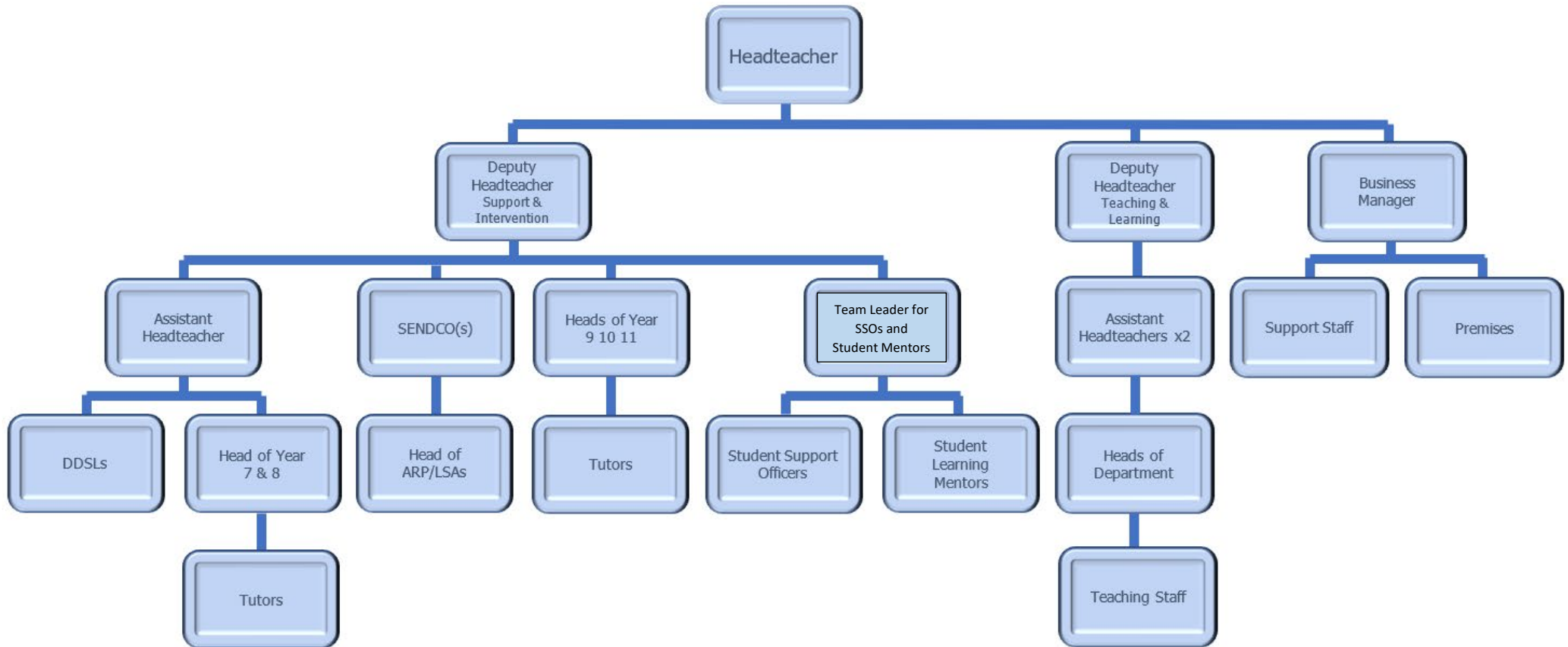


Appendix 1 – Staff Structure



Appendix 2 - Summary overview of staff responsibilities relating to behaviour

<p>Deputy Headteacher/ Assistant Headteachers - Support and Intervention</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Staff training on teaching good behaviour Staff training on deciding appropriate sanctions to deliver consistency to students Monitoring of HOD and HOY QA regarding consistency towards behaviour policy Creating, reviewing, developing and communication regarding behaviour policy <p><i>Reactive</i></p> <ul style="list-style-type: none"> Decide is an external exclusion is appropriate when looking at paperwork and take to Headteacher Support leaders in making decisions regarding behaviour <p>Duty timetabled for all leaders to be on call and in reflection room</p>	<p>SENDCO</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Lead on PIP and PSP with EHCP students Mentor and work with students on PSP/PIPs to teach good behaviour and SWR expectations Liaise with SSOs Liaising with Educational Psychologist <p><i>Reactive</i></p> <ul style="list-style-type: none"> Attend reintegration's with EHCP students Review risk assessments following major incidents with EHCP students <p>Duty timetabled for all leaders to be on call and in reflection room</p>	<p>Head of Year</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Lead on PSPs Lead reintegration's (unless on PSP) Update risk assessments after every major incident (put on SIMs) Mange student reports Liaise with SSOs Use assemblies and directed tutor time to teach normalised behaviour expectations Drop into lessons where classes are not following norms <p><i>Reactive</i></p> <ul style="list-style-type: none"> Attend reintegration's with non-PSP students <p>Duty timetabled for all leaders to be on call and in reflection room</p>	<p>School Councillor</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Support and counselling sessions in place for referred students Small group interventions <p><i>Reactive</i></p> <p>As necessary</p> <hr/> <p>School First Aider</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Assess and plan for students' long-term medical needs <p><i>Reactive</i></p> <ul style="list-style-type: none"> Assess any physical health issues resulting in behaviour (e.g. cuts/ bruises from a fight) - NOT to provide a place of safety for students/ place for students to write statements etc.
<p>Team Leader</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Lead on PIPs and check all PIP targets Mentor and work with students on PSP to teach good behaviour and SWR expectations Update risk assessments for those on PSPs after every major incident (put on SIMs) Ensure opening hours are stuck to for SSO offices Liaising with Educational Psychologist 	<p>Student Support Officer</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Mentor and work with students on PIPs to teach good behaviour and SWR expectations - micro habits of socialisation Safeguarding check ins Attend PIP meetings and put in support between meetings for student Run a weekly session with a small group for 6 weeks on a key development need (e.g. drugs, mental health, resilience, anxiety) 	<p>Student Mentor Officer</p> <p>Given a key group of students who are struggling on PSP</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Mentor and work with students to teach good behaviour and SWR expectations - micro habits of socialisation Safeguarding check ins Attend PSP meetings and put in support between meetings for student Have a timetable of drop ins to lessons where students struggle 	<p>Tutor</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> Check equipment and uniform - follow up any issues with an email to parents, if there is no improvement invite parents in Teach good behaviour in terms of flexibility (knowing when to be quiet and when to be actively and vocally engaged) and the school norms Analyse weekly SIMs behaviour overview with HOY <p><i>Reactive</i></p>

<ul style="list-style-type: none"> • Drop into lessons where classes are not following norms • Organise and motivate Pastoral team, including team timetable and reallocation of duties to balance workload • Oversee bullying log and put plans in places to support students where there are patterns of behaviour • Co-ordinate referrals to other agencies/ support in school • Oversee reflection room log and put plans in places to support students where there are patterns of behaviour <p><i>Reactive</i></p> <ul style="list-style-type: none"> • Attend reintegration's with PSP students • Duty timetabled for all leaders to be on call and in reflection room 	<ul style="list-style-type: none"> • Liaise with HOY • Analyse weekly SIMs behaviour overview with HOY <p><i>Reactive</i></p> <ul style="list-style-type: none"> • Attend reintegration's with students and do work with non EHCP/PSP students to prepare them to return to lessons • Safeguarding issues as tasks set • Statements and investigations of incidents • Duty timetabled to be on call and in reflection room <p>Keep bullying log updated</p>	<p><i>Reactive</i></p> <ul style="list-style-type: none"> • Attend reintegration's with students and do work with students to prepare them to return to lessons • Safeguarding issues as tasks set • Duty timetabled to be in reflection room <p>Reflection room and exclusion paperwork and organising work for students</p>	<ul style="list-style-type: none"> • Dealing with low level issues: minor friendship issues, minor issues between tutees and their teachers • Review SIMs behaviour report weekly to speak to students and home re concerns • Log all conversations on SIMs <p>Ensure staff are fed back to on sanctions</p>
<p>Deputy Headteacher/Assistant Headteachers - T&L and Curriculum</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> • Support HODs to set up systems to deal with behaviour and review setting of classes and staffing when timetabling • Support HODs in supporting their staff to teacher good behaviour • Intertwine quality of T&L with teaching behaviour • CPD - regular opportunities given to return to normative values of the school and induction training for all new staff <p><i>Reactive</i></p> <ul style="list-style-type: none"> • Support HODs in dealing with day to day behaviour concerns in department • Support HODs in supporting their staff to teacher good behaviour <p>Duty timetabled for all leaders to be on call and in reflection room</p>	<p>Head of Department/Faculty</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> • Create department/area shadow timetable (students can get to room without escort) • Review weekly behaviour report from SIMs to look for patterns and put support in where needed or escalate as required • Quality assurance the teachers in the department for their adherence to the behaviour expectations • Put in support for staff not role modelling, or not using sanctions or rewards in line with policy <p><i>Reactive</i></p> <ul style="list-style-type: none"> • Have accountability conversations with staff to aid consistency • Phone parents and hold meetings with parents with teacher in line with policy 	<p>Teacher</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> • Use lesson consistency expectations • Share your expectations explicitly and return to them regularly • Expect and explicitly share expectation that part of good behaviour is that all are active within your lesson • Elevate assertive kind children by praising their work and behaviour <p><i>Reactive</i></p> <ul style="list-style-type: none"> • Enforce expectation that all are active within your lesson as part of good behaviour • Use if you we will/ 2 chances and then removed • Log all positives and negatives in lesson on SIMs - if anything is serious and needs to be noticed or followed up by another member of staff ensure SIMs emails them 	<p>All Staff</p> <p><i>Proactive</i></p> <ul style="list-style-type: none"> • Role model social norms and school values as stated in policy at all times with staff and students <p><i>Reactive</i></p> <ul style="list-style-type: none"> • Politely and in a friendly professional manner correct students if they do not meet school expectations, if they do not respond appropriately (apology or correction of behaviour) let the child know you will be reporting their behaviour and then report them to appropriate staff in a timely manner so they are picked up





Appendix 3- Home School Agreement

At Sir William Ramsay School, we require the school, all students and parents/carers to sign up to the Home School Agreement.

As a Student I will:

- Attend school regularly (minimum 95%) and arrive on time
- Bring the correct equipment every day
- Wear the correct uniform
- Be polite, respectful and care for others and their property
- Keep the school free of litter and graffiti
- Complete all classwork and homework to the best of their ability
- Work hard to achieve the targets set by teachers
- Care for my planner and record all homework details
- Help other students by allowing every teacher to teach and every learner to learn
- Pass all letters, newsletter and reports to parents/carers on the day they are issued
- Talk with parents/carers and teachers about any concerns in school
- Behave well on the journey to and from school
- Behave well in and out of lessons
- Take every opportunity to be an outstanding ambassador for the school

STUDENT Please sign below

Signature: _____ Date: _____

As a Parent/Carer I/We Will:

- Take an active interest in all aspects of my child's school life
- Ensure that my child attends school regularly, on time and is properly equipped for learning
- Ensure my child wears the full school uniform
- Communicate to school all relevant information which may affect my child's work or behaviour
- Notify the school if, for any reason, my child cannot attend
- Notify the school if my child's health or medical condition or my contact details change
- Encourage my child to follow the school's Behaviour for Learning Policy and support any associated actions taken by the school
- Support the school's policy on homework and encourage my child to make the required effort
- Attend all Parent/Carer Consultation evenings

PARENT/CARER Please sign below

Signature: _____ Date: _____

Sir William Ramsay School Will Aim To:

Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility

- Provide a safe and stimulating environment for your child
- Care for your child's safety and welfare
- Ensure that your child fulfils his/her potential as a valued member of the school community
- Provide a balanced curriculum which meets the needs of your child
- Keep you informed about general school matters and about your child's progress
- Offer opportunities for you to become involved in the daily life of the school
- Ensure that all students observe the school's behaviour for learning and anti-bullying policies.

On Behalf of the School

Signature: _____ Date: _____

Appendix 4 – Attitude to Learning Grid (ATL)

ATL	1 Exceptional Attitude (Typically 5 – 10% of students)	2 Good Attitude (Typically 60 – 70% of students)	3 Inconsistent Attitude (Typically 10 – 20% of students)	4 Unacceptable Attitude (Typically <5% of students)
	A highly motivated and self-disciplined student who always completes work to his/her best ability; and is...	A committed student, who is determined to achieve and who completes work to a standard that reflects his/her ability; and is...	A student who is sometimes unprepared, who generally acts with politeness and consideration, but can behave inappropriately causing the disruption of learning; and is...	A student whose attitude to learning is not yet at the expected level for a student at Sir William Ramsay School; and is...
Organisation	always on time, ready and willing to learn with the correct equipment; always taking pride in the way they present their work	punctual, ready and willing to learn with the correct equipment; presenting their work to a consistently high standard	sometimes late and may need support to settle, often lacks the correct equipment; presenting work that does not meet the minimum level of expectation (3O)	persistently late for lessons without the correct equipment; presenting their work to a substandard level
Behaviour	always polite and respectful to staff and peers; following school rules without exception; a positive example and role model to others	polite and respectful to staff and peers; consistently following school rules	not consistently polite and respectful to staff and peers and needs reminders of how to respond appropriately (3B)	often disruptive with inappropriate actions that affect the learning of others; persistently breaking school rules and not following instructions
Effort	highly motivated and self-disciplined who always completes work to their best ability; exceeding expected effort and contributes to learning in a positive way	committed and determined to achieve; always on task and working with a high level of effort, completing work to a good standard	occasionally lacking in motivation to achieve their best; sometimes off task leading to a lack of effort in their classwork (3E)	failing to make appropriate effort or engagement; completing tasks poorly and well below what is acceptable
Homework	consistently completing their homework to the very best of their ability and often showing aspirations to move beyond their target grade.	consistently completing homework on time and to the best of their ability	sometimes not completing homework to the expected level or submitting it beyond deadlines, or not at all (3H)	persistently not completing homework on time or it is well below their expected level of ability



Appendix 5 – Behaviour expectations and consistent routines

All members of our school community will:

Show Compassion and Respect:

- We treat everyone around us with respect and we are polite
- We understand that respect must be given in order to be received
- We show gratitude by thanking people and saying 'please' if we are requesting something
- We listen to others without interrupting and do not interrupt their learning
- We do as we are asked first time
- We look after equipment and property

Promote Diversity, Inclusivity and Community:

- We know others have worth and value, we are proactive in making sure no one is segregated, bullied or singled out in a negative way
- We do not accept bullying, racism, sexism, homophobia, disability discrimination or any other form of discrimination
- We wait our turn, being fair and inclusive of others around us
- We know how to respond appropriately to difficult situations or feedback, such as 'biting your tongue' when people annoy or upset you

Demonstrate Courage and Ambition:

- We want the best futures for ourselves and those around us, so will aim high and push ourselves to achieve
- We come to school ready to learn/teach
- We work with effort to the best of our ability
- We display courage in our willingness to speak out if we see something is wrong

Be Honest and Trustworthy:

- We work hard to build positive relationships with others based on a culture of mutual trust
- We are honest when talking about our feelings and when considering the impact of our actions
- We take responsibility for our actions and make amends where appropriate
- We work hard to avoid making the same mistakes repeatedly



Staff will always implement the core behaviour routines. The following behaviour routines are intended to create a calm and purposeful learning environment where all students will have the opportunity to succeed.

Classroom routine	Staff	Students	Covid changes to routine
Start of lesson	Should be punctual and prepared.	Should be punctual, moving swiftly to their next lesson.	
Lining up	Should ensure that students line up to ensure a calm and ordered entry to the classroom.	Should line up outside the classroom as instructed by the teacher.	Students will either remain in their current classroom or will enter their new classroom without lining up. They must be stood up behind desks waiting for the teacher. Practical subjects will still require students to line up outside the classroom and enter when told.
Entering room	Should ensure the classroom is a workplace and the students enter ready to work.	Should enter the room in a calm and orderly manner. Will be greeted by the teacher as they enter the classroom. Are not permitted to enter the classroom without a teacher present or in close vicinity. Vacant classrooms should be locked by staff.	As above, students may enter classrooms without lining up during Covid restrictions (except practical subjects)
During the register	This is a legal document and needs to be accurate. Must complete their register within the first 10 minutes of the lesson.	Should be silent or silently working on a starter activity whilst the teacher does a roll call to take the register.	
Asking a question	It sets the tone and means all students can be heard. Should ensure that teacher questioning follows the no hands up policy.	Should be respectful and listen attentively whilst others are talking. Should raise their hand if they wish to ask staff a question.	
Levels of noise/talking during the lesson	Too much noise is distracting and prevents students from learning.	Should follow instructions from the teacher to work at a lower volume or in silence on a particular task.	
Packing away	Should ensure that there is a clear finish to the lesson that sets the tone for future learning.	Should pack away all equipment when instructed and stand behind their chairs.	If students remain in a classroom, they should leave their equipment out but will still be expected to stand behind their chair to signify the end of lesson.
Leaving the classroom	Should ensure that students leave in a calm manner, ready for the next lesson. Leave the classroom as you found it.	Should stand silently behind their chairs until dismissed by the teacher. Are not permitted to leave the classroom during the lesson for any reason unless they use a purple medical card or are collected by a member of staff for a specific reason.	As above Free movement around the school will not be permitted to protect each bubble.

Routines for assemblies	Staff	Students	Covid changes to routine
Lining up	<p>Should ensure they and their class arrive punctually.</p> <p>Should assist with ensuring their class is lined up in tutor group alphabetical order.</p> <p>Should check uniform is smart and appropriate. Sit with group Take register using SIMS and then put laptop away</p>	<p>Should line up outside the assembly venue in tutor group alphabetical order.</p> <p>Should make sure their uniform is smart and appropriate.</p> <p>Should enter the assembly venue in silence.</p>	<p>Staff should ensure they are logged into Teams assembly meeting in a timely fashion and are prepared to project it to the class.</p> <p>Mute/Video off and use other features of Teams as requested by the assembly host.</p>
During assembly	<p>Should sit with their class.</p> <p>Should take a register using SIMS and then put laptop away.</p> <p>Should address any poor behaviour from students as assembly is in progress.</p>	<p>Should listen attentively and in silence to the assembly.</p>	<p>Students should listen attentively and in silence to the assembly and usual classroom/assembly protocols should be followed.</p> <p>Staff should address any poor behaviour from students as assembly is in progress.</p>
Leaving assembly	<p>Should support the HoY to supervise the students leaving in an orderly fashion.</p>	<p>Should leave only when dismissed by a member of staff, one row at a time.</p> <p>Should exit the assembly venue in silence.</p>	<p>Protocols for leaving classroom (or remaining for next lesson) should be followed as outlined above.</p>
Café Ramsay/kiosk	Staff	Students	Covid changes to routine
Break and lunch times	<p>Should supervise the queue ensuring that there is no queue jumping or pushing.</p> <p>Ensure that students are polite and courteous at all times.</p> <p>Should challenge poor behaviours and follow the school behaviour policy as necessary.</p>	<p>Should line up in an orderly fashion, in single file in the relevant place.</p> <p>Should be polite and courteous at all times.</p> <p>Should not bring coats or bags into the Café Ramsay or the Kiosk</p> <p>Should sit down at all times.</p> <p>Ensure all rubbish goes in the bins provided.</p>	<p>Students can only use Café Ramsay/Kiosk at their allocated time and to purchase their own food (not to accompany a friend).</p> <p>Student must purchase their food and then leave – no sitting will be allowed.</p> <p>Students must go to their allocated break/lunch area to eat.</p> <p>Staff will only be able to purchase food at break time to ensure social distancing from students.</p>

Appendix 6 – Consequences of positive/negative behaviour

Consequences of positive behaviour

Students should be rewarded for displaying positive behaviour for learning. The following will all be used to recognise good behaviour:

ACHIEVEMENT AT SIR WILLIAM RAMSAY

1 ACHIEVEMENT POINT

- Excellent classwork produced
- Excellent homework produced
- Excellent contribution in lesson
- Excellent effort with classwork
- Excellent effort with homework
- Student of the lesson
- Pride in presentation for a piece of work
- Challenge task attempted
- Sporting achievement / participation

2 ACHIEVEMENT POINTS

- Consistent positive behaviour in lessons
- Consistent pride in presentation
- Consistent personal best in lessons
- Helping your peers in lessons
- Consistently correct uniform
- Consistently correct equipment

3 ACHIEVEMENT POINTS

- Consistently attempt challenge tasks
- Community service / spirit

4 ACHIEVEMENT POINTS


- Consistently going above and beyond - achieve the very best you can.

FURTHER REWARDS


- Email home for repetition / Issued with a Ramsay Respect Token / Letter / Postcard Home / Certificates / Vouchers / Lunch with the Headteacher / Trips / Visits / Nomination for End of Year Subject & Special Awards

MONTHLY DRAW. HALF TERMLY POSTCARD HOME

100% Attendance




RAMSAY RESPECT TOKEN



Good deeds to others


FORM TUTOR POSTCARD HOME

Star of the Week




CLASS TUTOR POSTCARD HOME


Good progress



DEPARTMENTAL POSTCARD HOME

Outstanding progress



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Consequences of negative behaviour

Staff should use the tool 'If you ... we will ...' in the classroom to challenge poor behaviour. Students will be given 2 chances to change their behaviour.

If you...	We will...	Example of behaviour	Possible follow up actions may include
Do not follow a classroom rule	REMIND you of the rule	<ul style="list-style-type: none"> • Mobiles Out in Class • Headphones Out in Class • Refusal to Follow Instructions • Missing Equipment • Missing Subject Book • Missing/Unacceptable Classwork • Chewing Gum • Eating in Lesson • Littering 	<ul style="list-style-type: none"> • Going onto a subject report • Parent contact or meeting held • Behaviour logged onto SIMs • Detention set
Ignore the reminder	Give you a clear verbal WARNING		
Continue to disrupt the learning/ignore the reminder	Give you a clear CHOICE – <i>either follow instructions and stay or don't disrupt again and be removed</i>		
Have had 3 warnings	Remove you from the class – you will be sent to the Reflection Room. Your sanction will be an after-school detention.		
Do not work or are disruptive once you have been withdrawn	Call out to HOY/SSO/SLT Removal to Reflection Room		

Staff should ensure that reasonable adjustments are made for students with SEND needs. It may on occasion be appropriate to make other students aware that this is the case.

Persistent or extreme behaviour which goes against the school values:

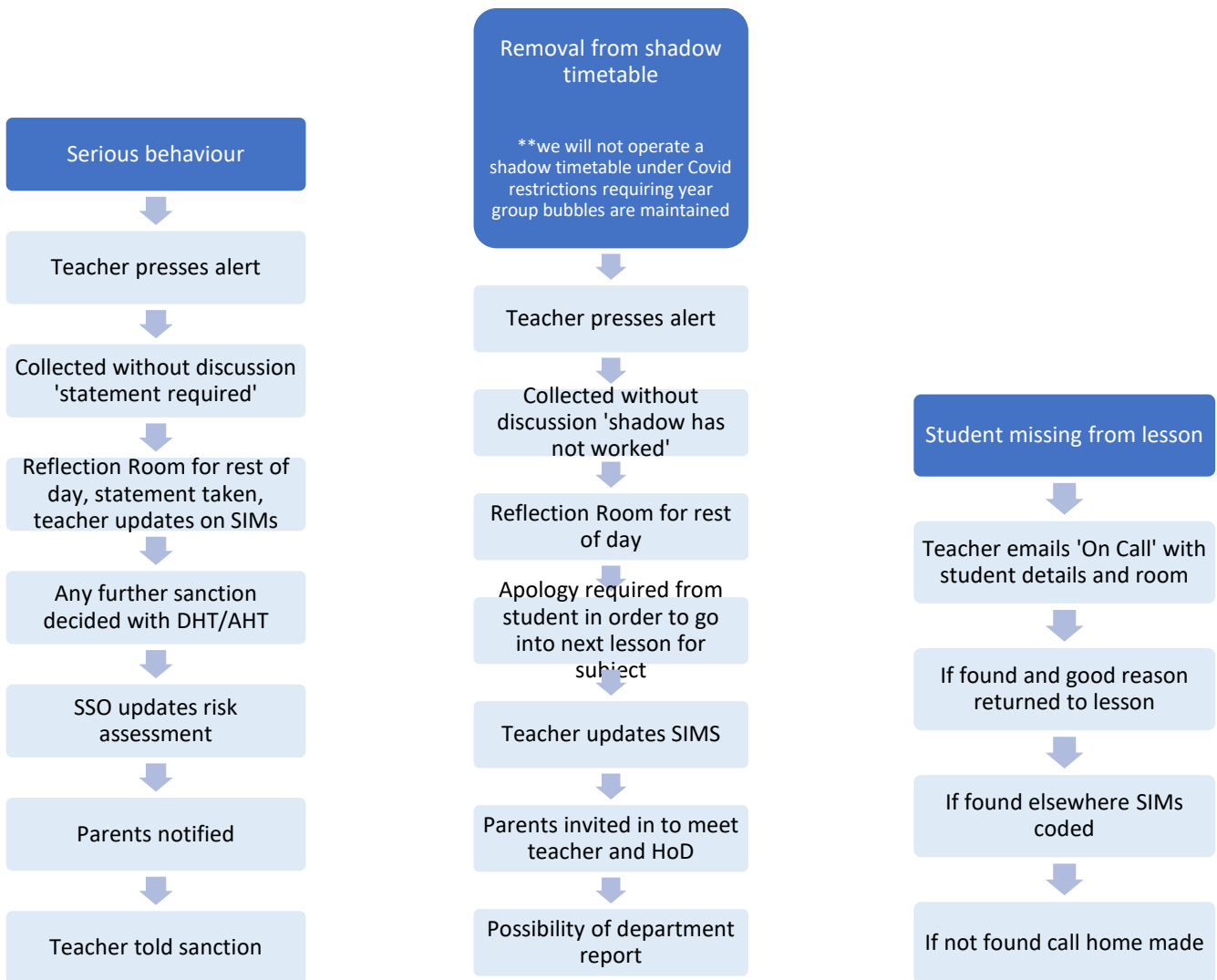
If the student	Staff should	Possible follow up actions may include:
Does not work or is disruptive once they have been withdrawn	Call out to HOY/SSO/SLT Removal to Reflection Room	<ul style="list-style-type: none"> • Parent contact or meeting held • Behaviour logged onto SIMs • Detention set • Use of Reflection Room • External Exclusion
Exhibits extreme behaviour that requires a higher level intervention than 'if you...we will' (e.g. verbal or physical assault, swearing directed towards a member of staff, dangerous or destructive behaviour, bullying or intimidation or extreme behaviour which does not reflect the values and ethos of the school)		
Is missing from the lesson		



Logging Behaviour on SIMS:

Student action	Staff action	Further action
Student addressed verbally by class teacher using 'if you...we will' to accrue 2 warnings	Not logged on SIMS	
Student addressed verbally by form tutor regarding uniform/equipment after accruing 1 warning	Logged on SIMS by form tutor during AM registration	If persistent/reoccurring issue – form tutor to refer to HOY
Student asked to leave classroom and sent to shadow timetable/Reflection Room (following 'if you...we will')	Logged on SIMS by class teacher Parents aware via Gateway/email After school detention set. Parents notified via email.	If persistent/reoccurring issue – member of staff to contact home to set up parental meeting and issue detention
Do not work or are disruptive once you have been withdrawn	Logged on SIMS by HOY/SSO	Appropriate sanction agreed with HoY
A student exhibits extreme behaviour that requires a higher level intervention than 'if you...we will' (e.g. verbal or physical assault, swearing directed towards a member of staff, dangerous or destructive behaviour, bullying or intimidation or extreme behaviour which does not reflect the values and ethos of the school)	Class teacher to email details of poor behaviour they witnessed to HOY/SSO Logged on SIMS by HOY/SSO	Appropriate sanction agreed with HoY

Procedure for a 'Call out' for removal of students from lessons or for students missing from a lesson.



Procedure for detentions

- Detentions run after school from Tuesday – Friday beginning at 3pm.
- Parents/Carers will be notified of a set detention via email, with at least 24hrs notice.
- Staff will provide students with work to complete during their detention.
- Detentions will follow Covid guidelines and preserve year group bubbles.

Sanction	Duration	Issued for:
Teacher after school detention	30 minutes	Removal from lesson
HoD/HoF after school detention	45minutes	Failure to attend teacher detention
Parent meeting with HoD and teacher	n/a	Failure to attend HoD/HoF detention
SLT after school detention	60 minutes, Friday	

Expectations and guidance for students in the Reflection room

- Students are expected to work in SILENCE (unless working with an LSA)
- DO NOT mark the desks or walls. You will be required to clean any graffiti or pay for any damage.
- Toilet breaks are taken if required just before break and lunchtimes. You should not request to go to the toilet at other times.
- All phones and headphones should be handed in to staff at the start of the reflection period and will be returned to you at the end of the school day. They will be locked away in the Student Support Office and can be collected from there.
- If removed from a lesson your teacher will provide you with work to complete in the Reflection Room.
- If you require work to complete, you will be provided with a work folder when you arrive in the Reflection room. You must write your name on the folder and the front of your exercise book at the start of your reflection period. Each new piece of work should be started on a new page in your exercise book with the date, subject and name of your subject teacher clearly written at the top of the page. If you require more work, you must inform the member of staff on duty immediately so that this can be provided for you.
- Your behaviour in the Reflection room will be monitored by the member of staff on duty, logged on SIMS where necessary and further sanctions applied where appropriate.
- NO FOOD OR DRINK ARE TO BE CONSUMED IN THE REFLECTION ROOM.

Appendix 7: Behaviours for which the school may fixed term or permanently exclude students (note that this list is not exhaustive)

Physical Assault Against a Student

Includes:

- Fighting (incl. play fighting)
- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal Abuse/Threatening Behaviour Against a Student

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Verbal intimidation
- Carrying an offensive weapon*

Bullying

Includes:

- Verbal bullying
- Physical bullying
- Cyberbullying
- Bullying linked to the protected characteristics

Sexual Misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti
- Upskirting
- Peer on peer abuse

Damage

Includes:

- Damage to school or personal property
- Vandalism
- Arson*
- Graffiti

Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent Violation of school rules

Physical Assault Against an Adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal Abuse/Threatening Behaviour Against an Adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Verbal intimidation
- Carrying an offensive weapon*

Abuse that links to the protected characteristics

Includes:

- Taunting and harassment
- Derogatory statements
- Swearing that can be attributed to a characteristic
- Graffiti

Drug and Alcohol Related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing and supplying drugs (passing to others)*
- Smoking
- Alcohol abuse
- Substance abuse

Theft

Includes:

- Stealing school property
- Stealing personal property
- Stealing on a school outing
- Selling and dealing in stolen property

Other

Includes:

- Incidents which are not covered by the categories above
- Bringing the school and/or the Community into disrepute

* These incidents may lead to a one-off permanent exclusion. This list is not exhaustive.

Appendix 8 - PSP and PIP Procedures

The aim of the system is to modify behaviours, support students and staff and ensure we are consistently following the right routines where behaviour issues have arisen. They address the causes not the symptoms. Please read through the information below with regards to who deals with PSP or PIPs, their purpose, time frames and progression.

Serious behaviour issues are dealt with through a **Personal Support Plan (PSP)** led by Team Leader, attended by HOY of Mentor Officer, Headteacher or Deputy Headteacher.

Personal Improvement Plans (PIP) is for **less serious behaviour issues** that have been escalating, these are led by HOY, attended by SSOs.

	Aimed At	Staff Leading	Notes	Time Frame
PSP	<ul style="list-style-type: none"> High level behaviour issues Students who have had repeat exclusions or at risk of permanent exclusion Persistent/extreme behaviour/significant escalating behaviour High level SEND issues requiring additional support Can be students who have failed a PIP Can be students who have suddenly developed extreme behaviours not presenting before – students can go straight in on PSPs Students who have been on a PSPS before 	<ul style="list-style-type: none"> Referrals made by DHT or AHT Approval from HT HOY or TL to chair PSP meetings and set them up For EHCP/High level K students, SEND to write the targets and fill in the background information part of PSP form in discussion with PM – they attend the PSP meetings For non-SEND or low-level K students, HOY(supported by SSO) writes targets and fill in background information part of PSP form Background information and targets sent to Chair at least 48 school hours in advance on PSP meetings 	<ul style="list-style-type: none"> PSP meetings to take place within 2 weeks of decision to have a PSP made Parents not attending the PSP will not stop the meeting taking place DHT to go into PSP 8-week review meeting, if there are no signs of improvement HT to go into the 4-week review of the 2nd PSP if there is no improvement Team Leader for the support team to keep list of students on PSPs up to date Team Leader for the support team /HOYs to communicate with SENDCO about Ed Psych Referrals (whether parent agrees or does not want one) and about the changes to a student's SEND code 	PSP is 12 weeks with a possible extension of 8 extra weeks
PIP	<ul style="list-style-type: none"> Concerns about behaviour Repeated internal isolations Where student has successfully (just) completed a PSP but support is still needed 	<ul style="list-style-type: none"> Referral by HOY/SSOs Agreed by DHT/AHT HOY to lead SSOs to complete all communication with home, paperwork, admin, liaising with students, book meetings etc SEND may be involved for K/EHCP students 	<ul style="list-style-type: none"> If the PIP is not working (missing targets etc) then this can escalate to a PSP with HTs approval 	PIP is 8 weeks with an extension of 4 extra weeks