

BEHAVIOUR POLICY

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Education to understand the world and change it for the better

1. THOMAS TALLIS PURPOSE

Everything we do at Thomas Tallis has its roots in our school plan.

We commit ourselves to four paradigms
<p>Creativity</p> <p>Creativity is central to young peoples’ development. We offer an excellent educational experience with creativity in all our disciplines. We are committed to our habits of mind of being inquisitive, collaborative, persistent, disciplined and imaginative. We work with passion, dignity and style and we value individuality, playfulness and innovation.</p>
<p>Community</p> <p>We build our community on fairness, respect, honesty, kindness and optimism. We are renowned for inclusion, cohesion and friendliness. Everyone is known and included personally in our big family. We work closely with parents and local people to prepare our young people for a complicated world. Leadership is dispersed, shared and effective. We value trust, care, happiness, entitlement, inclusivity, consideration and love.</p>
<p>Engagement</p> <p>We want everyone in our community to engage with lifelong learning and powerful knowledge through excellent teaching. We educate them to become independent thinkers sharing high aspirations and expectations. We expect that learning continues well beyond lessons. We value participation, communication, praise, experience and empowerment.</p>
<p>Challenge</p> <p>We take our responsibilities seriously and scrutinize our progress carefully so that all the doors in the world are open to our young people when they leave us. We hold one another to account with intelligence and thoughtfulness. We actively resist dehumanizing influences on education, and value learning, aspiration, risk and courage.</p>
We expect to keep our word

- a. For the adult members of our community the seven Nolan Principles of public life are crucial. We work to make the young people of our community value such attributes too. These are
- Selflessness: putting others’ needs before one’s own
 - Honesty: telling and valuing the truth
 - Accountability: taking responsibility for one’s actions

- Openness: explaining why one acts as one does
- Integrity: being reliably a good, rounded person
- Objectivity: making decisions based on facts
- Leadership: demonstrating all these to others

If our young people can learn to follow these principles, they are ready to be good citizens, following a national adult paradigm for behaviour.

- We value the Tallis Habits of inquisitiveness, persistence, discipline, imagination and collaboration.
- We value the Tallis Character traits of respect, kindness, honesty, optimism and fairness.
- Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth.
- We expect that all adults in school will follow this policy consistently, support one another and work collaboratively the better to help improve behaviour.

2. THOMAS TALLIS BEHAVIOUR POLICY

- Therefore, *Thomas Tallis's Behaviour Policy sets out how we will educate our young people to develop the personal skills and discipline which build up an equitable, safe and happy community from which they may succeed as useful citizens.* The school plan and this short statement above express the principles which governors expect to be followed in our daily life in school.
- This behaviour policy is in many ways a document of last resort. It codifies our expectations and may be used as a point of reference when opinions differ. Because of this, it is written with a different tone from other Tallis policies and position statements which use the language of creativity and habits of mind which are our defining feature. These are dependent upon and the positive outcomes of our strong community behaviour management. Where issues of right and wrong are concerned, and where a child's position in school is potentially at risk, we choose extremely clear language.**
- This behaviour policy fulfils the governors' duty of care to pupils and employees. It promotes teaching, learning and high standards of achievement and preserves the good reputation of the school. It should be read in conjunction with our Inclusion Plan.
- Our policy may include rewards for good behaviour and sanctions which demonstrate that misbehaviour is not acceptable. They express the disapproval of the school community and deter other pupils from similar behaviour.
- However, the application of rewards and sanctions is always in the context of particular situations and individual pupils, so the Head is expected to exercise her discretion in their use within the bounds of the integrity and consistency of the policy. Good behaviour is expected whether or not rewards are given for it.
- This policy will be enforced in accordance with governors' responsibilities in equality legislation.

- g. Much of the law relating to pupil behaviour is found in Part 7 of the Education and Inspections Act 2006 and related secondary legislation. These are listed at the end of the Department for Education's 2012 document Behaviour and Discipline in Schools. Where the legal framework or guidance is changed, the policy will be reviewed and amended where necessary.

3. TO WHOM AND WHERE DOES OUR POLICY APPLY?

- a. Our policy is designed to
 - i. fulfil the aims of our school plan
 - ii. promote the conditions in which young people can learn effectively and happily.
 - iii. maintain and encourage the highest standards of good behaviour everywhere in school.
 - iv. maintain good order on transport, educational visits or in other placements such as work experience or college courses.
 - v. secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
 - vi. provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.
 - vii. provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
 - viii. apply to all year groups, though implementation will differ in accordance with students' ages.
- b. The Elton Report (Inquiry into Discipline in Schools DES 1989) established that the teacher's authority extends beyond the school to any off-site activity which is a continuation or extension of schooling such as a field trip or a school journey. It also applies to other situations, such as bullying out of school, where pupils' conduct impinges on the school, as above. At Tallis we seek to control and moderate behaviour in school, on trips and buses and in our local area immediately before or after school. We respond as strongly as possible to reports of poor out-of-school behaviour and work as closely as necessary with neighbourhood police or other agencies, such as transport providers.
- c. Government legislation in 2010-11 supports schools also disciplining students for misbehaviour when the pupil:
 - i. is taking part in any school organised or related activity
 - ii. is wearing school uniform or otherwise identifiable as a pupil at the school
 - iii. behaves in such a way as to
 - 1. have repercussions for the orderly running of the school,
 - 2. pose a threat to another pupil or member of the public
 - 3. adversely affect the reputation of the school

4. WHY IS GOOD BEHAVIOUR IMPORTANT?

- a. Schools have a duty to build and maintain orderly and cohesive communities, so that young people may learn how to get along with one another and moderate their own

needs and desires against those of others. Schools are entrusted with the training and development of society's young as well as their educational achievement: all those are dependent upon a stable, happy and reflective school life. In a school with young people from a very wide range of backgrounds and approaches to education, understood norms of good behaviour consistently applied are the glue of our community.

- b.** Through our successful promotion of good behaviour we offer our young people, irrespective of background, the space to learn and grow and develop as active citizens without fear or inhibition knowing that they are equally valued. We expect that all of our young people will equally be able to aspire to the highest standards of personal behaviour, though some will need extra support to maintain this consistently. In this way, children whose behaviour unchecked might adversely affect their life-chances may be enabled to reap the life-long personal and economic advantages of good, trustworthy behaviour. Likewise, no well-behaved child should have his or her education or development harmed by the bad behaviour choices of others.
- c.** The simplest basic requirement of good behaviour in community is an observance of good manners. We teach manners at Thomas Tallis and expect all members of our community to demonstrate them at all times. Thus, modelled by adults and taught to children traditional good manners should oil the wheels of daily life in school.
- d.** We expect our young people to show respect to others including those in authority over them. While respect may be enhanced by personal knowledge, in this large community we expect our young people to show respect to adults whether they know them or not. No-one should be treated dismissively or rudely at Thomas Tallis.
- e.** All adults should expect the Headteacher to provide safe and pleasant working conditions: this precludes rude, threatening or abusive behaviour. Foul language directed by children to adults is particularly unacceptable.
- f.** In all of this, we wish to work in partnership with parents so that good behaviour taught in the home might be reinforced at school and vice-versa. However, we do not negotiate acceptable behaviour norms for individual children with parents, as our responsibility is to the maintenance of a larger, orderly and happy community focussed on the common good. Though an individual's circumstances may be taken into account, the same rules, expectations and benefits apply to all.
- g.** We know that for many young people adolescence is turbulent and equally difficult for their families. We believe that our strong boundaries offer a secure place within which those trying times may develop good, strong, reflective and responsible citizens of the future.
- h.** The Tallis Agreement (our home-school agreement) makes our expectations clear and is signed by school, all parents and children after admission.
- i.** The imperatives of our policy have national resonance. The DfE website (2013) asserts that *'while the majority of pupils behave well, and schools are generally orderly and productive places of learning, successive Governments have determined to support teachers and other school staff who have to deal with poor and disruptive behaviour. Poor behaviour blights the learning and, so possibly, the life-chances of other pupils. It is also demoralising for school staff to have to deal with persistent*

disruption to their teaching, and makes the job harder and less enjoyable. This is unacceptable. Schools need to ensure that classrooms are effective learning environments, and that the quality of the relationship between teacher and pupil is given utmost regard.'

5. WHOSE RESPONSIBILITY IS GOOD BEHAVIOUR?

- a. The first responsibility for good behaviour lies with the child. While most children have an innate sense of right and wrong, of sharing and fair play some find them harder lessons to learn. We try to ensure that our school runs in such a way that no child can be in any doubt about acceptable standards of behaviour which we try always to explain clearly and uphold consistently.
- b. Pupils have a responsibility to listen and respond properly to adults and to each other, accept sanctions, and use appropriate language at all times. Pupils have a right to be taught in an environment that is safe and conducive to learning, to be treated equally, and not to be bullied, ridiculed or subject to discrimination;
- c. Parents have a responsibility to prepare their children appropriately for school (for example, by ensuring that their children are well-equipped and observe the school dress code) and to support the school's behaviour policies, including rewards and sanctions. Parents have a right to information on how the school promotes positive behaviour and what they can do to help. They can expect the school to behave fairly and reasonably in its application of this policy.
- d. Parents are a key part of our success at Tallis. We expect parents to support their children as they grow and develop into the good citizens of the future.
 - i. We therefore expect parents to support teachers and uphold the school's discipline and authority, as we believe that children need to see unity and know boundaries.
 - ii. In more practical terms we expect parents to ensure that their children are always in school, wearing full uniform and well equipped. We need parents to support and encourage their child's learning. In particular, we do not expect parents to seek to blame the school for the consequences of poor behaviour or lack of application.
 - iii. We will support parents in their duty to ensure that children are well-mannered and understand how to be polite and cooperative citizens able to foster mutually respectful relationships. Where this has not been central to the child's upbringing before joining us, we find it harder to modify poor behaviour.
 - iv. We expect parents take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not enabled easily to engage in bullying or harassment of other members of the school community through social networking sites.
 - v. We ask that parents maintain regular contact with us in school including providing absence notes, attending parents' evenings and signing the pupil planner.
 - vi. We strive to keep children safe and maintain a happy and orderly community at Tallis but we find it hard, to solve problems within or between

families, or disputes in local communities. We ask that such issues are kept out of school.

- vii. Sometimes parents find their children's behaviour very hard to manage. We can offer some support with that from our years of dealing with adolescents, and by directing or referring them to other specialist services.
- viii. Occasionally a parent may instruct a child not to comply with our requirements. This makes for a very difficult relationship and we ask parents to note that *'The teacher has general authority over pupils for the purpose of securing their education and well-being and that of other pupils in the school and ensuring that they abide by the rules of conduct set by the school. This authority is not delegated by the parent, but derives from the teacher's position as a teacher. In matters relating to the school, this authority overrides that of the pupil's parent.'* (Elton 1989).

While in our care, a child must obey our rules.

- e. School staff are responsible for encouraging respect and promoting positive behaviour by modelling and reinforcing the behaviours they wish to see. They have a right to safe working conditions clear guidelines, support and professional development on behaviour issues. Most of the rest of this document sets out the different ways in which teachers and other staff in school support, encourage and maintain good behaviour.
- f. Governors have a responsibility to consulting upon and uphold the agreed policy, and hear any complaints arising from it. The monitoring of the policy will be carried out by the Governors' Community Committee; complaints are heard through the Complaints Committee.

6. WHAT IS GOOD BEHAVIOUR?

- a. At Tallis we define good behaviour as that which promotes our **Tallis Character** aims of:
 - Fairness
 - Kindness
 - Honesty
 - Optimism
 - Respect
- b. These apply to all pupils in their relationships with other pupils, school staff, visitors and others within and without the school premises. They demonstrate respect for other people and our school community.
- c. Good behaviour supports and is developed by the habits of mind which characterise our teaching: inquisitiveness, collaboration, persistence, discipline and imagination

7. WHAT IS BAD BEHAVIOUR?

- a. At Tallis we define bad behaviour as that which doesn't build up **Tallis Character and Tallis Habits**.
- b. Bad behaviour can be wrong actions or bad choices. Some children deliberately behave badly, others do not yet know how to behave well. All need to be taught

how to behave in school so that they may flourish, with an understanding of the norms of community interaction which will help them to be good citizens and lead happy and fulfilled lives.

- c. Extended and easy access to the internet and telephony has made some aspects of bad behaviour easier to spread over a wider number of people. If any of the above is facilitated through technology, we take the same action.

8. HOW DO WE ENFORCE GOOD BEHAVIOUR?

- a. We have a simple code of conduct (Tallis Rules) which is displayed in all classrooms. There is behaviour advice in students' planners and on the school website. All teachers set their behaviour expectations at the start of the year and reinforce them regularly. All students are reminded regularly about behaviour in assemblies.
- b. We expect good behaviour as a norm at Thomas Tallis and have simple rewards for subjects which may include
 - praise, thanks and positive feedback in books and planners
 - department commendations
 - postcards, letters and phone calls to parents and carers
 - praise in weekly and celebration assemblies
 - school awards
- c. Tallis adults model excellent behaviour to our young people and each other. They offer a consistently good example.
- d. Where students choose bad behaviour we have a range of sanctions. These are
 1. talking privately with the pupil and offering counselling and advice
 2. loss of privileges and imposition of appropriate tasks
 3. verbal reprimand, noted in planner
 4. time out of class or time out of circulation
 5. detention at the end of the school day
 6. contact with parents or carers;
 7. sustained removal from a class or activity
 8. time on report to a teacher, subject or curriculum leader or Head of Year
 9. referring matters to the subject leader, personal tutor, year leader, Assistant or Deputy Headteacher and Headteacher as appropriate;
 10. referral to external agencies;
 11. time in the school's **withdrawal room** or Internal Exclusion Room
 12. fixed-term exclusion (up to 5 days)
 13. fixed term exclusion (between 6 and 45 days, served in the behaviour unit of a partner school)
 14. a trial 'managed move' to another school for 6 weeks
 15. permanent exclusion

The sanctions above may be carried out in response to behaviours which take place both within and outside of the classroom. The escalation of these sanctions and those responsible for applying them are identified on the Tallis Behaviour Management and Support System [Appendix 2-8]

9. WHEN GOOD BEHAVIOUR NEEDS SUPPORTING

a. **Physical intervention**

- i. In accordance with our statutory responsibilities we may use reasonable force to maintain safety. We are expected to use physical methods to restrain or protect students when we judge that to be necessary. Guidance on this is available on the Department for Education website ([Use of Reasonable Force](#) DFE July 2013)

b. **Students' personal possessions**

- i. Many difficulties in school are caused by issues with students' personal possessions. It is customary for schools to seek to restrict the appearance of valuable or treasured items, such as jewellery, electronic devices or large amounts of money. If they are brought into school, they are the student's responsibility.
- ii. A student using a phone or other technological device where this is not permitted will be told to put it away. Once told, if the article is seen again it will be confiscated by a member of staff and placed in a safe place with the student's name on it. The student will usually be allowed to collect it after the end of the school day. Should a student persist in the offence, articles may be confiscated pending a parent or guardian's coming into school to retrieve it.

c. **Banned items**

- i. The following items are never allowed in school:
 - Alcohol and Cigarettes,
 - Illegal Substances,
 - Dangerous Substances – for example: Solvents, Lighters, Aerosol sprays,
 - Fireworks or Bangers,
 - Illegal items – for example: any form of weapon or knife,
 - Material which is racist, pornographic or likely to incite violence.
- ii. Such items will be confiscated and will not be returned. Students found in possession of such items are likely to be excluded. Serious cases will be reported to the school's police liaison officer and may result in a referral to the Royal Borough of Greenwich Fair Access Panel (FAP) for a move to another school, or a permanent exclusion. We may search students for such items.
- iii. The following items may be confiscated and not returned
 - energy drinks
 - a litre or more of fizzy drink for personal consumption
 - food that may have a bad impact on student behaviour
 - items that may have a bad impact on student behaviour
 - Food to be resold by students
 - Items sold by students: we do not allow them to exploit one another for gain

d. **Searching**

- i. We may use our powers to search and screen pupils for banned or illegal articles. We will search lockers, and we will record the search on the pupils' behaviour log.
- ii. Where the person conducting the search finds an electronic device he or she may examine and erase the data or files on the device if there is good reason to do so. DfE advice is *in determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been or could be, used to cause harm, to disrupt teaching or break school rules, or if it may provide evidence of harm to its owner*
- iii. Under powers re-stated in 2011 we may:
 - 1. Search without a pupil's consent for
 - a. knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks or pornographic images
 - b. any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - c. any item banned by the school rules which has been identified in the rules as an item which may be searched for as long as we have reasonable grounds for suspecting that a pupil is in possession of such items.
 - 2. Remove clothing which is not next to the skin.
 - 3. Search possessions including bags.
 - 4. Seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline
 - 5. Not conduct an intimate search: only a police officer may do so.
- iv. The Deputy Head Teacher (Inclusion) should be the designated lead member of staff conducting a search, with a second member of staff designated by them at the time of the search. One of them should be the same sex as the student being searched. Both of the above may be adjusted if the search takes place on a school trip.

e. Detention

- i. Schools are not required to inform parents about detention. However, any detention longer than 20 minutes will be written in the student's planner or parents and carers will be informed by telephone.
- ii. It is not the school's responsibility if the student chooses not to inform parents or guardians about a detention.
- iii. If a student does not attend detention on the day for which notification is given the detention will be served as soon as possible thereafter. We do not need to inform parents of this.
- iv. If the child has deliberately missed the detention, more time or further sanctions may be added.
- v. After-school detentions may not be served at lunch or breaktime.
- vi. Detentions, meetings and interventions based in the Internal Exclusion Room or Learning Support Unit are central to our Behaviour Policy in that

they serve as important deterrents to misbehaviour. We expect parents to support us in these.

f. The school's authority

- i. The Elton Report 1989 established the teacher's authority to set homework and to impose punishments for conduct contrary to the school rules which should be made known to pupils and parents. Such punishments must be reasonable and proportionate to the breach. They may include extra academic work to be completed in or out of school, tasks to assist the school in any reasonable way (including repairing damage), a requirement to stay in school beyond normal hours (detention), withdrawal of privileges or any other reasonable punishments consistent with the school's discipline policy and the law.
- ii. The school makes the final decision about a sanction that applies in any situation. We hope that parents and carers will support our structures and we will try our best to explain the reasons behind our actions. We do not require parental permission or approval to impose detentions or other school sanctions.

g. Appeals

- i. Should parents or carers wish to query or challenge the basis for any sanction, then they should:
 1. Provide new evidence about the incident in question, and asking the Head of Year or department to re-assess the situation.
 2. Ask the Deputy Head (Inclusion) to re-assess the incident and the evidence provided.
 3. Use the school's Complaints Procedure, available on the website

10. HOW DO WE TRACK BEHAVIOUR?

- a. We use a simple online incident reporting system which ensures that colleagues are informed about behaviour so that the correct intervention may be made. Staff enter details onto the behaviour system. Heads of Year keep track of incidents to identify student behaviour trends and plan interventions. We can track particular strands of behaviour and see which groups may be overrepresented in particular events. We expect our system to be prompt, professional and effective

11. WHO DEALS WITH BEHAVIOUR IN SCHOOL?

- a. When behaviour is a cause for concern in school we would expect the following people to be involved on an escalating scale, depending on the severity of the event. The specific roles are set out in the Tallis Behaviour Management Support System [Appendix 2-8]
 - Form tutor or class teacher
 - Head of Year, Subject Leader or Curriculum Leader
 - LSU Manager, SENCO or other member of the support staff: any or all of these post-holders may be involved, depending on the event and the child's behavioural history.

- Assistant Heads (Inclusion and Community & Engagement) and other members of the school's Leadership Group
- Deputy Head (Inclusion)

12. INVESTIGATION

- We will always investigate behaviour incidents where the facts do not readily present themselves. In serious cases, where there is the possibility of fixed-term or permanent exclusions, we will take statements from students involved which may be anonymised for use in presenting a case to governors. Where possible or necessary, we will keep evidence confidential.
- While we are bound by natural justice to ensure that we act correctly, we are not required to match standards of evidence in criminal law. We are required to demonstrate that on a balance of probabilities our behavioural norms have been breached.
- Our investigations may lead us to a judgement that a child is lying. Lying is not unusual while growing up, and testing boundaries is normal. Some children lie habitually or occasionally. We would ask parents to remember that when a child asserts that he or she is telling the truth, that may also be a lie. We teach children that they are more likely to be believed if they usually tell the truth.
- There are times when an incident needs to be investigated before a decision about a sanction can be made. This may be because it is a concern that has been reported without direct evidence or because student accounts of an incident vary. In these instances, the following general procedure is followed:
 - Students concerned are asked to write an account. Staff investigating will ask questions to clarify sequencing, detail or any discrepancies.
 - Witnesses (students or staff) will be asked for an account. Where possible, neutral witnesses will be used.
 - Mobile phone or CCTV footage of the area at the time may be viewed.
 - A decision is made about the likely pattern of events based on the evidence collected. We will decide if a student is involved in an incident using the 'balance of probabilities', our experience and judgement. Schools are not required to use the legal standard of 'beyond reasonable doubt'.
- When an investigation has been completed, we try to make sure that students understand what was wrong with their behaviour so that they might better act in future, or avoid a similar incident. External or internal support may be offered.
- Occasionally matters are referred to the police through our Safer Schools Police Officer. We will inform parents or carers when this happens unless we are advised otherwise by the police, social services or other relevant professionals. Where a police investigation is underway, we will take advice as to whether we should deal with the incident and carry out our own investigation, or whether that should wait until the police are finished.
- When opinions differ about an incident, our investigation or the justice of sanctions, parents may be tempted to canvass opinions or seek to gather evidence outside school. We reserve the right not to take such evidence into account when making a decision.

- h. When a member of staff's account of an incident differs from that of the student or students, it is likely that more credence will be given to the adult's statement. It is not possible to maintain good order in a large community if professionals are not trusted. The consequences of a colleague deliberately seeking to mislead the HT are clearly laid out in employment policies.

13. INTERVENTION

- a. We try to intervene as early as possible to promote good behaviour and prevent patterns of misbehaviour developing. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a large community we will offer support – usually through the year leaders, the LSU or the SEN department. Developing good behaviour so that learning can flourish is our prime motivation in school and we will do whatever it takes to break cycles of bad behaviour and rehabilitate students. We will change a child's classes and seek to end destructive friendship groups, for example, so that he or she can be freed to achieve his or her potential. We will always seek to intervene to prevent a child making a preferential option for bad behaviour or underachievement. We know that the long-term economic and personal effects of underachievement at school are such that we must take every chance to ensure that children maximise their potential.
- b. Informal helpful advice and a listening ear comes through the form tutor. We offer formal counselling through Heads of Year, the LSU, mentors and counsellors employed in school and other agency support. We aim to offer counselling that will enable young people to develop the resilience they need to make their way in the world.
- c. When presenting behaviours are rooted in conflict between students we will organise a Restorative Justice meeting. These meetings are conducted by specially trained staff and are an essential part of establishing sustainable peer relationships
- d. We will include other agencies where this is helpful or necessary to the child.

14. INTERNAL EXCLUSION

We use internal exclusion (in the Internal Exclusion Room) for a serious misdemeanour, especially where learning has been disrupted, adult authority defied, or where we feel that a child might consider a fixed-term exclusion to be a holiday. The IER has different start and end times and rules of conduct.

15. FIXED-TERM EXCLUSION

- a. We use fixed-term exclusion in accordance with the statutory guidance. This says that a decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed-term exclusions should be for the shortest time necessary, bearing in mind that longer exclusions make it more difficult for a pupil to reintegrate into school. Where it is clear that fixed-term exclusions are not being

effective in deterring poor behaviour alternative strategies will be considered. Sometimes, however, a child may have to be repeatedly excluded for an offence while still being supported to change his or her behaviour, in order to safeguard the integrity of the school community.

- b. It is likely that any act of violence against another person where injury is caused (whether intended or unintended) will result in exclusion.
- c. A fixed term exclusion demonstrates that the behaviour was so poor that continued misbehaviour at this level would mean that a student's place at the school would be at risk. The length of a fixed-term exclusion reflects the misbehaviour under consideration and also take into account any previous exclusions and the reasons for these. We usually warn parents, carers and students when a child is at risk of permanent exclusion. However, an individual incident of very serious misbehaviour could cause a decision permanently to exclude to be taken without warning.
- d. We expect that a child returns from fixed-term exclusion through a formal *Return from Exclusion* meeting attended by a parent. This meeting will be led by the student's Head of Year and where relevant attended by an AHT or DHT. The meeting will be recorded our Tallis Plan and Review [TPR] format [Appendix 9]
 - i. A clear explanation of the offence and other concerns will be provided
 - ii. The student and parent will provide views on strengths, concerns and hopes
 - iii. Outcomes and related Actions will be set to meet identified, Learning, Well-being and Safeguarding needs, as well as the hopes of both the student and parent. These actions may include provision from within Tier 2 or Tier 3 of the Tallis Inclusion Framework, as well as referrals to external agencies
 - iv. A review date will be set
 - v. Where a TPR has already been conducted previous Outcomes and Actions will be reviewed before new Outcomes and Actions are set.
- e. A student may spend the first day back from an external exclusion in the Internal Exclusion Room. During this time, where appropriate, a 'restorative justice' meeting will be held.
- f. Where intervention after repeated exclusion proves unsuccessful, a referral to the Greenwich Fair Access Panel (FAP) for a managed move to another Greenwich school or alternative provider can be made.

16. CHILDREN AT RISK OF EXCLUSION

- a. The management of exclusions, Internal, External, FAP Managed Moves and Permanent is supported by our Tallis Exclusions Protocol [Appendix 10]
- b. Children at risk of permanent exclusion will have a Tallis Plan and Review in which parents and other agencies are closely involved in the setting and monitoring of targets, knowing that the failure to meet those targets may result in permanent exclusion.
- c. Children at risk of permanent exclusion may, through the LA protocol and the Fair Access Panel, be offered a managed move to another school as a final fresh start.

17. REMOVING A STUDENT FROM THE SCHOOL SITE

- a. Very occasionally we may ask for a child to be removed from the school site. In accordance with our statutory responsibilities these are where
- i. There is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.
 - ii. A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. *This is not an exclusion.*
 - iii. For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the pupil's parents. *This is not an exclusion and may only be done for medical reasons.*
 - iv. The pupil is given permission by the Headteacher and teacher in charge, or person authorised by them, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. *This is not an exclusion but an authorised absence.* However, if the pupil continues to breach uniform rules in such a way in order to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability and the parent's availability, will need to be considered.
 - v. These are the only circumstances in which pupils may be required to leave the school site. Where a condition of attendance is that pupils should be screened for possession of offensive weapons, and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. *This is not an exclusion, but an unauthorised absence.*

18. PERMANENT EXCLUSION

- a. A permanent exclusion marks the end of a child's time at Tallis. It is the final sanction and one which we do not use lightly. However, we are prepared to take this step to protect the orderly, safe and secure community we prize here. National guidance tells us that
- i. A decision to exclude a pupil permanently should be taken only:
 1. in response to serious breaches of the school's behaviour policy; and
 2. if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
 - ii. Only the headteacher, (or the acting headteacher) can exclude a pupil permanently.

- iii. A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established using the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.
- iv. There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
 - 1. serious actual or threatened violence against another pupil or a member of staff;
 - 2. sexual abuse or assault;
 - 3. supplying an illegal drug; or
 - 4. carrying an offensive weapon.
- v. We will consider whether or not to inform the police where a criminal offence may have taken place. We will also consider whether or not to inform other agencies such as youth offending teams or social workers.
- vi. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.
- vii. In cases where the headteacher has permanently excluded a pupil for:
 - 1. one of the above offences; or
 - 2. persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an Independent Appeal Panel (IAP) to reinstate the pupil.

19. BEHAVIOUR AND EXCLUSION IN THE SIXTH FORM

See **Part 2**.

20. ADMITTING PERMANENTLY-EXCLUDED CHILDREN

Children known to be of volatile or potentially dangerous temperament or transferred to Tallis after permanent exclusion from another school will be thoroughly risk-assessed through the FAP process and by the Deputy or Assistant Head. If he or she recommends to the HT that the child presents an unmanageable risk within current resources, representations will be made to the LA and, where possible, the transfer stopped.

21. MALICIOUS ALLEGATIONS

- a. We will assume that a member of staff has behaved reasonably unless it can be shown to the satisfaction of the HT that this is not the case.
- b. We may exclude a pupil who has made a false allegation against a member of staff. This may be a permanent or fixed-term exclusion.

- c. We will not automatically suspend a member of staff against whom an allegation, including one of using unreasonable force, has been made, but will take advice from the Local Authority Designated Officer.
- d. We will ensure that members of staff against whom such an allegation has been made are supported sensitively in school. We expect colleagues' union representatives to become involved in such cases and we will work in partnership with them.

22. GENERAL BEHAVIOUR MANAGEMENT BY STAFF

- a. The keys to good behaviour are high expectations, clear communication, consistency and brisk intervention. It is important that behaviour is managed as effectively as possible at the earliest level as possible.
- b. **Staff training**
 - i. All staff will be trained in the use of this policy as part of in-school training sessions throughout the year.
 - ii. All teaching staff, permanent or visiting, receive a handy guide to behaviour management each year, setting out
 1. Expectations
 2. Use of rewards and consequences
 3. The importance of dealing with behaviour-related issues quickly, effectively and at source where possible
 4. The particular importance of uniform, punctuality, equipment, classwork, homework, manners and kindness
 5. Supervising corridors, yards and other areas
 6. Referral
 - iii. Colleagues who wish to receive more intensive behaviour training and support will be offered a personal programme which may include LG input, external courses or peer coaching. This is not part of any employment-related procedures. All colleagues should feel enabled to request help and advice without inference of incompetence being drawn as a result.
 - iv. Colleagues new to the school and newly-qualified teachers receive induction training which includes behaviour management. For NQTs this is followed-up by year-long input from the Professional Tutors
- c. **Staff Support**
 - i. We know that behaviour is developed, improved and maintained by consistent application of clear and simple rules allied to high expectations. We know that staff combined in this way makes more impact than many staff acting in idiosyncratically excellent isolation. We understand that this is a 'force multiplier' and always seek to build up the common good in behaviour as well as achievement at Tallis. Teachers owe to one another the enforcement of all of our rules: the more consistent we are, the easier behaviour is to manage.
 - ii. We aim to manage and develop behaviour at Tallis so that our staff feel safe and happy and can achieve their best with the children. We are lucky to

have highly qualified and effective staff and retain them here because it is generally a most rewarding place to work. We will not tolerate behaviour from children which makes staff feel unsafe or undermined.

- iii. We strive to ensure that behaviour advice and support given to teachers by colleagues is positive and supportive, enabling a teacher to build up his or her rapport with and control over a class. When intervention is necessary after an incident, colleagues will seek to work with the teacher involved so that he or she does not feel unsafe or undermined.
- iv. Some classes present particular challenges which are identified quickly. While seeking to timetable children so that destructive combinations are not inevitably thrown together we will seek to identify extra resources where possible to support teachers facing particularly challenging groups. This might involve:
 - 1. extra staffing (if available)
 - 2. planned department intervention
 - 3. Head of Year, SEN or LSU support
 - 4. timetable alterations where possible
 - 5. parental contact
 - 6. directed time meetings for teachers to share experiences and strategies
- v. If a skills deficit is identified in relation to particular newly-presenting issues, or classes, training and support will be offered to meet the need. This will be based on consultation with relevant staff about the issue so that it is clearly focused.
- vi. Subject leaders will make arrangements so that teachers are confident about being able to summon help or support with difficult children. This should include
 - 1. Referral 'parking' arrangements in sixth form or other lessons
 - 2. methods by which a teacher may reach a phone to summon help
 - 3. regular visits by other members of the department to offer support to particular groups
 - 4. planned LG intervention
- vii. Form tutors play a major role in behaviour management by their consistent daily enforcement of rules early at the beginning and end of the day. It is vital to our success that form tutors reinforce punctuality, uniform, equipment and expectations as part of their pastoral role with their class. Form Tutors are given clear instructions about their role and time at the start of the school year to lay the foundations for strong and productive relationships.
- viii. Above all, we know that staff in school set the tone as role models of adult conduct. We demonstrate that by our demeanour, our excellent example and consistent enforcement of high standards

d. LG availability

- i. Leadership Group members will be available **during the day** to check corridors and respond to immediate or planned requests. They will drop in to lessons to check that children are behaving according to expectations.
- ii. Children sent out of lessons should expect to be questioned by LG and the teacher asked if the child should be returned to learn or removed
- iii. Teaching staff will report particularly difficult classes to LG, who will ensure that there is advice and support available.
- iv. A member of the Pastoral Welfare Team can be called to any classroom to support in the removal of a student through the On-Call / Red Card system
- v. Any student removed from a classroom will be detained in the Withdrawal Room until a member of staff from the Curriculum Area has met the student and determined an appropriate follow-up sanction.

23. ALLOCATING SCHOOL RESOURCES

- a. At Tallis we undertake an annual review of the resources needed to ensure the success of this policy, including reviews of:
 - i. staffing: *staffing levels; training and development; time provision; workload; health and safety.*
 - ii. record keeping: *provision of administrative and record keeping systems and monitoring arrangements (including use of ICT).*
 - iii. curriculum review and alternative provision: *alternative education provisions for pupils, including the use of off-site provisions (where available); review of curriculum; use of curriculum flexibility; on-site facilities where possible and appropriate (e.g. time out, access to learning support, counselling or mentoring); flexibly-timetabled schooling.*

24. POLICY MONITORING

This policy has been arrived at through consultation with staff, parents and governors. It will be reviewed annually. Measurable outcomes will be reported to Governors' Community Committee.

Appendix 1

DfE 2011 'Charlie Taylor's behaviour checklists', as recommended in DfE 2014 Behaviour and Discipline in Schools.

The following are expectations of teachers.

Classroom

- *Know the names and roles of any adults in class.*
- *Meet and greet pupils when they come into the classroom.*
- *Display rules in the class and ensure that the pupils and staff know what they are.*
- *Display the tariff or sanctions in class.*
- *Have a system in place to follow through with all sanctions.*
- *Display the tariff of rewards in class.*
- *Have a system in place to follow through with all rewards.*
- *Have a visual timetable on the wall.*
- *Follow the school behaviour policy.*

Pupils

- *Know the names of children.*
- *Have a plan for children who are likely to misbehave.*
- *Ensure other adults in the class know the plan.*
- *Understand pupils' special needs.*

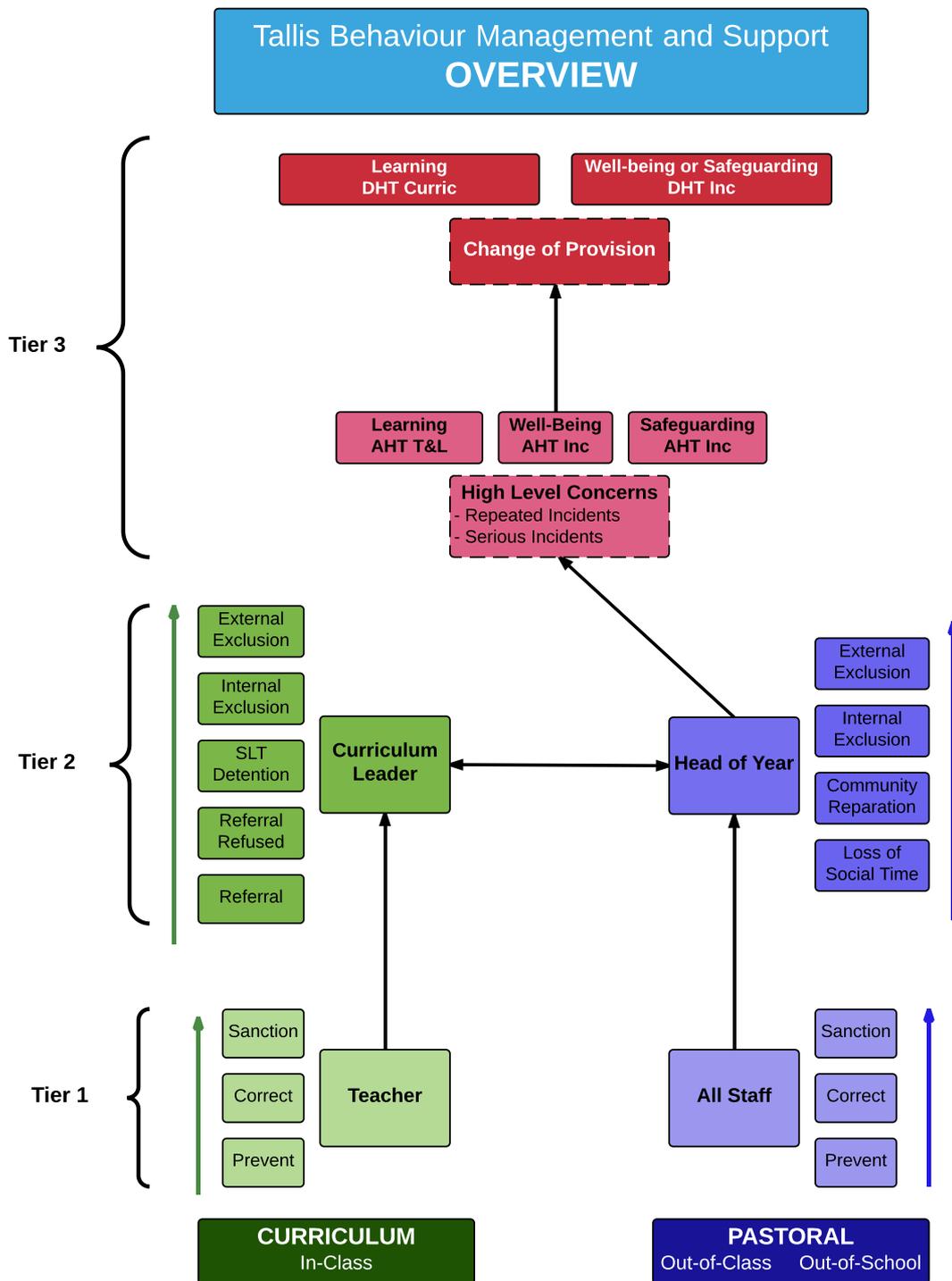
Teaching

- *Ensure that all resources are prepared in advance.*
- *Praise the behaviour you want to see more of.*
- *Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).*
- *Differentiate.*
- *Stay calm.*
- *Have clear routines for transitions and for stopping the class.*
- *Teach children the class routines.*

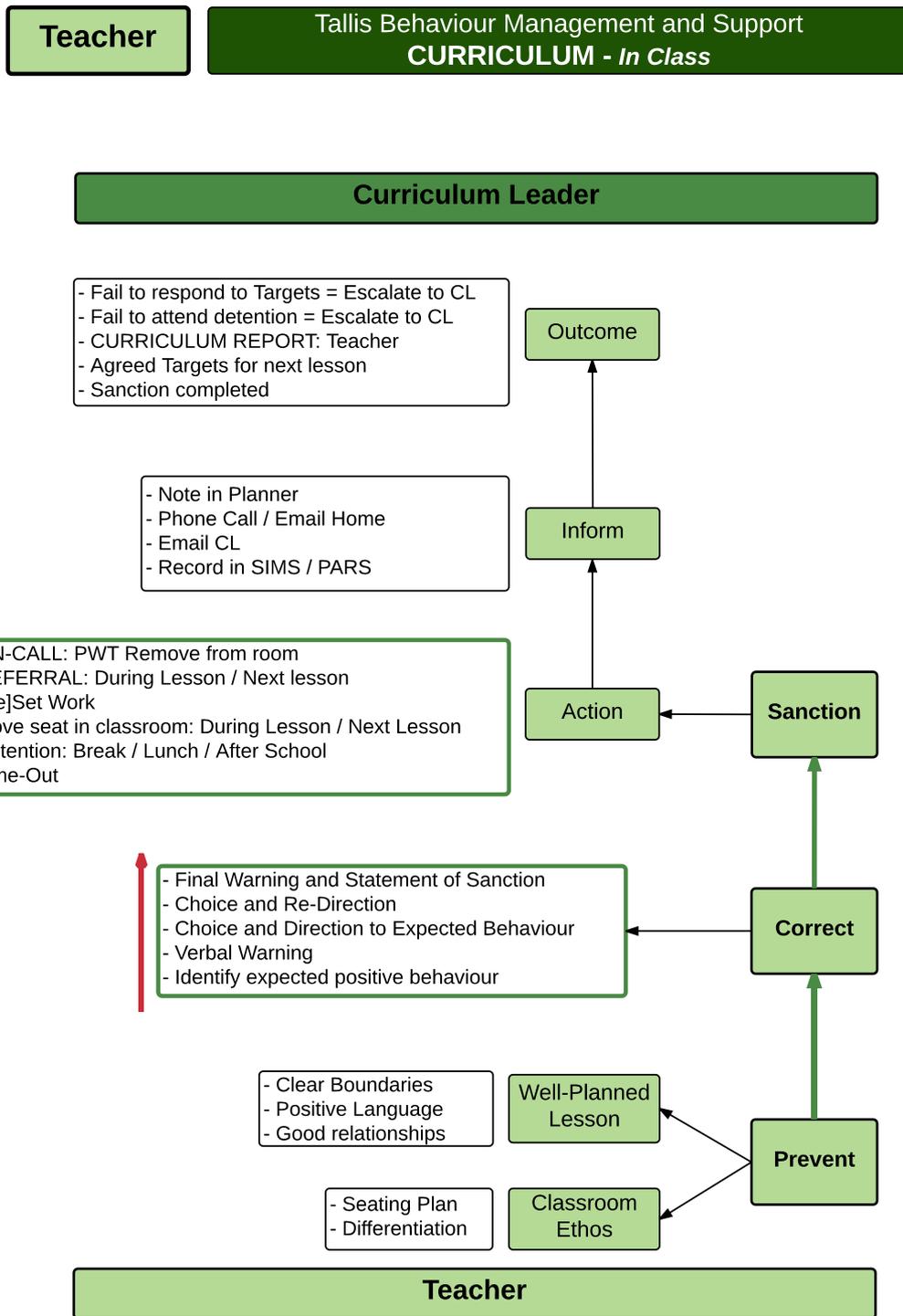
Parents

- *Give feedback to parents about their child's behaviour – let them know about the good days as well as the bad ones.*

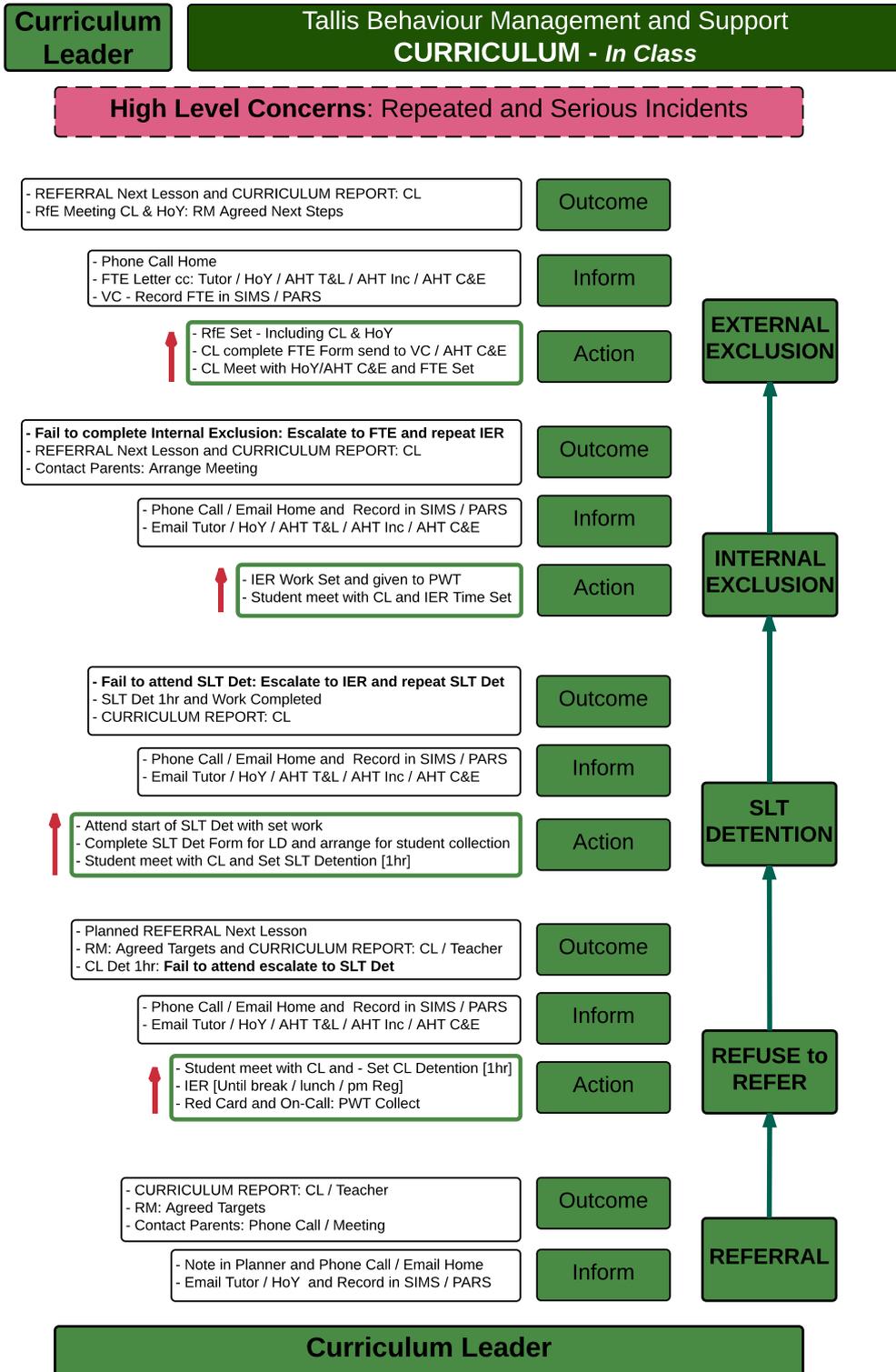
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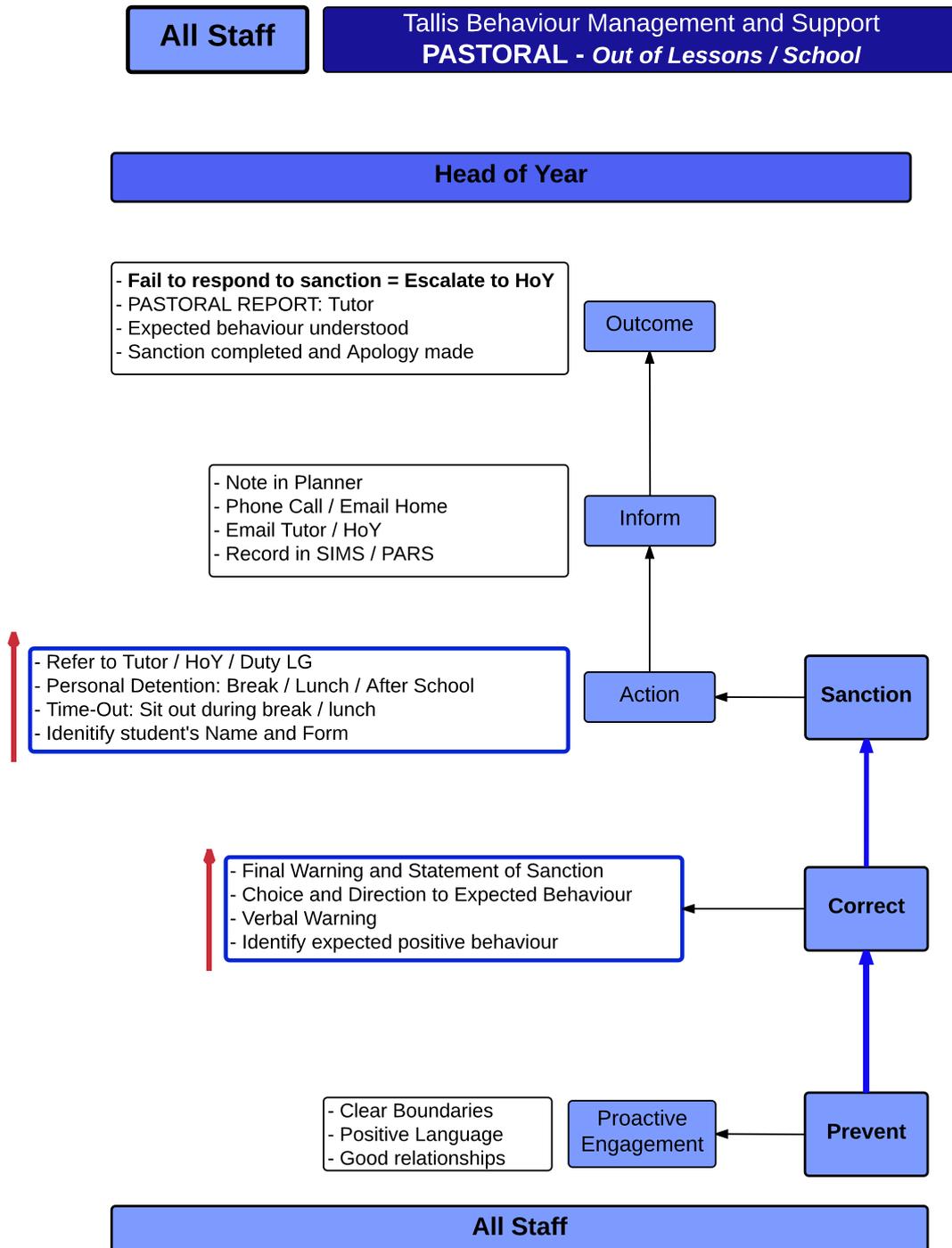
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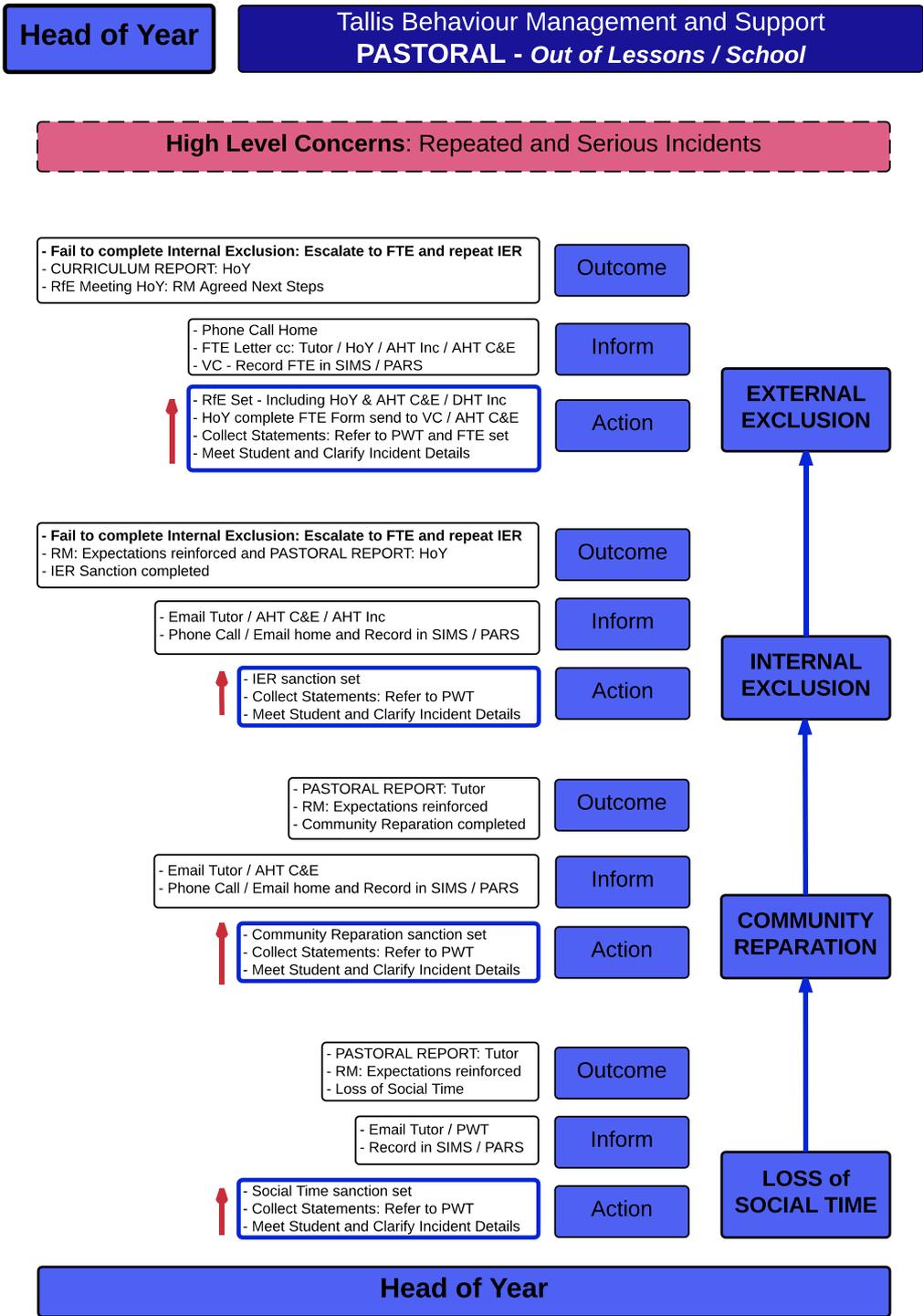
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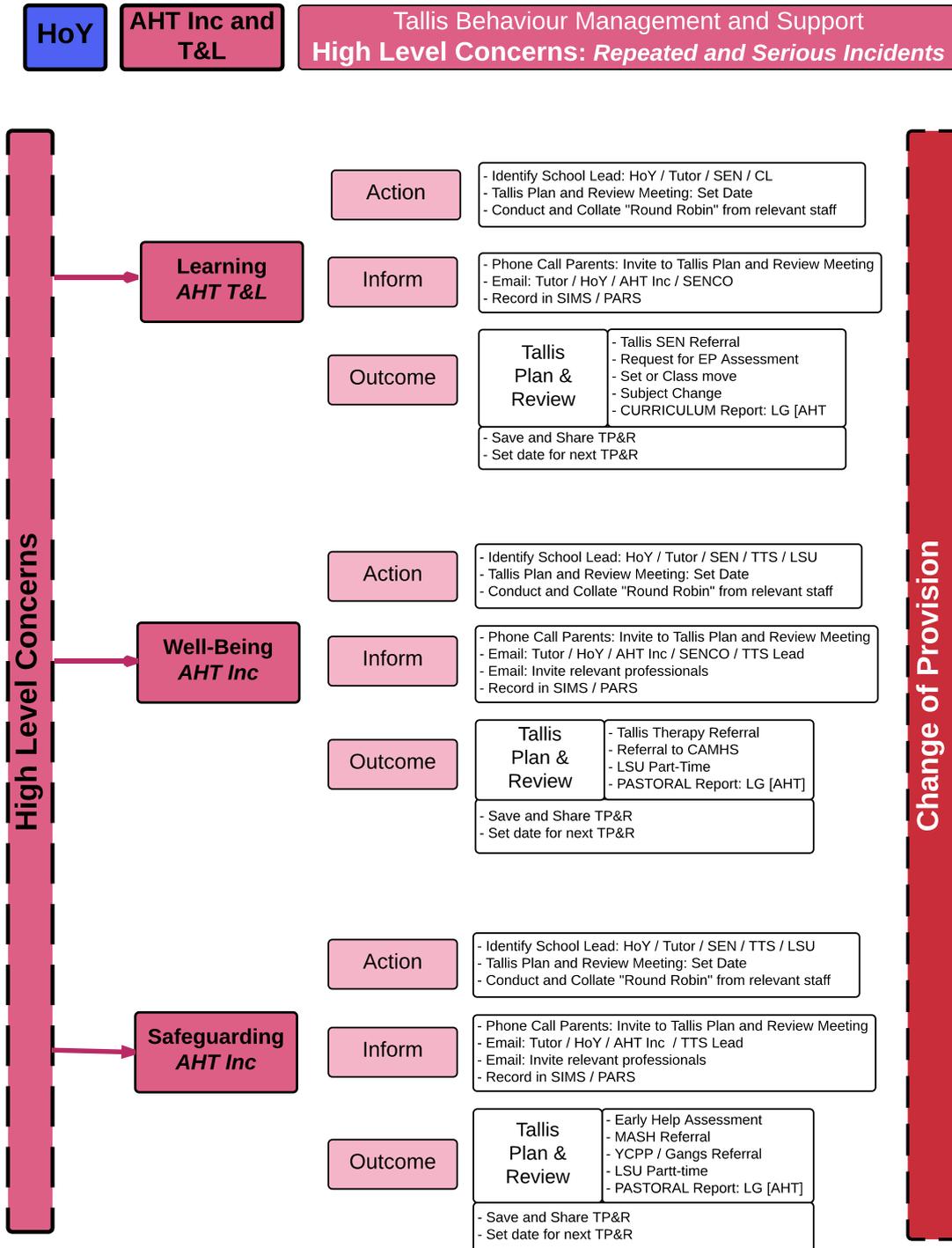
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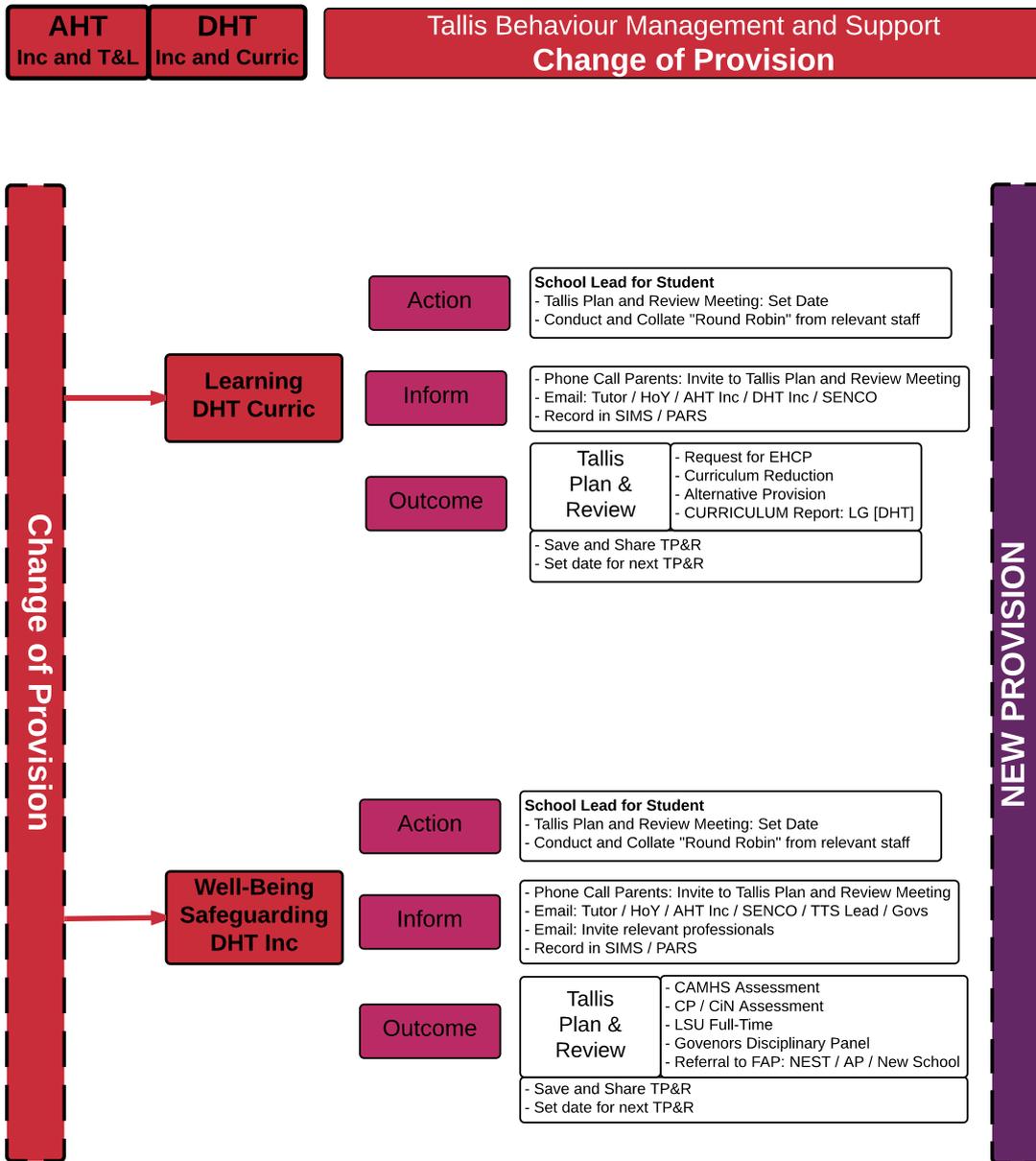
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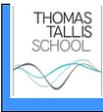
Appendix 7



Appendix 8



Appendix 9

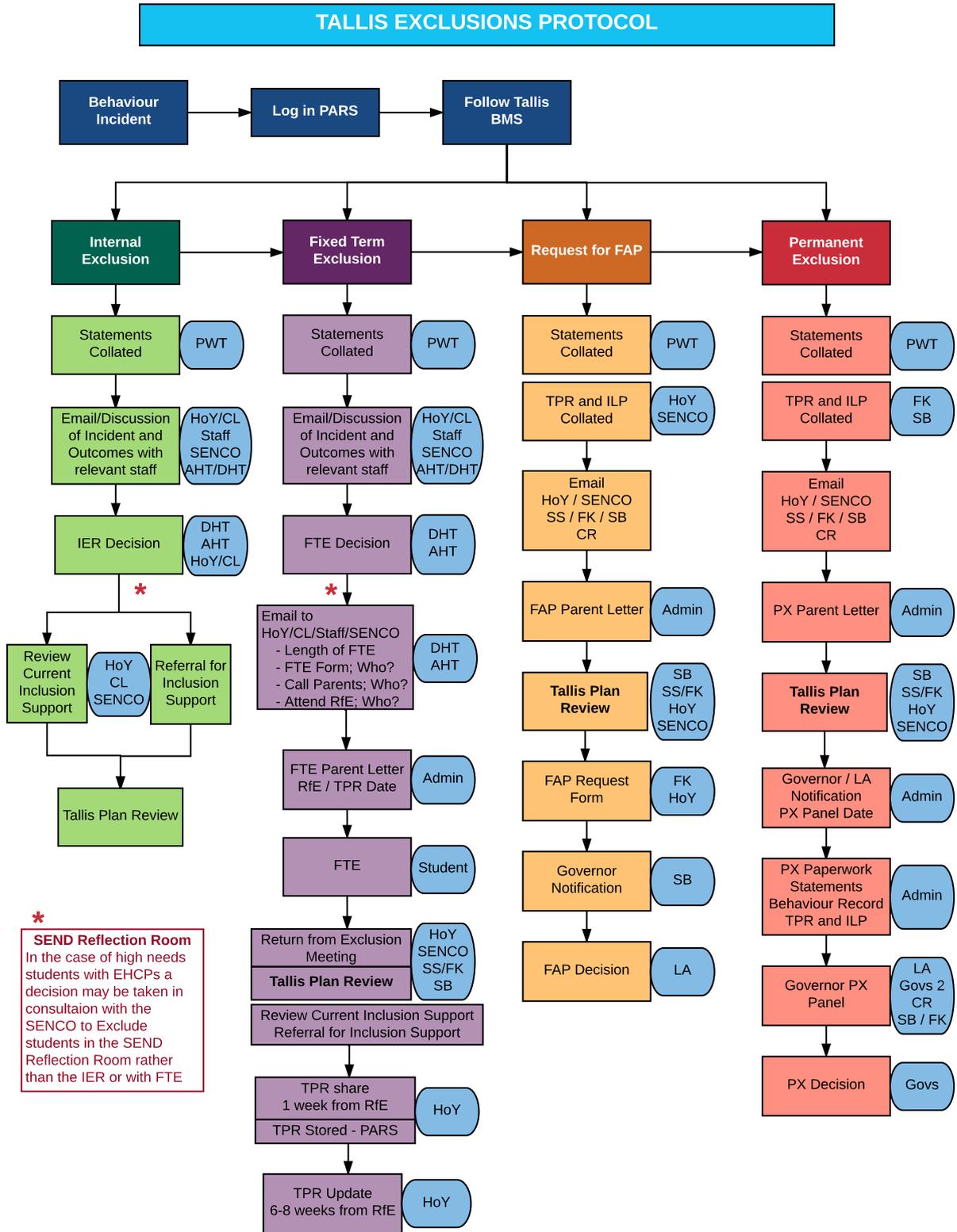
	<h1>Thomas Tallis Review Meeting Form</h1>	DATE OF REVIEW:
Student Name:	Date of Birth:	
Context of Meeting:		
1. Welcome, introductions, ground rules and what to expect in this review.		
2. What do we like and admire about...? Everyone makes a positive comment(s) on the child's character, strengths and achievements.		
3. Student's Views: What's going well? What are they worried about? What are they hoping for? WW (What's well) Concerns Hopes		
4. Parent(s) Views: What's going well? What are they worried about? What are they hoping for? WW (What's well) Concerns Hopes		

5. Review of PREVIOUS Outcomes/Actions: What is going well? and What is not going well? Comment on progress, successful strategies and problems/barriers to success.					
Desired Outcome	Action	Who will do this?	By When?	Progress?	Date Closed?

6. NEW Desired Outcomes/Further Actions: What do we want to achieve, how will we do it? Desired Outcome/Hopes and Goals				Actions Agreed To Do?	Who will do this?	By When?
				·		
				·		
				·		
				·		
				·		
				·		

7. Conclude with a positive summary of the meeting

Appendix 10



*** SEND Reflection Room**
 In the case of high needs students with EHCPs a decision may be taken in consultation with the SENCO to Exclude students in the SEND Reflection Room rather than the IER or with FTE

Tallis Plan Review Meetings - should always include the student and their parent/carer as well as key members of Tallis staff