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, skirt must not be rolled up)
- Black tailored school trousers (not skinny fit, flat fronted or chinos)
- Black tailored shorts (fit close to the knee)
- Plain black shoes, plain black short boots (no heels, no long or knee length boots) or plain black trainers (plain black with no markings)
- Plain black or white socks (a small black or white logo is permitted)
- Plain black or skin tone tights (black socks are permitted to be worn over tights)

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

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

Behaviour System and procedure (Including Tutor Time and Assemblies)

If a student's behaviour is unacceptable, despite using a variety of behaviour management techniques, staff should use the behaviour system.

Warning

A 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 the student that they have been given a warning (Penalty Point)
- Log the warning on Class Charts (In lesson Behaviour)

Note: 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).

Failure to rectify behaviour following a warning:

- Inform student that they have been given a D20

D20 (A 20-minute centralised Lunchtime Detention – 1.35-1.55)

A D20 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 and continues to fail to comply with classroom expectations.

Procedure:

- Inform student that they have been given a D20 (20-minute detention)
- Send the student to the RESET Room (ensure the student has work)
- Email: behaviour@swr.gloucs.sch.uk with the Name of the student, the time they were sent to the RESET room and where they were sent from (E.g. - Tom Brown, 10.56, H4)
- Log D20 on Class Charts (Detention Icon – D20)
- Complete a restorative conversation with the student during the D20

Failure to attend a D20

- Student will be issued a D40 (40-minute lunchtime detention) by BO

Failure to attend the RESET Room

- The student will spend a full day in the RESET Room

If a student receives two D20's in one day, they will spend a full day in the RESET Room

D40 (A 40-minute centralised Lunchtime Detention 1.35-2.15)

A D40 detention should be issued if a student has failed to attend a D20 detention. (A student will sit a D40 if they have accumulated two D20's in one day).

Procedure:

- Inform student of their detention (SLT/BO)

- BO log the detention on Class Charts (Detention Icon – D40)
- Complete a restorative conversation with the student during the D40

Failure to attend D40:

- Inform student they have a D60 (A 60 minute after school Detention with SLT 3.25-4.25) (SLT/BO)
- BO log D60 on Class Charts (Detention Icon – D60)
- Inform parents/carers

D60 (A 60 minute After School Detention with SLT 3.25-4.25)
A D60 should be issued if a student has failed to attend a D40 or has behaved in a manner that warrants a D60 in line with the whole school guidance on school sanctions.

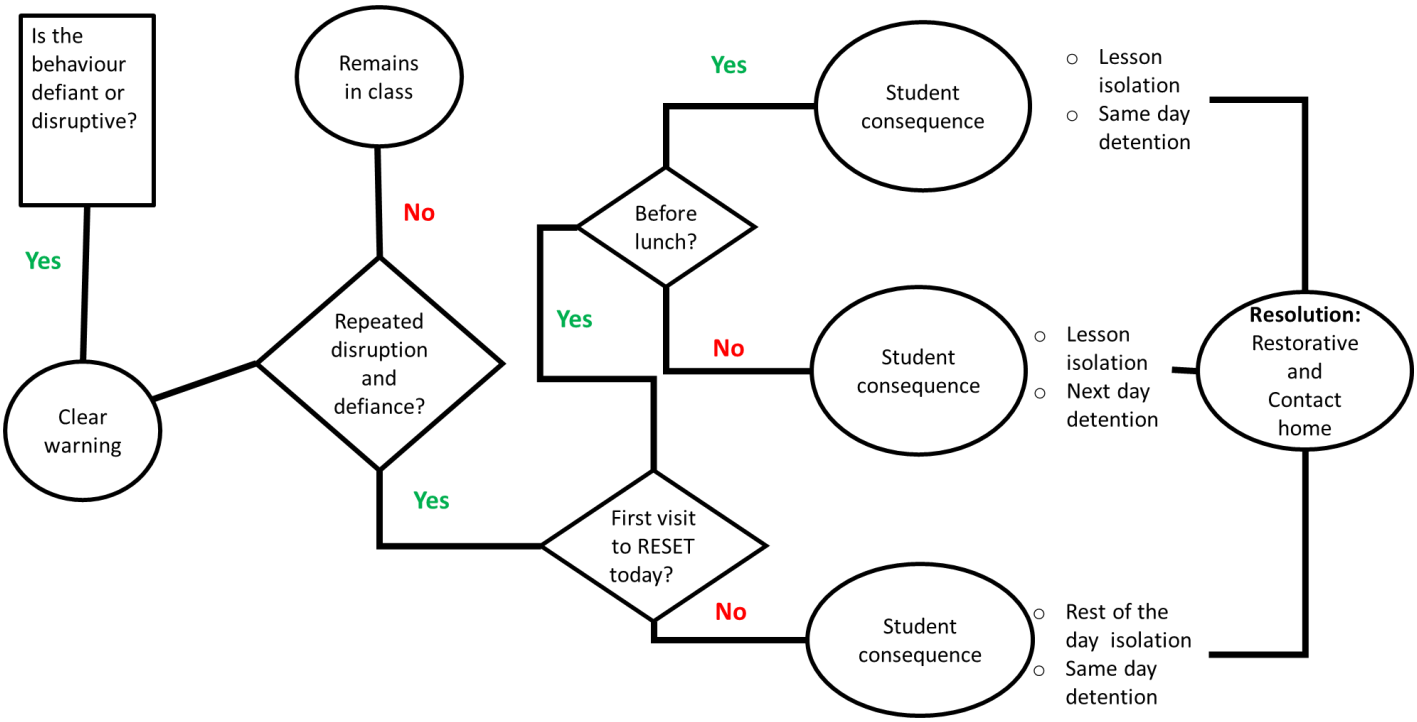
Procedure:

- Inform student of their detention (Student Letter)
- BO log D60 on Class Charts (Detention Icon – D60)
- Inform parents/carers (Parent Letter)

Failure to attend D60:

- Inform student that they will spend the day in Isolation (RESET Room) and will attend the next scheduled D60
- BO log the Isolation on Class Charts (Serious Incident – RESET Room)
- BO log the detention on Class Charts (Detention Icon – D60)
- Inform parents/carers

Behaviour System Flow Diagram



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, but 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.

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.

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

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

Sanction Procedure:

- Inform the student they have been a D20
- Log on Class Charts (Homework Icon - D20)
- Ensure the student has all resources to complete the Homework in the D20
- Remind students of the support structures we have in school to support completion of homework.

Monitoring Process:

Teachers/HOS/LOL will:

- Ensure the homework is accessible

- Provide support as necessary
- Contact parents as necessary

Tutors will:

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

Outside of Classroom Behaviours

Our expectations of students outside of lessons is the same as when they are inside of lessons. If a student's behaviour is unacceptable, despite using a variety of behaviour management techniques, staff should use the behaviour system.

Warning

A 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 (Penalty Point)
- Log the warning on Class Charts (Out of lesson Behaviour)

Note: 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).

Failure to rectify behaviour following a warning:

- Inform student that they have been given a D20

D20 (A 20-minute centralised Lunchtime Detention – 1.35-1.55)

A D20 should be issued by a member of staff if a student has been given a warning about their behaviour but has failed to rectify the issue and continues to fail to comply with outside of lesson expectations. Students should also be issued a D20 if they have failed to meet their target(s) on a Stage 1, 2 or 3 Report (The length of the detention will be determined by the HOY/SLT in line with the sanction guidance for the report).

Procedure:

- Inform student that they have been given a D20 (20-minute detention)
- Log D20 on Class Charts (Detention Icon – D20)
- Complete a restorative conversation with the student during the D20

Failure to attend a D20

- Student will be issued a D40 (40-minute lunchtime detention) by BO

D40 (A 40-minute centralised Lunchtime Detention 1.35-2.15)

A D40 detention should be issued if a student has failed to attend a D20 detention or has behaved in a manner that warrants a D40 in line with the whole school guidance on school sanctions.

Procedure:

- Inform student of their detention (SLT/BO)
- BO log the detention on Class Charts (Detention Icon – D40)
- Complete a restorative conversation with the student during the D40

Failure to attend D40:

- Inform student that they now have a D60 (A 60 minute after school Detention with SLT 3.25-4.25) (SLT/BO)
- BO log D60 on Class Charts (Detention Icon – D60)
- Inform parents/carers

D 60 (A 60 minute After School Detention with SLT 3.25-4.25)

A D60 should be issued if a student has failed to attend a D40 or has behaved in a manner that warrants a D60 in line with the whole school guidance on school sanctions.

Procedure:

- Inform student of their detention (Student Letter)
- BO log D60 on Class Charts (Detention Icon – D60)
- Inform parents/carers (Parent Letter)

Failure to attend D60:

- Inform student that they will spend the day in Isolation (RESET Room) and will attend the next scheduled D60
- BO log the Isolation on Class Charts (Serious Incident – RESET Room)
- BO log the detention on Class Charts (Detention Icon – D60)
- Inform parents/carers

Wet Rooms

Students can access the following areas during Wet Breaks:

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

RESET Room

The RESET Room is a place where students can 'reset' so they are ready to learn. A member of staff may send a student directly to the RESET Room if they are not meeting school expectations.

The RESET Room is also SWR's onsite internal suspension facility and will be used in the event of serious incidents. A student can only be placed in the RESET Room for more than one session by a member of SLT or a Head of Year.

RESET Room Rules

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 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.

RESET Room Rules – Staff details

When a student arrives at the RESET Room, they should knock on the door and wait. The member of Staff supervising the RESET Room will explain the expectations to the student. Students will sign the RESET Room behaviour contract.

I will place my bag in the allocated area.

The staff member supervising the RESET 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 or other students. Students will not discuss their sanction with staff or other students. 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. If a student is in Isolation all day, 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 the HOS.

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. The staff member supervising the RESET Room will 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. If a student is in isolation for a full day, they 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 RESET 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 a laptop if they are completing work.

RESET Room – Student Contract
RESET Room Rules

- 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 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.

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

Student: _____
Tutor group: _____
Date: _____

SWR Behaviour Management System

Extended Behaviour Management

Behaviour Support Plan (BSP)

Students who are struggling to meet the behaviour expectations are likely to be placed on a BSP 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 may be placed on a Behaviour Improvement Plan (BIP). A Head of Year will lead the BSP.

Behaviour Improvement Plan (BIP)

Students who continue to struggle to meet the behaviour expectations may be placed on a BIP if the school feel it's appropriate. Parents will be involved in the BIP 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 BIP fails, then a student may be placed on a Pastoral Support Plan (PSP). A Head of Year will lead a BIP.

Pastoral Support Plan (PSP)

Where a student has failed a BSP and a BIP or 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.

On-site Internal Suspension

Students who have failed to meet the expectations of the school and have behaved in an unacceptable manner will spend time in the RESET Room. It is unlikely that a student will spend more than a day in the RESET Room for an individual incident.

Off-Site Internal Suspension

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.

Suspensions and Alternative Provision

Suspensions can only be authorised by the Headteacher. A suspension may be for one or more fixed periods (up to a maximum of 45 school days in a single academic year).
A student may be placed with an alternative educational provider on a short-term or long-term basis.

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.

Permanent Exclusion

A permanent Exclusion can only be authorised by the Headteacher and will only be issued in extreme circumstances.

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 - Warning/D20/D40/D60 (Depending on level of behaviour)	Record on Class Charts – Out of Lesson Behaviour
Inappropriate behaviour in classrooms, minor unsafe behaviour etc.	Verbal reminder of expectations - Warning/D20/D40/D60 (Depending on level of behaviour)	Record on Class Charts – In Lesson Behaviour
Late to school or late to lesson (twice in one day)	Verbal reminder of expectations and a D20	Record on Class Charts – Detention - D20
Lack of Equipment	Verbal reminder of expectations and a D20	Record on Class Charts – Detention - D20
Truancy (On site/off site)	Verbal reminder of expectations - D20/D40/D60/RESET Room (Depending on level of behaviour)	Record on Class Charts – Out of Lesson Behaviour
Mobile phones/Electronic devices/Headphones seen, used or heard.	1st time: removed until end of day 2nd time: removed & parents collect	Take to Office Admin - Record on Class Charts - Confiscation
Smoking/Vaping on premises/off site/to & from school	Verbal reminder of expectations - D20/D40/D60/RESET Room (Depending on level of behaviour)	Record on Class Charts – Out of Lesson Behaviour
Incorrect uniform (including jewellery/hair),	Verbal reminder of expectations - D20/D40/D60/RESET Room (Depending on level of behaviour)	Record on Class Charts - Uniform
Environmental issues such as littering, minor graffiti	Verbal reminder of expectations - Warning/D20/D40/D60 (Depending on level of behaviour)	Record on Class Charts – Out of Lesson Behaviour
Inappropriate use of mobile devices/social Media	RESET Room →Suspension (Depending on level of behaviour)	Headteacher/Assistant Head to determine level and length of sanction and record decision on Class Charts
Breaches of the school IT policy Inappropriate use of AI Theft Vandalism Child on Child Abuse	D20 →Permanent exclusion (Depending on level of behaviour) (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 Persistent defiance/rudeness	RESET Room →Suspension (Depending on level of behaviour) (Referral to ISW)	Record on Class Charts – Serious Incident and specific incident e.g., Bullying
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	Alternative Provision →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 or a safeguarding concern.

In class procedures:
If a student is failing to meet the classroom expectations, despite reminders, please use the behaviour system below.

Warning
Please issue students with a warning if they are failing to meet behaviour expectations (persistently shouting out, distracting others, failing to complete work, failing to follow instructions etc).

Detention (D20)/ **Removal from lesson – RESET Room**
If misbehaviour continues, please use the following system:

- Inform the student that they have been given a D20 (20-minute detention)
- Send the student to the RESET Room (ensure the student has work)
- Email: behaviour@swr.gloucs.sch.uk with the Name of the student, the time they were sent to the RESET room, where they were sent from and the reason they were sent (E.g. - Tom Brown, 10.56, H4, persistently rude and confrontational)

In the event of a serious incident please contact the main office by sending a reliable student, a teaching assistant. A member of SLT will be called to assist you.

Leaders of Learning
For any issues inside of lessons (rudeness, shouting out, uncooperative) please report to the Leader of Learning:
Communication (English, Drama, Languages) – **Mrs. C Eveleigh (C4)**
Creatives (Art, Music, DT) – **Mr. C Davies (AR1)**
Science (Science, PE, Childcare) – **Mrs. K Tall (SC3)**
Maths (Maths, Business Studies, ICT) – **Mr. F Blackwood (MA1)**
Humanities (Geography, History, RE, PD) – **Mr. J Fairclough (H1)**

Outside of lesson procedures
For any issues outside of lessons (rudeness, littering, disrespectful) please report to the Head of Year:
Year 7 – **Miss. S Nicholls**
Year 8 & 9 – **Mrs. C Love**
Year 10 & 11 – **Mr. D Mills**

Safeguarding Concern
For any safeguarding concerns please report to the Safeguarding Officer, DSL or DDSL:
Safeguarding officer – **Miss. M Trowell**
DSL – **Mr. P Dillon**
DDSL – **Mr. W Ruscoe**
DDSL – **Mrs. A Jepps**
DDSL – **Mrs. L Blake**

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 'strive for excellence'

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 8.45 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, discussions and meetings 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 correct 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 systems and procedures
- 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 Core Values: Aspiration, Resilience & Collaboration