



BEHAVIOUR POLICY

Author	Tom Williams
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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

Everything we do at Thomas Tallis has its roots in our school plan and our aim to help young people understand the world and change it for the better.

1. THOMAS TALLIS ETHOS AND EXPECTATIONS

- a. Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth. We expect that our whole community will follow this policy consistently, support one another and work collaboratively to help maintain and improve behaviour.
- b. We expect adult members of our community to live by the Principles of Public Life. We want our young people to value such attributes as selflessness, honesty, accountability, openness, integrity, objectivity and leadership.
- c. Adults are also expected to uphold the virtues of the Framework for Ethical Leadership in Education and set an example of trust wisdom, kindness, justice, service, courage and optimism
- d. We expect the Tallis Characteristics of respect, kindness, honesty, optimism and fairness to be the foundation of all interactions between students and staff.

2. THOMAS TALLIS BEHAVIOUR POLICY

- a. Our Behaviour Policy sets out how we will educate our students to develop the personal skills and discipline which build up an equitable, safe and happy community from which they may succeed as useful citizens.
- b. 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.
- c. 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.
- d. This policy will be upheld in accordance with governors' responsibilities under the Public Sector Equality Duty.
- e. 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 [DFE's 2016 document Behaviour and Discipline in Schools](#).

3. THE USE OF OUR POLICY

Our policy is designed to

- a. Fulfil the aims of our school plan.
- b. Promote the conditions in which young people can learn effectively and happily.
- c. Maintain and encourage the highest standards of good behaviour in school.
- d. Maintain good order on transport, educational visits or in other placements
- e. Ensure behaviour which does not threaten the health or safety of pupils, staff or members of the public.
- f. Apply to all years, though implementation will differ in accordance with students' ages. There is an appendix covering specific aspects of 6th form behaviour.
- g. Provide protection to staff and students from harmful conduct by students of the school when off the school site.
- h. Provide reassurance to the public about our school's care for and control over pupils, thus protecting the reputation of the school.

4. WHERE THE POLICY APPLIES

- a. This policy applies to any student on roll at the school
- b. The Elton Report (1989) and Government legislation in 2010-11 supports the principle of school authority extending beyond the school to:
 - i. any off-site activity which is a continuation or extension of schooling such as a field trip or a school journey
 - ii. students wearing school uniform or otherwise identifiable as being a student at the school
 - iii. a student travelling to and from schoolor behaves in such a way as to
 - iv. have repercussions for the orderly running of the school,
 - v. pose a threat to another pupil or member of the public (in or out of school)
 - vi. adversely affect the reputation of the school
- c. At Tallis we actively seek to manage behaviour in school, on trips and buses and in our local area immediately before or after school. We work as closely as necessary with neighbourhood police or other agencies, such as transport providers to follow up rigorously on poor behaviour out of school.
- d. Though we have little power in this area, we work hard to address harmful and abusive behaviour where this happens remotely using social media.

5. WHY IS GOOD BEHAVIOUR IMPORTANT?

- a. Schools have a duty to build and maintain an orderly and cohesive community. Good behaviour expectations, consistently applied, are the glue of our community at Tallis and help develop students so they can change the world for the better.
- b. We expect our students to aspire to the highest standards of personal behaviour, though some will need extra support to maintain it. In this way, our students may be enabled to reap the life-long personal and economic advantages of good, trustworthy behaviour.
- c. No well-behaved child should have his or her education or development harmed by the bad behaviour choices of others.
- d. In 2013 the Department for Education said *'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.'* We try very hard for this at Tallis.

6. WHO IS RESPONSIBLE FOR GOOD BEHAVIOUR?

- a. The first responsibility for good behaviour lies with the child.
 - i. While most children have an innate sense of right and wrong, of sharing and fair play, some find them harder lessons to learn. We explain our behaviour expectations clearly to students and uphold them consistently.
 - ii. Students have a responsibility to listen and respond properly to adults and to each other, accept sanctions, and use appropriate language at all times.
- b. We work in partnership with parents and carers to create and maintain good behaviour.

- i. Parents and carers have a responsibility to prepare their children appropriately for school and to support the school's behaviour policies, including rewards and sanctions.
 - ii. Parents and carers can expect the school to inform them of their expectations and behave fairly and reasonably in its application of this policy.
- c. Governors have a responsibility to consult upon and uphold the agreed policy, and hear any complaints arising from it.
 - i. The monitoring of the policy will be carried out by the Governors' Inclusion Committee.
 - ii. Complaints are heard through the Complaints process. The Complaints Policy is available under the 'Community' menu on the school website.

7. WHAT IS GOOD BEHAVIOUR?

- a. At Tallis we define good behaviour as that which reflects and promotes our Tallis Character aims of fairness, kindness, honesty, optimism and respect. 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.
- b. Good behaviour supports and is developed by the habits of mind which characterise our teaching and learning: Inquisitiveness, collaboration, persistence, discipline and imagination.
- c. The simplest basic requirement of good behaviour in community is good manners. We expect young people to be pleasant and friendly, saying 'please' and 'thank you', addressing adults respectfully and showing consideration for others at all times.
- d. We expect our young people to show respect to others including those in authority and 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 without any rude, threatening or abusive behaviour.

8. WHAT IS BAD BEHAVIOUR?

- a. At Tallis we define bad behaviour as that which does not reflect our Tallis Character or harms our community.
- b. Bad behaviour can be wrong actions or poor choices taken, caused or facilitated. 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 and the community may flourish. This helps them all to be good citizens and lead happy lives.
- c. Extended and easy access to the internet and mobile devices has made some aspects of bad behaviour easier to spread over a wider number of people. If bad behaviour is facilitated through technology, we take the same action.

9. HOW DO WE MAINTAIN GOOD BEHAVIOUR?

- a. We have a simple code of conduct (Tallis Expectations) 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, by daily interactions with tutors, teachers and the pastoral welfare team.
- b. We expect good behaviour as a norm at Thomas Tallis and have rewards for subjects which may include
 - i. praise
 - ii. positive feedback in books and planners
 - iii. reward points on Bromcom
 - iv. department commendations
 - v. postcards, letters and phone calls to parents and carers
 - vi. praise in weekly assemblies
 - vii. Celebration assemblies and school awards events
 - c. Good behaviour is expected whether or not rewards are given for it
 - d. Tallis adults model excellent behaviour to our young people and each other.
 - e. Where students choose bad behaviour we have a range of responses. These responses may include,
 - i. Redirecting the student , talking privately with them and offering guidance
 - ii. verbal reprimand, noted in planner
 - iii. contact with parents or carers;
 - iv. loss of privileges and imposition of tasks
 - v. time out of class or time out of circulation (sustained if serious)
 - vi. Subject referral from one lesson to another
 - vii. Escalating detentions (from teacher to senior leadership group)
 - viii. A 'red card' removal from a lesson where for more extreme poor behaviour
 - ix. time on report to a tutor, teacher, Curriculum Leader, Head of Year or a member of the senior team.
 - x. referring matters to the subject leader, personal tutor, year leader, SEN team, Assistant or Deputy Headteacher and Headteacher as appropriate;
 - xi. referral to external agencies;
 - xii. time in the school's withdrawal room or Internal Exclusion Room
 - xiii. suspension (up to 5 days)
 - xiv. suspension (between 6 and 45 days, served in the behaviour unit of a partner school)
 - xv. temporary movement to the Tallis Off Site Learning Centre
 - xvi. a trial 'managed move' to another school for 6 weeks
 - xvii. Exclusion
 - f. The aim is always to de-escalate through the behaviour management approach indicated in the Tallis appended chart (Appendix 1)
 - g. Where de-escalation is unsuccessful, the escalation of these sanctions and those responsible for applying them are identified on the Tallis Behaviour Management and Support System (Appendix 2). Whilst these sanctions suggest escalation, the choice of which sanction to use, and when, will largely depend on the seriousness and repetition of the poor behaviour.
 - h. Sanctions demonstrate the disapproval of the school and help deter other students from behaving similarly.

10. INTERVENTION

- a. As a trauma informed school, we try to intervene as early as possible to promote good behaviour, support students to make good decisions and prevent patterns of misbehaviour developing.
- b. 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 Heads of Year, the Pastoral Welfare Team, the Learning Support Unit or the SEND department.
- c. 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 may 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.
- d. We know that the economic and personal effects of underachievement at school are long-term so we will intervene to prevent a child choosing bad behaviour or underachievement. This may include tutors, Heads of Year, the pastoral welfare team, the Learning Support Unit, counsellors and a host of other agencies.
- e. Interventions should try to enable young people to develop the resilience they need to make their way in the world.
- f. When behaviour is caused by conflict between students we will organise a 'Restorative' meeting. These meetings are conducted by specially trained staff and are an essential part of our behaviour management.
- g. Where appropriate, a reset meeting may be arranged with a student and a member of staff to 'clear the air' and to set expectations and boundaries for the future.

11. PARTNERSHIP WITH PARENTS

- a. Parents and carers are a key part of our success at Tallis. We therefore expect parents to support teachers and uphold the school's discipline and authority, because children need to see unity and know boundaries in the adults who care for them.
- b. We expect parents or carers to ensure that their children attend school regularly, wearing full uniform and well equipped.
- c. We need parents or carers 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 student defiance.
- d. We will support parents or carers 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.
- e. We expect parents or carers to 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.
- f. If an event concerning Tallis children happens at night, weekends or holidays we will not necessarily take action or issue follow-up sanctions in school, as children are their parents and carers responsibility at that point. If a criminal offence has been committed we always advice parents and carers to contact the police and are happy to

- put them in touch with our school police officer. If a parent or carer will not do this, it is not the school's responsibility to take action instead.
- g. We ask that parents or carers to maintain regular contact with us in school including providing absence notes, attending parents' evenings and signing the student planner. The first contact should usually be the tutor or teacher.
 - h. We strive to keep our students 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. Such issues should be kept out of school.
 - i. While in our care, a child must obey our rules. Occasionally a parent or carer may instruct a child not to comply with our requirements. This undermines our authority and we ask parents to note that
 - j. '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).
 - k. 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.
 - l. In all of this, we wish to work in partnership with parents and carers so that good behaviour taught in the home might be reinforced at school and vice-versa.
 - m. We know that for many young people adolescence is turbulent and equally difficult for their families. Sometimes parents and carers find their children's behaviour very hard to manage. We can offer support from our years of dealing with adolescents, and by directing or referring parents to other specialist services.
 - n. However, our responsibility is to the maintenance of a larger, orderly and happy community focussed on the common good so we do not negotiate behaviour expectations for individual children with parents. While an individual's needs may be considered, the same rules, expectations and benefits apply to all.
 - o. The Tallis Agreement (our home-school agreement) makes our expectations clear and is signed by school, all parents and children after admission. (Appendix 3)

12. EXPECTATIONS OF BEHAVIOUR FOR STUDENTS WITH ADDITIONAL NEEDS

- a. We pride ourselves on Tallis being a fully inclusive community and having a high standard of pastoral care for all students. We believe all students, whatever their needs or background, can learn to behave appropriately, but that some may need additional support in order to achieve this.
- b. We believe in a trauma informed approach, considering behaviour as a form of communication and often use reflection and therapy to support students in behaving more appropriately. These may include such specialist spaces as The Learning Support Unit, The Reflection Room, The SCALI centre, the Withdrawal Room or the Internal Exclusion Room. All of these spaces have varying elements of reflection included in them, depending on the level of need. We may also explore the use of school counsellors and external agencies.

- c. Our standards of expectation for behaviour remain the same for all students. However, we will consider additional needs in how we choose to respond to that poor behaviour; both in approach and choice of sanction.
- d. In deciding how to sanction a student with additional needs, consideration will be given to how best to make clear to the student that their behaviour was unacceptable. This will be balanced against the impact of the behaviour, the public nature of the behaviour, and the message the school response sends to the wider community.
- e. We abide by the [SEND codes of practice 2014](#)

13. PERSONAL POSSESSIONS

- a. Many difficulties in school are caused by issues with students' personal possessions. It is customary for schools to restrict the appearance of valuable or treasured items, such as jewellery, electronic devices or large amounts of money. If they are bought into school, they are the student's responsibility.
- b. Students may not use headphones or mobile devices in the school building at any time other than the canteen during break times.
 - i. Any mobile device or headphones seen in the building, or outside the building during lesson change times, will be confiscated and placed in a safe place. The student may collect it at the end of the day.
 - ii. If a student's phone or headphones are confiscated three times, then on the third occasion a parent or carer must come to the school to collect them.
 - iii. Further measures will be taken to prevent further incidents. A student may be required to hand their mobile phone in every day.
 - iv. The school can and may decide to ban a student from having a mobile device in school.

14. BANNED ITEMS

- a. The following items are never allowed in school:
 - i. Alcohol and Cigarettes,
 - ii. Illegal Substances,
 - iii. Dangerous Substances – for example: Solvents, Lighters, Aerosol sprays,
 - iv. Fireworks or Bangers,
 - v. Illegal items – for example: any form of weapon or knife.
 - vi. Material which is racist, pornographic or likely to incite violence (including digital)
- b. 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 officer and may result in a referral to the Royal Borough of Greenwich Fair Access Panel (FAP) for a move to another school, or an exclusion. We may search students for such items.
- c. The following items may be confiscated and not returned
 - i. energy and fizzy drinks
 - ii. food that may have a bad impact on student behaviour
 - iii. items that may have a bad impact on student behaviour
 - iv. food or other items sold by students: we do not allow them to exploit one another for gain

15. SEARCHING AND SCREENING

- a. The 2018 DfE guidance on searching and screening, states that any member of staff may search a student if they agree. It also states that we may search and screen students (and their possessions) without consent where there are reasonable grounds to suspect they have banned or illegal items.
- b. The headteacher, and those to whom they provide authority, may search students. This will most commonly be senior staff and members of the pastoral team. For searches without consent, a member of the senior team must be informed.
- c. A member of staff searching should be the same sex as the student being searched, although may be adjusted if the search takes place on a school trip.
- d. 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 that if a staff member has a 'good reason' to examine or erase data or files they 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.
- e. Schools are permitted to search without a pupil's consent for,
 - i. stolen items
 - ii. knives, weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or pornographic images
 - iii. any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - iv. 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.
- f. We may remove clothing which is not next to the skin. We may not conduct an intimate search: only a police officer may do so.
- g. We may search possessions including bags, lockers, phones etc.
- h. We may seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline
- i. A refusal to comply with a search will result in the student being sanctioned.
- j. In line with the DfE guidance we may screen students using a hand held metal detector without requiring consent. Any member of staff may do this and a refusal to undergo screening will mean that a student will not be permitted to stay on the premises.
- k. A formal record will be made of all searches other than those that are part of routine screening.

16. Cyberbullying: offensive and hurtful Online Information and Lies about Staff

- a. Social media affords unlimited opportunities for children to be creative for good or ill. But from time to time we experience upsurges in offensive or hurtful information and untruths being posted online about staff. If this happens, we take advice from national associations and unions as well as trying to address incidents and trends in school. At Tallis we have a good track record in protecting staff and in managing social media problems. However, the medium is not susceptible of a swift resolution and these events will test our skills further.

- b. If such incidents are reported we will act as follows:
 - i. Online abuse will be taken as seriously as face-to-face abuse.
 - ii. Parents will always be involved
 - iii. Where a member of staff is the victim of cyberbullying, the school will respond as thoroughly as it would to any other types of bullying
 - iv. This support will include taking steps to have the image removed
 - v. We will also support the member of staff in any attempts they make to have offensive material removed from the internet.
 - vi. The school's system of sanctions will be used to punish children found to have posted offensive or hurtful information or untruths about staff.
- c. Therefore, if offensive or hurtful information is posted online, for instance, by a pupil or parent, staff should not respond to the message. They should make copies of all offensive content, including screenshots and URLs, and bring them to school, reporting it to their line manager, the HR department, any member of the Leadership Group or the Head.
- d. Staff may use the reporting procedures of the site involved to have the material removed. School or unions can advise on how to do this.
- e. The Head will seek the support of parents with our behaviour expectations and carry out risk assessments to protect staff from online abuse. Thomas Tallis School has a statutory duty of care for the health, safety and welfare of staff and will take reasonable steps to support teachers who experience online harassment and abuse. No colleague should be left at risk of abuse from pupils or parents whether online or offline. Harassment, bullying and abuse are never tolerated as just 'part of the job'.

17. DETENTION

- a. Schools are not required to inform parents or carers about detention and it is not the school's responsibility if the student chooses not to inform parents or carers.
- b. However, we will aim to inform parents or carers of any detentions longer than 30 minutes in advance of the detention. Detentions will normally be logged via Bromcom.
 - i. 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.
 - ii. If the student has deliberately missed the detention, more time or further sanctions may be added.
 - iii. The timing of a detention is non-negotiable. However, a parent may request a change with good reason.
 - iv. We expect parents and carers to support us in all of these including detentions, meetings and interventions based in the Internal Exclusion Room, Reflection Room or Learning Support Unit.

18. COMPULSORY EXTRA STUDY AND INTERVENTION

- a. The school has a duty to help students achieve and to not fall into habits of work-avoidance which will affect their later lives. Therefore, we identify young people who need extra support and may require them to stay at school later.
- b. 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.

- c. The school makes the final decision about a sanction that applies in any situation without needing parental permission. We expect that parents and carers will support our structures but will always try our best to explain our reasons.

19. APPEALS

- a. Should parents or carers wish to query or challenge the basis for any sanction, or disciplinary process they should provide new evidence about the incident in question and communicate with the teacher or tutor who has set the detention
 - i. If they are unhappy with the response, they may ask the Head of Year or Curriculum Leader to re-assess the situation.
 - ii. If they are still unhappy with the response, they may ask the Assistant Head (Behaviour) to re-assess the incident and the evidence provided
 - iii. If they remain unhappy with the response they should use the school's Complaints Procedure, available on the website.

20. TRACKING BEHAVIOUR

- a. We use a simple online incident reporting system which ensures that colleagues and parents are informed about behaviour so that any necessary follow up can occur. We expect,
 - i. staff to enter details onto the behaviour system as soon as practicable.
 - ii. tutors, Heads of Year, curriculum leaders and senior staff to keep track of incidents to identify student behaviour trends and plan interventions.
 - iii. parents or carers to monitor Bromcom so that they are aware of their child's behaviour.
- b. We track strands of behaviour and see which groups may be overrepresented and then take steps to ensure that we are behaving both fairly and effectively. Such considerations are reported to governors regularly.

21. WHO DEALS WITH BEHAVIOUR IN SCHOOL?

- a. When behaviour is a cause for concern, the person who deals with the misbehaviour will depend on when and where it takes place, as well as its level of seriousness. The class teacher or form tutor will deal with most misbehaviour, but this may be escalated to the curriculum leader, head of year, Assistant or Deputy Headteachers and ultimately the Headteacher. See Appendix 4 for overall escalation procedure.
- b. The decision about which school staff to involve is made in school. Parents and carers may not refuse to see or work with a particular member of staff.
- c. Parents and carers may request to see particular staff. The Headteacher will decide if that request is to be met.

22. INVESTIGATION

- a. We will always investigate behaviour incidents where the facts do not readily present themselves.
- b. In serious cases, where there is the possibility of a suspension or exclusions, we will take statements from students involved. Where possible or necessary, we will keep evidence confidential.
- c. Natural justice demands that we act correctly but we are not required to match standards of evidence in criminal law. It is usual for interpretations of events to differ between students, as well as between young people and adults. We are required to demonstrate that on a balance of probabilities our expectations have not been met.
- d. 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.
- e. 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:
 - i. Students concerned are asked to write an account.
 - ii. Witnesses (students or staff) will be asked for an account. Where possible, neutral witnesses will be used.
 - iii. Staff investigating will ask questions to clarify sequencing, detail or any discrepancies.
 - iv. Mobile phone or CCTV footage of the area at the time may be viewed.
 - v. A decision is made about the likely pattern of events based on the evidence collected.
- f. 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. We would ordinarily expect students to take part in a 'reset' meeting where those present can reflect on the events, make relevant apologies and establish ground rules for the future.
- g. 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 we will believe 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.

23. INVOLVING THE POLICE

- a. Occasionally matters are referred to the police through our school 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.

- b. 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 before the school takes further action.

24. PHYSICAL FORCE

- a. While the use of physical force is rare, we may legally 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. When physical force is used, a record will be kept and parents will be informed.
- c. Key staff have been trained in positive handling. We abide by [Keeping Children Safe in Education 2020](#) with regards to the guidance in the use of restraint.

25. INTERNAL EXCLUSION

- a. 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 deliberately wish to be suspended.
- b. The IER has different start and end times and codes of conduct which are made clear to students.
- c. Failure to meet the expectations of conduct in the IER may result in escalation to a Suspension. We will aim to warn students if their behaviour is failing to meet the expectations of the IER, but this is not a pre-requisite for escalation.
- d. Time given in the IER must always be served. If a child escalates his or her behaviour so that a suspension is given, the full punishment time in the IER must be served on the child's return from suspension.

26. SUSPENSION

- a. Suspension is as a result of behaviour so poor that a continuation would mean that a student's place at the school would be at risk.
- b. We use suspensions in accordance with the statutory guidance. This says that a decision to suspend a student for a fixed period should be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant an exclusion and lesser sanctions such as detention are considered inappropriate.
- c. Suspension may also be used where the students have already received an internal exclusion, but this has seemingly failed to rectify the misbehaviour.
- d. Individual suspensions will aim to be for the shortest time necessary. However, the time given for a suspension will be decided based on the seriousness of the event and/or any previous suspensions for similar misbehaviour.
- e. Where it is clear that suspensions are not being effective in deterring poor behaviour alternative strategies will be considered.
- f. Sometimes a child may 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.
- g. Any act of violence against another person where injury is caused (whether intended or unintended) will result in suspension.

- h. We expect that a child returns from suspension through a formal return from suspension meeting attended by a parent or carer. This meeting will be led by the student's Head of Year and where relevant attended by an AHT or DHT and other agencies. The meeting will be recorded on a T3 form. (Appendix 5). This meeting will review the support in place and establish targets, knowing that the failure to meet those targets may result in exclusion.
- i. Any SEND student returning from a suspension will have a Tallis Plan and Review meeting where their needs and support will be fully assessed.
- j. A student will always spend the first day back from an suspension in the Internal Exclusion Room. If there are outstanding days remaining to be served in the IER, those must also be served. These are not negotiable. During this time, where appropriate, a reset meeting will be held with staff involved in the incident.
- k. Where intervention after repeated suspension 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.

27. STUDENTS AT RISK OF EXCLUSION

- a. The management of exclusions, Internal, External, FAP Managed Moves and Permanent is supported by our Tallis Exclusions Protocol (Appendix 6).
- b. Students who receive multiple suspensions may expect to meet with a governor's panel to review the progress being made towards these targets.
- c. Children at risk of exclusion may, through the LA protocol and the Fair Access Panel, be offered a managed move to another school as a final fresh start.
- d. The headteacher has the power to direct a pupil off-site for education to improve their behaviour

28. REMOVING A STUDENT FROM THE SCHOOL SITE

- a. Very occasionally we may ask for a student to be removed from the school site. In accordance with our statutory responsibilities these are where
 - i. there is sufficient evidence that a student has committed a disciplinary offence and allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. In these circumstances they may be suspended from school for a fixed period or excluded.
 - ii. a student 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 for that student to be educated off site for a certain period, subject to review at regular intervals. This is not a suspension.
 - iii. for medical reasons (including mental health) a student's presence on the school site represents a serious risk to the health or safety of themselves, other students or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the students' parents. This is not a suspension.
 - iv. the student 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 a suspension but an authorised absence. However, if the student continues to breach these rules 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 be considered.

- v. where a student has refused to be searched or screened as referenced in point 15
- b. These are the only circumstances in which pupils may be required to leave the school site.

29. LEARNING AWAY FROM THE MAIN SCHOOL SITE

- a. There are occasions when the headteacher may decide that a student will need to be educated away from the main Tallis school site. Tallis has an offsite learning centre locally where Tallis staff will continue to educate students away from the main body of the school.
- b. This centre is called TOFFS which is short for 'Tallis Offers a Fresh Start'.
- c. While this remains at the Headteacher's discretion, typical reasons for placement at TOFFS will include,
 - i. where a student has received multiple suspensions and may need support to rectify their behaviour
 - ii. where the student would benefit from some reflection time away from the main school
 - iii. where the safety of the community may be put at risk until a matter has been dealt with
 - iv. where a student is awaiting a change of school placement
 - v. where a student is struggling to attend Tallis and may benefit from a smaller learning community
- d. Appendix 7 details the approach taken at TOFFS and the reintegration process for students for students returning to the main Tallis site.
- e. All TOFFS students are 'on roll' and part of the Tallis community. Therefore, the expectations contained in this behaviour policy apply to all students attending TOFFS in the same way as for any Tallis students.

30. EXCLUSION

- a. We follow the 2017 [DFE guidance](#) on suspensions in maintained schools ([updated in 2020](#) during the Covid crisis)
- b. 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 our orderly, safe and secure community.
- c. National guidance tells us that
A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- d. Only the headteacher (or the acting headteacher) can exclude a pupil permanently.
- e. 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.
- f. 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.
- g. 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:
 - i. Serious actual or threatened violence against another pupil or member of staff;
 - ii. Sexual abuse or assault;
 - iii. Using, supplying an illegal drug or promoting or supporting drug use;
 - iv. Carrying an offensive weapon.
- h. 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.
- i. 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.
- j. In cases where the headteacher has permanently excluded a pupil for one of the above offences; or 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.

31. BEHAVIOUR AND SUSPENSION IN THE SIXTH FORM (See Appendix 8)

32. ADMITTING EXCLUDED CHILDREN

- a. Children known to be of volatile or potentially dangerous temperament or transferred to Tallis after exclusion from another school will be thoroughly risk-assessed through the FAP process and by the Deputy or Assistant Headteacher.
- b. 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 or further resources agreed.

33. MALICIOUS ALLEGATIONS AGAINST STAFF

- a. We will assume that a member of staff has behaved reasonably unless it can be shown to the satisfaction of the Headteacher 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 an exclusion or suspension.
- 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.

34. ONLINE HARASSMENT AND ABUSE OF STAFF

- a. At Tallis we have a good track record in protecting staff and in managing social media problems between children. Social media affords unlimited opportunities for children to be creative for good or ill, but we will not tolerate the cyberbullying of staff by children, parents or carers.
- b. If we discover a malicious posting we will
 - i. respond to this in the same way we would respond to face-to-face abuse.
 - ii. take steps to have the material removed
 - iii. support the member of staff in their attempts to have offensive material taken down
- c. The school's system of sanctions will be used to punish children found to have posted offensive or hurtful information or untruths about staff. This may range from time in internal exclusion to exclusion from Thomas Tallis.

35. SUPPORTING BEHAVIOUR MANAGEMENT BY STAFF

- d. 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.
- e. Classroom management expectations are clearly set out in 'The Craft of the Tallis Classroom' and our approach to behaviour management broadly follows those recommended by Bill Rogers.
- f. All staff will receive written guidance detailing our expectations and will be trained in the use of this policy and behaviour management as part of in-school training sessions throughout the year.
- g. 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.
- h. 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.
- i. Teachers owe to one another the enforcement all of our rules: the more consistent we are, the easier behaviour is to manage. Behaviour is developed, improved and maintained by consistent application of clear and simple rules allied to high expectations. Staff combined in this way make 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.
- j. 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.
- k. 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.
 - l. 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:
 - iv. extra staffing (if available)
 - v. planned department intervention or referrals
 - vi. Head of Year, SEN or LSU support
 - vii. timetable alterations where possible
 - viii. parental contact
 - ix. directed time meetings for teachers to share experiences and strategies.
 - m. 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.
 - n. Subject leaders will make arrangements so that teachers are confident about being able to summon help or support with difficult children. This may include
 - i. Departmental referral 'parking' arrangements
 - ii. methods by which a teacher may reach a phone to summon help
 - iii. regular visits by other members of the department to offer support to particular groups planned LG intervention
 - o. 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 tutor group. 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.
 - p. 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.
 - q. 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.
 - r. Students sent out of lessons should expect to be questioned by LG and the teacher asked if the student should be returned to learn or removed.
 - s. Teaching staff will report particularly difficult classes to LG, who will ensure that there is advice and support available.
 - t. 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 and Red Card system

- u. 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.

36. ALLOCATING SCHOOL RESOURCES

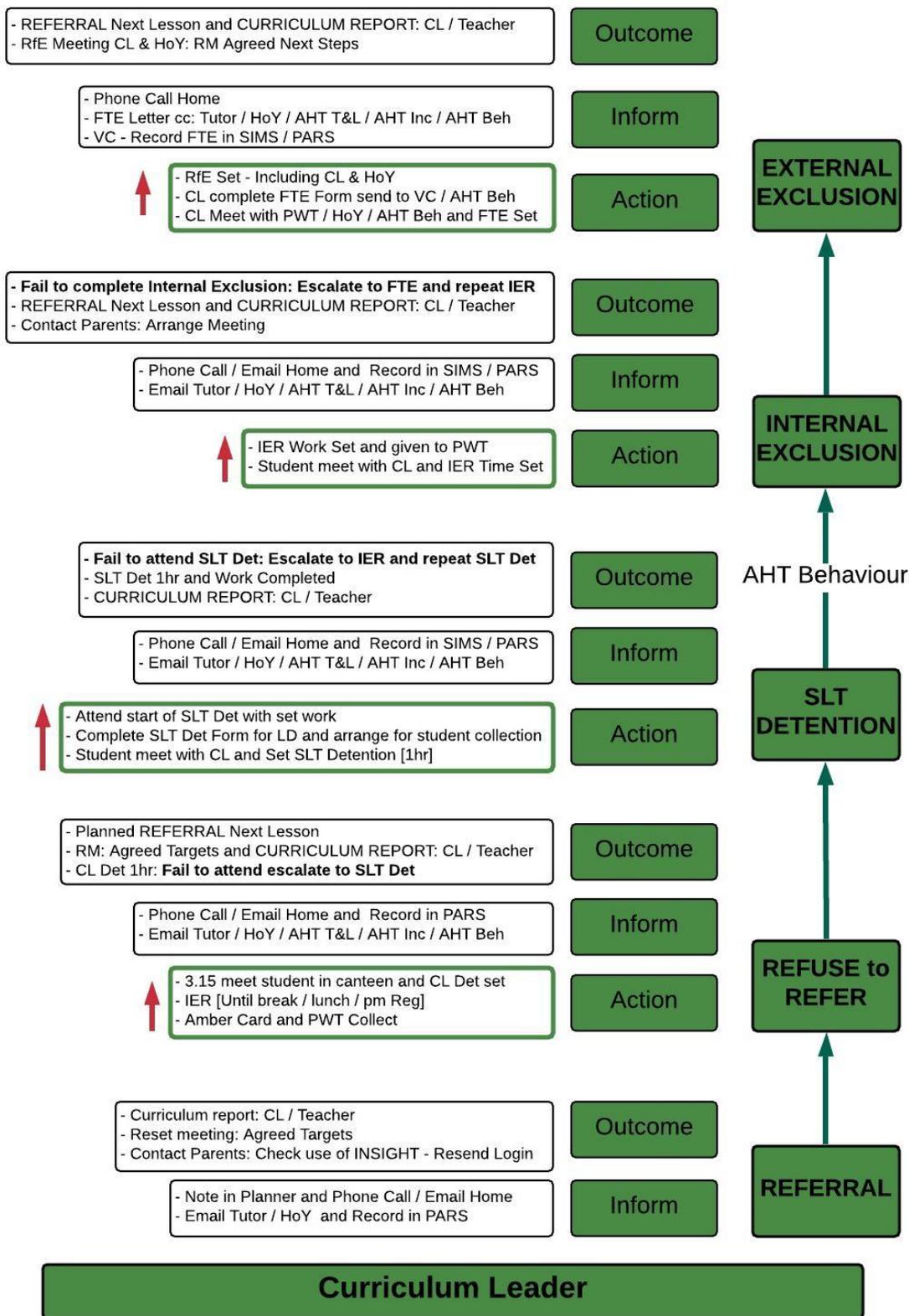
- a. At Tallis we undertake an annual review of the resources needed to ensure the success of this policy, including reviews of:
 - i. staffing
 - ii. training and development
 - iii. time provision
 - iv. workload
 - v. health and safety record keeping:
 - vi. provision of administrative and record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

37. POLICY MONITORING

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

Tallis Behaviour Management and Support CURRICULUM - *In Class*

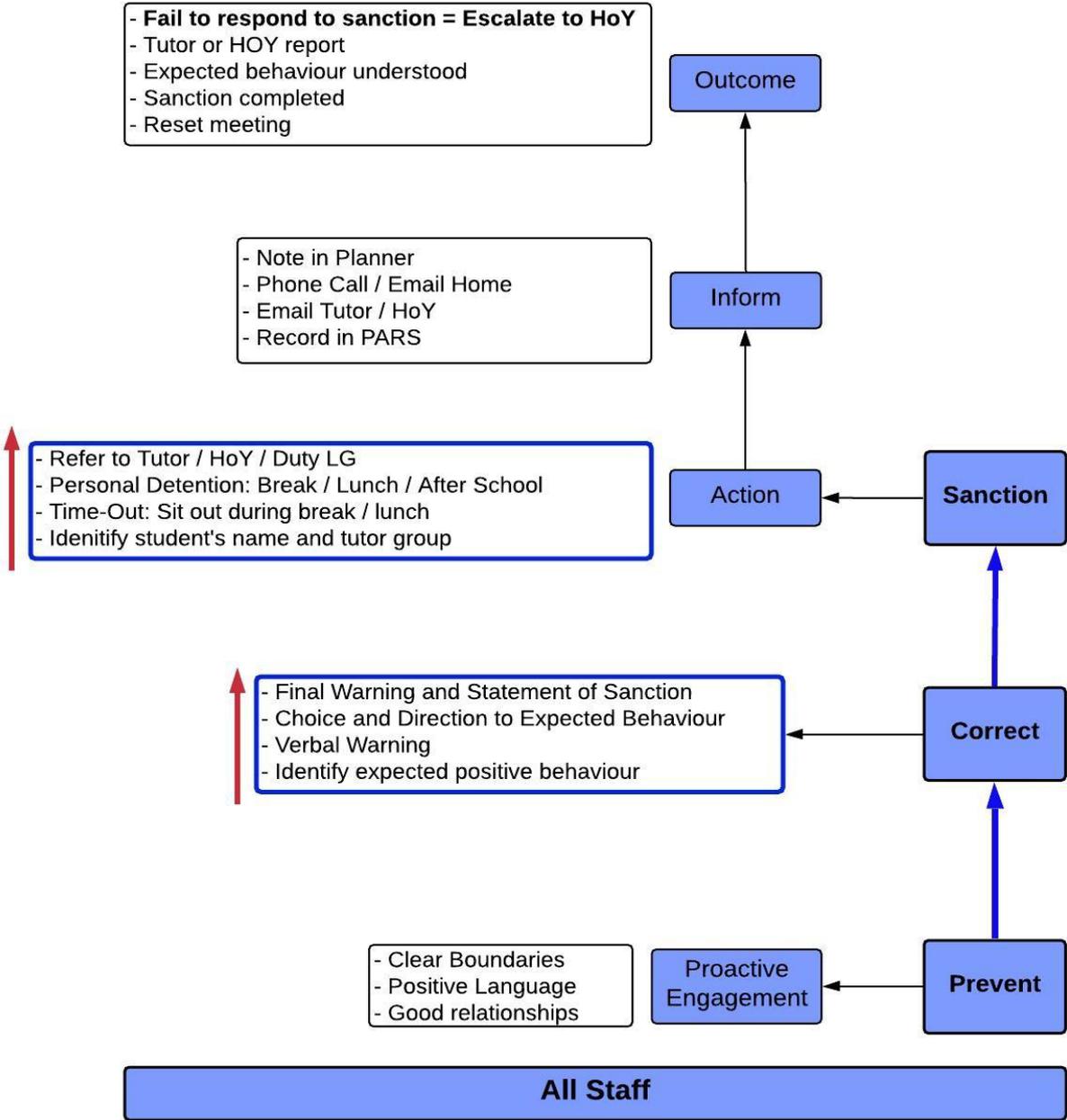
High Level Concerns: Repeated and Serious Incidents



All Staff

**Tallis Behaviour Management and Support
PASTORAL - Out of Lessons / School**

Head of Year



Teacher

Tallis Behaviour Management and Support CURRICULUM - In Class

Curriculum Leader

- Fail to respond to Targets = Escalate to CL
- Fail to attend detention = Escalate to CL
- CURRICULUM REPORT: Teacher
- Check Parent is using INSIGHT [resend Login]
- Agreed Targets for next lesson
- Sanction completed and reset meeting
- Failed referral = SLT remove, teacher/CL 3.15 canteen reset

- Note in Planner
- Phone Call / Email Home
- Email CL
- Record in PARS

- Contact reception: PWT/SLT Remove from room
- REFERRAL: During Lesson / Next lesson
- [Re]Set Work
- Move seat in classroom: During Lesson / Next Lesson
- Detention: Break / Lunch / After School
- Time-Out

RESET MEETING

Prevent
(Fresh start)

- Final Warning and Statement of Sanction
- Choice and Re-Direction
- Choice and Direction to Expected Behaviour
- Verbal Warning
- Identify expected positive behaviour

- Clear Boundaries
- Positive Language
- Good relationships

Well-Planned Lesson

- Seating Plan
- Differentiation

Classroom Ethos

Prevent

Correct

Sanction

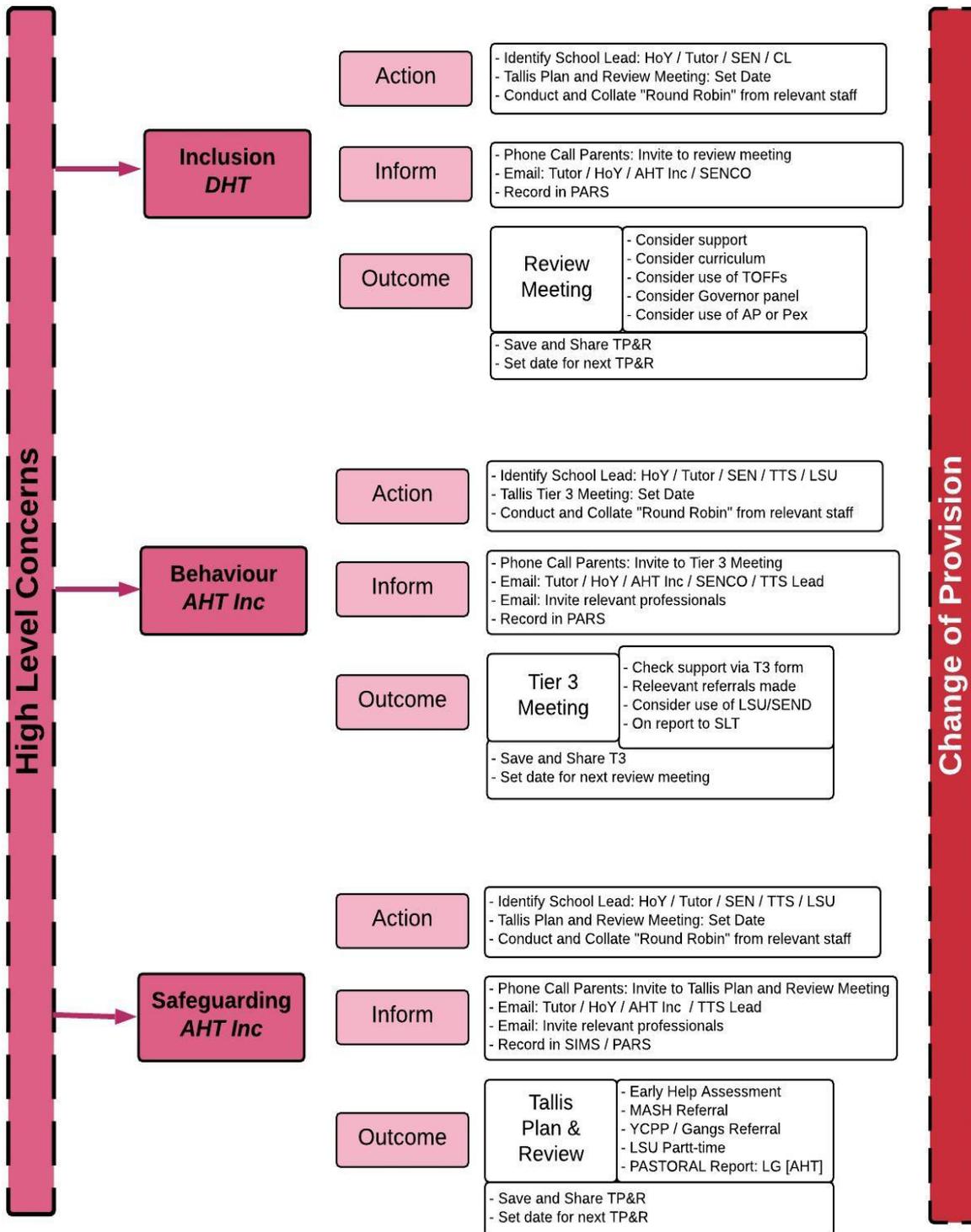
Action

Inform

Outcome

Teacher

HoY **AHT Inc and T&L** **Tallis Behaviour Management and Support**
High Level Concerns: Repeated and Serious Incidents



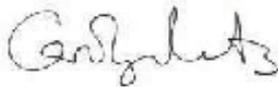


Thomas Tallis Home/School Agreement

At Thomas Tallis we aim to provide **education to understand the world and change it for the better**. Through our commitment to high achievement and social justice we offer our young people the space to learn and grow and develop as active citizens without fear or inhibition, knowing they are equally valued. We also aim to teach them justice, fairness and good manners so that they may prosper and the world may be a better place. We have a detailed behaviour policy on the school website: this home-school agreement introduces our young people to their responsibilities as growing citizens, and the support that school and home will give to help them make the most of their talents and opportunities.

Thomas Tallis School will:

- Treat all members of the school fairly and respectfully.
- Provide a high standard of teaching.
- Ensure secure and well organised learning.
- Set work which is appropriate to the age and ability of the student.
- Set regular and appropriate homework.
- Give regular advice on progress through marking, reports and the planner.
- Provide full access to the school's facilities and resources.
- Offer good pastoral support through a tutor and Head of Year.
- Uphold its Behaviour Policy.
- Contact parents or carers if there is a problem with attendance, punctuality, uniform or equipment.
- Let parents or carers know about persistent problems that affect a child's work.
- Arrange Parents' Evenings to discuss progress.
- Keep parents or carers informed about school activities through regular letters home, newsletters, notices about special events and information on the School Website.



Carolyn Roberts
Head

As a Tallis student I agree to:

- Treat all members of the school with respect and understanding.
- Aim for 100% attendance.
- Arrive at school and to lessons on time.
- Bring my planner, books, equipment and PE kit.
- Work hard in class.
- Complete homework on time.
- Always wear correct school uniform.
- Look after school property, keeping it free from litter and graffiti.
- Help maintain the good reputation of the school in the local area.

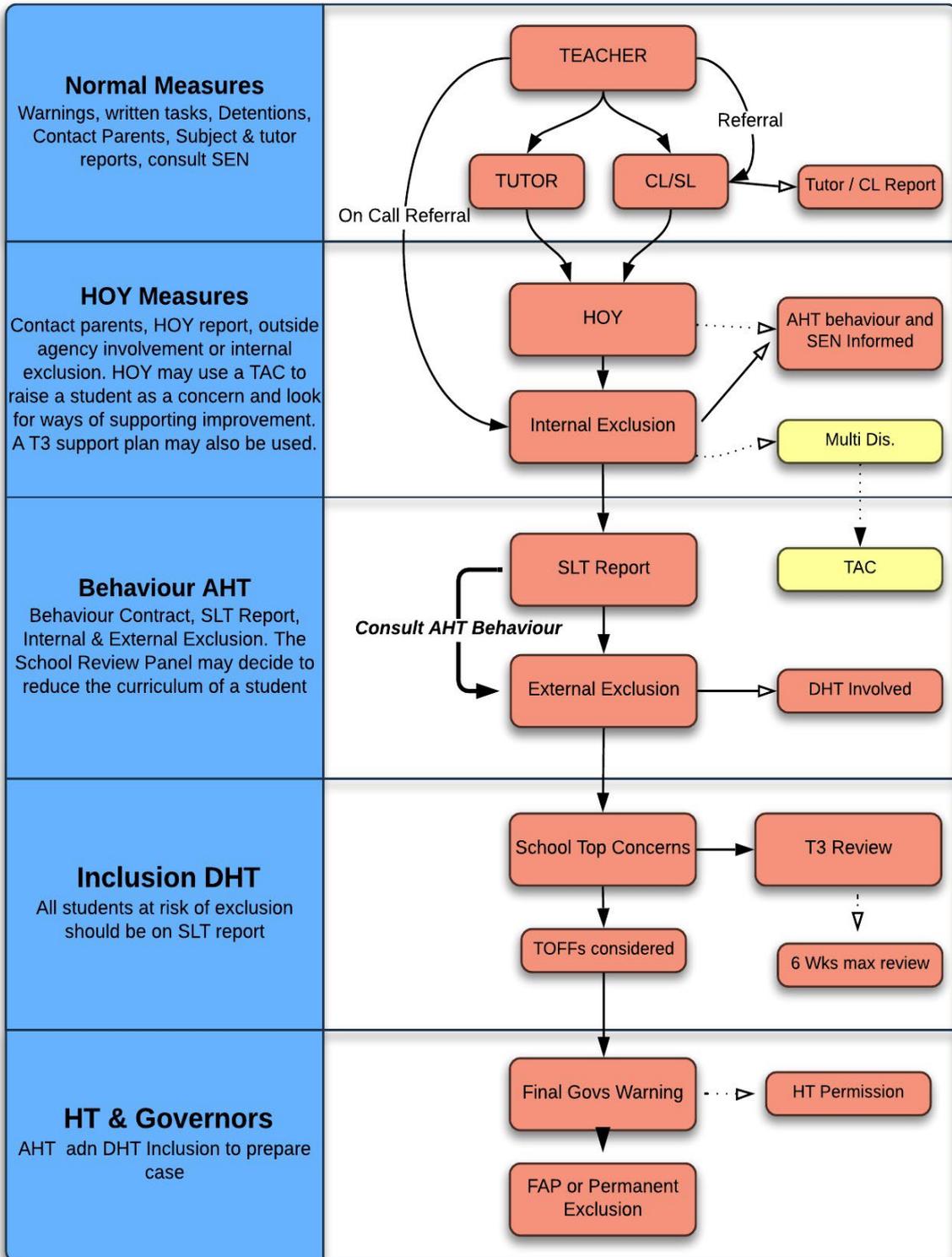
As parents or carers we agree to:

- Treat all members of the school with respect and understanding.
- Ensure excellent attendance and punctuality, informing the school promptly about any absence or other concern.
- Encourage good work, including daily homework.
- Provide a well-stocked pencil case, a calculator, a dictionary and a strong bag.
- Ensure correct school uniform and PE kit, clearly named.
- Read, inspect and sign the planner at least weekly.
- Contribute to the cost of repair or replacement as a result of wilful damage of school property.
- Support the school in its standards and policies including punishments.
- Attend Parents' Evenings and progress discussions.



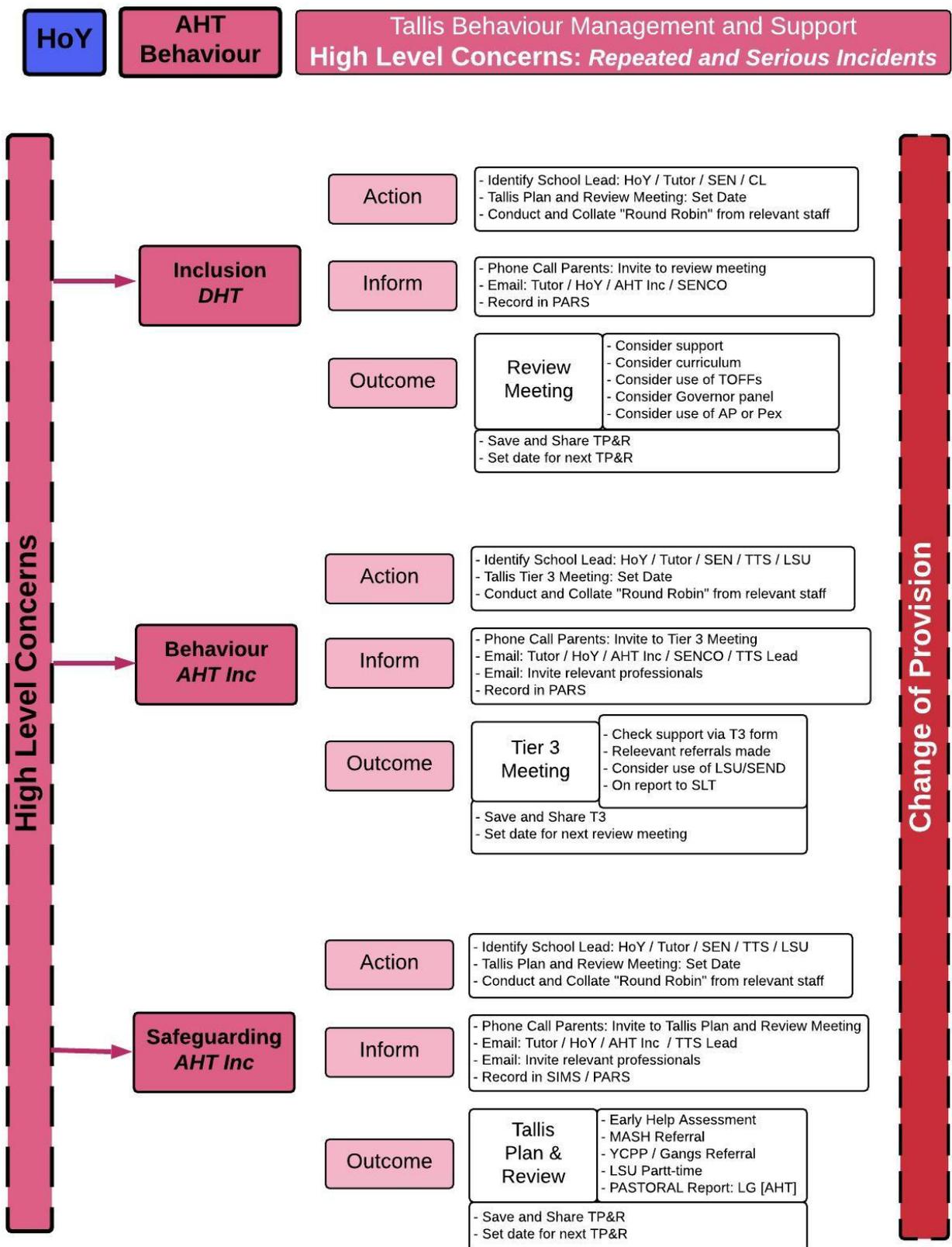
ESCALATION PROCEDURE

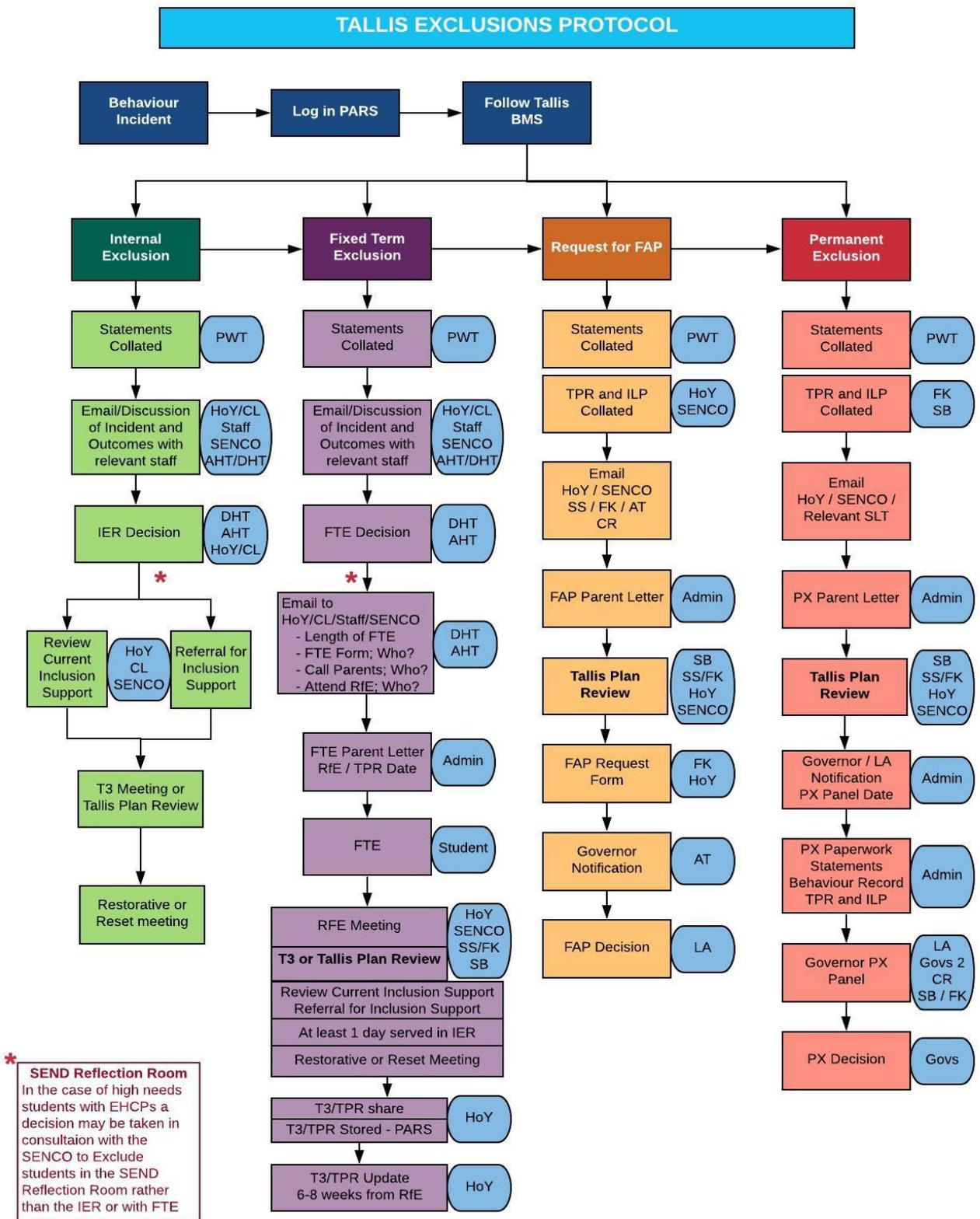
Not always a linear process depending on context and urgency



PARENTAL AND SEN INVOLVEMENT AT ANY STAGE

BEHAVIOUR CONTRACT





Tier 3 (T3) or Tallis Plan Review Meetings - should always include the student and their parent/carer as well as key members of Tallis staff

APPENDIX 7

TALLIS OFFERS A FRESH START: The TOFFS offsite Learning Centre

1. Aims

- a. Thomas Tallis is proud to be an inclusive school. Inclusivity brings with it the challenge of students whose behaviour is unsustainable in our large community
- b. We try to follow the principles of trauma-informed practice and find creative ways to support students to manage their behaviour and become good citizens.
- c. The 2019 Timpson Report into school exclusions https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf identifies a need to find alternatives to exclusion. It recommends the use of 'assessment centres' to try and support young people to remain in mainstream education.
- d. An assessment centre should have 3 broad aims at its core:
 - i. Readjustment (focused on improving approaches to learning and school)
 - ii. Reflection (focused on improving behaviour and mindset)
 - iii. Reintegration (aimed at giving the best chance of success on return to Tallis)
- e. We also identify a need to provide teachers and students with 'breathing space' to allow reflection and to provide time for reflection and support to take place.

2. TOFFS as an Assessment Centre

- a. A student may be referred to TOFFS for a range of reasons, including
 - i. where a student has received multiple suspensions and may need support to rectify their behaviour. These behaviours are likely to be persistent aggression, persistent and sustained defiance and truancy.
 - ii. where the student would benefit from reflection time away from the main school
 - iii. where the safety of the community may be compromised until a matter has been addressed
 - iv. where a student is awaiting a change of school placement
 - v. where a student is struggling to attend Tallis and may benefit from a smaller learning community
 - vi. where a Year 11 student is at risk of exclusion
- b. This is not a complete list. The decision to educate off-site remains at the headteacher's discretion

3. Pathways

- a. Since the centre caters for different needs, the provision is inevitably bespoke for each student.
- b. However, we have 3 model pathways to frame our response. These are described in terms of the time students are likely to spend at the centre, rather than the reason for them being there.

4. Structure

- a. The centre is situated relatively near Tallis allowing staff and students to move between sites when necessary.
- b. Sutcliffe Park is an aspirational environment that reaches high standards of health and safety. It has outdoor facilities that support student wellbeing.
- c. Tallis rents a set of rooms on the first floor. Different spaces allow staff to have conversations with students, parents, individuals and groups, separating different learning activities for KS3 and KS4.
- d. The TOFFS team has been assembled to support students effectively. We have
 - a. a manager who
 - i. oversees the provision
 - ii. supports personal development
 - iii. manages the team.
 - b. a core academic teacher,
 - c. a teaching assistant (ISA-level) for SEN students
- e. Communication between centre and school will largely be via the Assistant Headteacher in charge of Safeguarding, the Deputy Headteacher for Inclusion, the Pastoral Welfare team, SENDCO and Heads of Year.
- f. The tutor will keep in regular contact with the teachers and curriculum leaders for the students involved.

5. The Student Experience

- a. Students will work on academic, behavioural and personal development each day. Normal Tallis behaviour expectations apply.
- b. TOFFS aims to develop all elements of Tallis Character and Tallis Habits.
- c. Each student will have an induction period involving an assessment by the centre team to build bespoke timetable and support.
- d. TOFFS time is divided between
 - o subject learning
 - o daily workshops encouraging reflection, guidance and target setting.
 - o Supervised socialising and exercising, to encourage positive mental and physical health.
 - o personal development programmes
 - o additional support services from external agencies (for example on drug abuse, mental health and careers). If a student requires counselling, this will continue.

6. The Curriculum

- a. Issues with learning usually underpin poor behaviour in school. It is therefore vital that students at TOFFS do not fall further behind and their time is used to enable them to be more successful, not less, in lessons when they return to Tallis.
- b. Most students at KS4 will therefore be expected to continue with the full body of their curriculum.
- c. Students in KS3 may focus on core subjects
- d. In some cases, a decision may be made in the interests of the child to temporarily focus on subject areas where there is particular difficulty, or to limit the curriculum offer to make it more manageable. In such cases, there will be a clear

plan for reintegration into the full curriculum. This is particularly important for KS3 students who may have developed a 'gap' in their understanding through not continuing with non-core subjects. Support will be devised for students and staff where this is the case.

- e. Specialist teaching will be provided via a tutor in English and maths at the centre
- f. Science and option subjects (for KS4) will provide the work covered in normal lessons and tutors will support the learning in these areas whilst at the centre.
- g. Subject teachers will be expected to take an active interest in the quality of learning taking place while a student is at the centre, with contact being made at least once a week. The responsibility in liaison rests with the TOFFS tutor at the centre, but subject teachers must provide feedback to students to help maintain their focus.
- h. Active support from core curriculum leaders is expected. They should make periodic visits to the TOFFS to gauge progress and support learning.
- i. The responsibility for monitoring and tracking student progress lies with the TOFFS staff. However, information on the progress students make must be provided by the subject teacher so that the TOFFS tutor can use this formatively.
- j. Where support from a department at Tallis has not been timely or sufficient, despite follow up, then LG will intervene.
- k. Students will be set learning targets as well as behavioural targets whilst at the centre. These will be regularly monitored.

7. SEND

- a. Students' SEND needs will be considered, met and evaluated.

8. Reintegration

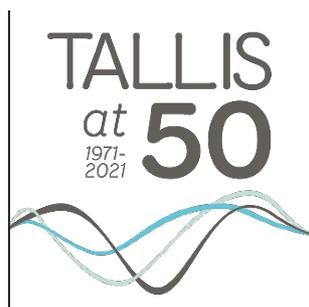
- a. As soon as a student is referred to TOFFS, reintegration to Tallis is discussed. Reintegration will be discussed and recorded at every review. This sends a clear message to the student about the purpose of TOFFS.
- b. Responsibility for planning, monitoring and reviewing reintegration lies with the TOFFS manager, the head of year, the pastoral welfare team and the Learning Support Unit. They will ensure that any agreement made within the reintegration plan is followed so that the student has the best chance of success.
- c. Reintegration plans are bespoke to students and depend on
 - i. the type and seriousness of the behaviour which led to TOFFS placement
 - ii. the longevity or repeat nature of the misbehaviour
 - iii. solutions, support or adaptations already attempted
 - iv. any external factors that would influence the student's chance of success
- d. Reintegration may last between a week and a term depending on the plan.
- e. Broad pathways to support the planning process are mapped.

9. Follow-up

- a. As in 7 above, regular communication between the TOFFS manager, pastoral welfare team, teachers, parents and other relevant staff will enable students successfully to return to Tallis mainstream.

- b. Should a student fail reintegration, a decision will be made on whether their future at Tallis, in accordance with the relevant guidance and regulation.
- c. If a repeat session at TOFFS is suggested, the reasons for failing reintegration must be discussed so that the centre may attempt to avoid further failure.
- d. Student and parent experience of TOFFS will be evaluated once the student has successfully returned to Tallis mainstream.

AT/RR 06.07.20



Post-16 Behaviour Policy

Author	Jon Bradshaw
Reviewed:	February 2022
Governors Committee:	Inclusion
Agreed by Governors:	01 March 2022
Frequency of Review	Biennially
Review Date:	October 2023

ETHICAL LEADERSHIP

2. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Statement of aims

At Thomas Tallis and School the conduct of Post-16 students must meet the behavioural expectations placed on all students.

In addition, we consider it reasonable to expect the following additional behaviours of sixth form students who are older and more mature than 11-16 students.

- To attend all scheduled lessons on time and not truant lessons.
- To work as directed by teaching staff in lessons, in private study, and at home.
- To submit work by reasonable deadlines.
- To produce work of a reasonable or better standard given the prior attainment of the student.
- To adhere to the sixth form's dress code.
- To submit their own work for public examination and not plagiarise work.

The school's disciplinary procedures for sixth students are laid out in this document and in the associated flowcharts. This document aims to specify clear and fair procedures to be followed whenever a sixth form student's behaviour falls below expectation. The procedures are reasonable and proportionate and are not intended to be used to remove from the school roll those students who are simply not particularly academic and are at risk of failing their exams solely because of this.

Students who show the right behaviour have the right to risk the rigours of competitive examination. Hence, all students who meet our entry criteria, who attend punctually, and who work steadily as directed so that they meet our reasonable deadlines for work to be completed have an entitlement to be entered for examinations, even if they might fail them. Our disciplinary procedures are entirely focused on our reasonable expectations of behaviour for a sixth form student, not on attainment.

Students who do not meet our reasonable behavioural expectations defy our institutional norms of behaviour to the detriment of other students. In refusing to work and/or being late to lessons and/or to attend lessons and/or violating the sixth form's dress code and/or plagiarising work they disobey the academic instructions of staff and violate our high academic standards. Our disciplinary procedures are in place to ensure that sixth form students who persistently defy our instructions are supported to change their poor behaviours, and to ensure that their presence does not have a negative impact on the learning of other sixth form students.

The recent decision to raise the 'Participation Age' for education, training or employment to nineteen does not mean that the school leaving age has been raised to nineteen. The school leaving age remains at sixteen. It means that young people must remain in education or training until the age of nineteen. It is the young person's responsibility to find and retain their place in education or training. Young people do not have the right to remain in a school environment if their conduct means that institution's reasonable standards for behaviour are persistently defied.

It should also be noted that the school's normal and reasonable expectation is that all students must pursue at least three courses in each academic year and meet relevant expectations in these courses given prior achievement. Students who refuse to study at least three courses will be considered as truanting the course which they do not attend, and this will be considered as persistent defiance of academic instructions as defined in the behaviour for learning policy outlined below.

The Department for Education has issued statutory guidance on the exercise of the head teacher's power to suspend students from school in the document "Exclusion from maintained schools, Academies and pupil referral units in England". This DfE Guidance provides, at §12: 'Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion'. At Tallis we call Fixed Term Exclusion 'Suspension' and Permanent Exclusion 'Exclusion'.

Defiance of the school's behavioural standards as specified in the attached flowcharts will lead to suspension. Persistent or gross defiance of the school's behavioural standards as outlined in the attached flowcharts will lead to exclusion. In the past this has happened rarely, as students choose to leave to begin afresh elsewhere.

The law says that the school has no responsibility to notify the Local Authority of sixth form suspensions or to find 'Day 6' provision for a suspended sixth form student. However, if a sixth form student leaves education of their own accord or is excluded, it is the school's responsibility to notify the Local Authority so that they can support the student in finding training or employment in line with recent 'Raising of the Participation Age' legislation.

2. Expectations of Staff

Poor communication between subject staff, pastoral management and parents of students at risk of underachievement, suspension or exclusion is at the root of most of these difficulties. Teaching and pastoral staff are expected to contact parents as appropriate, certainly at each stage of the various support Programmes, to record these contacts with brief notes as appropriate, and to re-establish contact using e.g. standard letters if parents are unavailable on the phone or via email. The threat of suspension or exclusion is a serious one; it underlies this policy and must be supported with a good evidence trail that allows the sixth form to show that at each stage the student and their parent have been kept informed of the consequences of misconduct continuing.

3. Scope of this Policy

This policy covers:

- The Study Support Programme for students whose defiant behaviours include:
- Failure to work in class
- Failure to work independently
- Failure to submit work by reasonable assessment deadlines including the standards set out in the BTEC Assessment Programme

- Failure to otherwise follow the reasonable academic instructions of staff
- Plagiarism or cheating in exams

Pastoral Support Programmes for students whose defiant behaviours include:

- Poor conduct towards staff or others
- Failure to meet minimum standards of attendance
- Failure to meet minimum standards of punctuality
- Suspension from the Sixth Form
- Exclusion from the Sixth Form

This policy does not provide guidance covering every eventuality. The Head of Sixth Form (or his/her personal representative) will arbitrate as necessary.

4. The Sixth Form Study Support Programme

- 4.1. The Study Support Programme is intended to support students whose behaviour means they are not working as best they are able: it addresses a lack of work, poor attendance, or other poor behaviour. If underachievement arises for these reasons, this amounts to a refusal to behave as the school expects.
- 4.2. If underachievement in a subject is due to low ability or mismatched aptitude rather than lack of effort the subject teacher will pass their concerns to the Head of Year who will have a discussion concerning the suitability of courses and a students' course load with the student and parents. Following this discussion the Head of Year may elect to change a student's course loading, or ask staff to offer additional academic support.
- 4.3. Underachievement due to lack of work means inadequate work, failure to submit work by reasonable deadlines, or plagiarism. We define inadequate work as work that shows lack of effort and therefore does not reflect reasonable expectations of the student's academic ability. We base these expectations on the national data for expected progress given prior attainment produced by ALPs. We consider academic underachievement in this sense as a breach of behavioural expectations that are reasonable for a sixth form student.
- 4.4. Our offer of study support and our insistence that students accept it are reasonable and justified requests of a sixth form student. If the student refuses to accept the support given this amounts to disobeying the academic instructions of staff and violating our behavioural standards. Defiance of the school's behavioural standards as specified in the attached flowcharts will lead to suspension. Persistent or gross defiance of the school's behavioural standards as outlined in the attached flowcharts will lead to exclusion. However, most students and parents will choose to leave rather than having a exclusion on the record.
- 4.5. Persistently underachieving students (those who pass through the stages of the Study Support Programme more than once) will be reinstated at the highest stage of the Support Programme they previously reached, once they have reached Stage 3.

- 4.6. **Stage SS1 – level 1 study support: Underachievement in one subject:** The subject teacher will speak to the student about their unsatisfactory behaviour and arrange for inadequate or missing work to be completed at a mutually agreed time.
- 4.7. **Stage SS2 – level 2 study support: Continuing underachievement in one subject:** The subject teacher will initially offer extra compulsory support at a time that is convenient for the teacher. The student will be given academic support to meet the standard of work and effort that can reasonably be expected of them. If no improvement is shown after two weeks, the student will progress to stage 3.
- 4.8. **Stage SS3 – level 3 study support: Persistent underachievement, or failure to attend compulsory support:**
A student will be escalated to this level if they persistently disobey the academic instructions of a classroom teacher by persistently refusing to submit adequate work, or persist in missing deadlines. They will also be escalated to this level if they fail to attend compulsory support sessions. These behaviours are considered as defiance and do not meet the standards of conduct considered reasonable for a sixth form student.
- 4.9. The student concerned will meet with the subject Head of Department or Subject Curriculum Leader and parents will be informed. Additional compulsory academic support will be offered as necessary. Targets will be formally agreed with parents and students. The student will be monitored for two weeks on subject report to the Head of Department.
- 4.10. At the end of the monitoring period the student will either have reached the behavioural standards required in which case study support will cease, or study support will be escalated to the next stage.
- 4.11. **Stage SS4 – level 4 study support: Persistent defiance of academic instructions:** At this stage the student has failed to respond to the support given and has made a choice to persistently defy the behavioural standards set by the school. A student may reach this stage because they have failed to meet behavioural standards in one subject, or because behavioural concerns have been raised in more than one subject simultaneously.
- 4.12. The student will be placed 'On Report' to the Head of Year and a meeting will be held with the student and parents in which targets will be set. The 'On Report' procedure will last for at least two weeks.
- 4.13. At the end of the monitoring period the student will either have reached the behavioural standards required in which case study support will cease, or study support will be escalated to the next stage.
- 4.14. The school may consider a fixed period suspension for persistent defiance of academic instructions.
- 4.15. **Stage SS5 – level 5 study support: Persistent defiance of the reasonable academic instructions of senior staff**
- 4.16. The school will consider a suspension for persistent defiance of academic instructions.
- 4.17. The Head of Sixth will establish subject concerns concerning persistent violation of our behavioural standards and meet with parents to discuss them. At the meeting a verbal warning will be given that the student is at risk of exclusion. Targets will be agreed and put in writing in a Sixth Form Contract, a follow-up meeting set and the

student placed on daily report. The student must show improvement over a period of two weeks.

- 4.18. A student who has reached Stage 4 in this academic support Programme will normally be assigned substantial additional Supervised Study sessions in the silent study area besides their normal lessons. Attendance to these will be monitored in the usual way. Other support measures may be used as appropriate – see the Pastoral Support Programme, below.
- 4.19. The Head of Post-16 will also discuss a student's course loading and adjust it at his or her discretion. However, in all but the most exceptional cases (such as those where the student concerned has a medical condition being treated by a consultant) all students must pursue at least three courses.
- 4.20. At the follow-up meeting the student will either have shown the necessary improvement or the school will move to exclude the student for serious and persistent defiance of reasonable academic instructions, in line with the DFE Guidance which provides, at §12: 'Pupils who repeatedly disobey their teachers' academic instructions could...be subject to exclusion'. Alternatively, a student may choose to leave by mutual agreement expressed in a letter they have signed.
- 4.21. When a student reaches this stage the school has supported the student through levels 1-4 of the support programme yet the student has not changed their behaviour. Instead, they have demonstrated persistent defiance of reasonable academic instructions for a sixth form student given by senior staff.

5. The Sixth Form Pastoral Support Programme for those whose conduct is poor

- 5.1. Sixth Formers are voluntary members of a sixth form. Almost all will conduct themselves maturely. A few will not. Fewer still will continue to behave inappropriately and will have to be asked to leave, either by mutual agreement or via exclusion.
- 5.2. This Sixth Form pastoral support programme is intended to support students who are at risk of suspension or exclusion prior to this happening.
- 5.3. They may be at risk of exclusion because they have returned to school following a fixed period suspension for misconduct (in such cases students will be placed at Stage PS3 directly), or persistent poor behaviour. However, in some cases where misconduct is serious there may be a single warning for a first offence prior to exclusion for a second. In a few cases a single offence will be serious enough to lead to immediate exclusion.
- 5.4. Where a student has been excluded any future reference will have to declare this. In cases of exclusion the final decision to remove a student will be made by the Head with a right of appeal resting with the Governors.
- 5.5. **Stage PS1: Discussion with staff and contact with home:**
If staff have concerns about a student's conduct it will be customary for them to contact home, record this contact, and let the student's tutor know. Targets for improvement will be discussed with parents and the student and appropriate measures of support agreed. If there is no improvement in the student's conduct, the student will be placed at Stage PS2.

- 5.6. If a student's tutor has reason to think that the student's conduct is causing concern particularly across a number of subjects or outside lessons they will contact home, record this contact, and let the Head of Year know. The Head of Year may also choose to ask the tutor to place the student 'On Report' to the tutor for a minimum of two weeks. If the student fails on report to the tutor, the student will be placed at Stage PS3 of this Pastoral Support Programme.
- 5.7. **Stage PS2: 'On Report' to KS5 subject lead for a minimum of two weeks.**
If a student persists in poor conduct they will be placed 'On Report' to the curriculum leader who will support the student in meeting agreed behavioural targets. When a student is placed on report, actions to address the underlying problem and support measures will be agreed and targets set. These will be communicated to parents. The report card also has space for a parental signature at the end of each day. At the end of any day where there have been difficulties the curriculum leader will discuss these with the student and apply a sanction.
- 5.8. **Stage PS3: After failure 'On Report' to a subject or tutor:**
If a student placed 'On Report' to a subject fails to meet targets set whilst on report to the Curriculum Lead, the Head of Year will establish subject concerns and meet with parents to discuss them. Targets will be agreed and noted on the Report, a follow-up meeting set and the student placed on daily report. The student must show improvement over a period of two weeks. In the parental meeting other support measures may be discussed and used as appropriate, such as referring the student to the school counselling service.
- 5.9. The Head of Year will also discuss a student's course loading and adjust it at his or her discretion. However, in all but the most exceptional cases (such as those where the student concerns has a medical condition being treated by a consultant) all students must pursue at least three courses.
- 5.10. **Stage PS4: After failure on Report to Head of Year:**
If the student fails on report to the Head of Year, a fixed period suspension would normally be considered. At the customary re-integration meeting the student, his/her parents, and the Head of Sixth Form will agree targets for improvement and support measures and put these in writing in a Sixth Form Contract. A follow-up meeting will be set and the student placed on daily report to the Head of Sixth Form. The student must show improvement over a period of two weeks at least. A verbal warning will be given that the student's place in the Sixth Form is at risk.
- 5.11. **Stage PS5: After failure on report to the Head of Sixth Form**
If the student fails on report to the Head of Sixth Form, a fixed period suspension would normally be considered. At the follow-up meeting the student will either have shown the necessary improvement or a meeting will be arranged with the student, his/her parents, the Head of Sixth Form and a Deputy Head. The targets in the Sixth Form Contract will be discussed again, the student placed on report to the Head of Sixth Form and two weeks given to show improvement. The student will be warned in writing that unless improvement is shown over a period of two weeks their place in the sixth form will be withdrawn either by mutual agreement or by exclusion.
- 5.12. When a student reaches this stage the school has supported the student through levels 1-4 of the support programme yet the student has not changed their

behaviour. Instead, they have demonstrated persistently defiant behaviour for a sixth form student.

5.13. The final decision about exclusion rests with the Headteacher.

6. The Sixth Form Pastoral Support Programme for students with poor attendance

- 6.1. Good attendance underpins good learning and builds employable character. It is the normal expectation that attendance will be above 95% and attendance lower than this figure will trigger the Attendance Support Programme, which provides attendance figures appropriate for each stage of support. The Tutor will normally monitor attendance to school for students in their tutor group and the Head of Year have oversight.
- 6.2. Recent national guidance indicates that an attendance figure under 90% must be regarded as persistent absence.
- 6.3. Medical absence will only be authorised on receipt of a doctor's letter, appointment card or prescription. In addition, schools are required to refuse most requests for holidays or family absence during term-time and these will also be recorded as unauthorised absence. In practice this means that those with good prior attendance will not drop below the 95%+ threshold and be subject to disciplinary action.
- 6.4. If there is no medical evidence to explain an absence, a decision to attend school or not attend school is a behavioural matter: students who do not attend without a good medical explanation of why this is so are persistently defiant of reasonable academic instructions from staff. Hence we consider persistent absence to amount to persistent defiance of the standards of behaviour which are reasonable for a sixth form student.
- 6.5. In line with national policy, students who do not return to learning after being absent for four weeks will be taken off-roll unless there is a medical explanation for this extended period of absence.
- 6.6. In addition, in line with national funding guidance, the school will in general not pay for the exam entries of students with attendance below 90% unless there is a medical explanation for this low attendance figure.
- 6.7. Our Attendance Support Flowchart shares with our other Support Programmes a staged approach intended to support a student in coming to school as directed.
- 6.8. When a student reaches the final stage the school has supported the student to change their behaviour yet the student has not changed their behaviour. Instead, they have demonstrated persistently defiant behaviour for a sixth form student.
- 6.9. The final decision about exclusion rests with the Headteacher.

7. The Sixth Form Pastoral Support Programme for students with poor punctuality

- 7.1. Lateness to lessons disrupts the learning of others as well as that of the student. We do not accept disruptive behaviour in our sixth form.
- 7.2. Persistent lateness will trigger the Pastoral Support Programme for poor attendance as per our Punctuality Flowchart. Intermittent lateness will be dealt with

by subject teachers, normally by keeping a student behind in order that they may catch up.

- 7.3. When a student reaches the final stage of this programme the school has supported the student yet the student has not changed their behaviour. Instead, they have demonstrated persistently defiant behaviour in refusing to obey reasonable academic instructions, namely to come to school on time and not cause upset and disruption to the learning of others.

8. Fixed Period Suspension and how it fits into the Pastoral Support Programme and Study Support Programme

- 8.1. Fixed period suspension is an appropriate punishment for persistent misconduct under 'totting up' procedures, and serious 'one-off' offences.
- 8.2. Offences exemplified below form an indicative, not exhaustive list.
- 8.3. Any instances of physical violence towards other students on school premises is an immediate threat to the health and safety of others and will be treated with the utmost seriousness.
- 8.4. Any instances of possession, use or supply of controlled drugs on school premises will be regarded as an immediate threat to the health and safety of others and will be treated with the utmost seriousness.
- 8.5. Examples of misconduct that might lead to fixed period suspension prior to exclusion: rudeness, inappropriate use of the Internet, inappropriate use of study areas, continual failure to meet dress codes, inappropriate use of electronic devices such as mobile phones etc, inappropriate use of fire exits, theft, bullying. Persistent failures to meet expectations such as those above amount to the systemic defiance of norms of conduct and may lead to exclusion.
- 8.6. Examples of misconduct that might be 'totted up' and lead to exclusion: persistent defiance of coursework deadlines, persistent defiance of classwork deadlines, persistent refusal to attend lessons, persistent refusal to be on time for lessons, persistent refusal to be on time for registration, plagiarism of classwork etc.
- 8.7. Examples of serious 'one-off' misconduct that will be subject to a single fixed period suspension prior to exclusion: smoking cigarettes on site, bringing alcohol onto site, bringing drug paraphernalia such as long rolling papers onto site, being under the influence of controlled drugs or alcohol in class or on site, bringing the school into disrepute by being in possession of controlled drugs outside the school premises but in the vicinity of the school where the school can be identified, bringing the school into disrepute by being in possession of controlled drugs outside the school premises but whilst representing the school; fighting; vandalism; bringing strangers onto site; gross rudeness; using school networks inappropriately; plagiarism in final versions of work submitted for examination purposes even if this work has not been signed off for submission to an Exam Board, other misconduct during examinations.
- 8.8. Examples of misconduct that will immediately lead to exclusion: bringing controlled drugs onto site; possession of used/ 'dirty' drug paraphernalia on site; selling controlled drugs on site; being under the influence of controlled drugs in class or on site in a way that prejudices the good order of the school; bringing the

school into serious disrepute by conduct offsite, such as by using social media to advocate, promote or encourage unacceptable conduct such as drug-taking, membership of proscribed organisations etc; significant damage to school property or vandalism amounting to criminal damage; significant violence or threatening behaviour directed against staff, students; bringing an offensive weapon onto the school site.

- 8.9. Guidance tariff for fixed period suspensions:
- a) Failure to cooperate at Stage 3 or later of the Pastoral Support Programme: 1 day internal
 - b) Inappropriate use of the IT network: 1 to 3 days internal
 - c) Fighting outside of a lesson: 3 to 5 days internal/ external
 - d) Fighting in a lesson: 3 to 5 days external
 - e) Being grossly rude to a member of staff: 3 to 5 days internal
 - f) Foul and abusive language towards a student or member of staff: 3 to 5 days external
 - g) Racial, sexual, homophobic etc. discrimination towards a student or member of staff: 3 to 5 days external
 - h) Plagiarism: 1-3 days internal/external for a first offence
 - i) Bringing the school into disrepute: up to 5 days internal/ external

9. How Sixth Form Fixed Period Suspensions are initially managed.

- 9.1. We hold Sixth Form students to a higher behavioural standard than for lower school students and therefore operate a 'Three Strikes' procedure for sixth form suspensions. If a student is suspended twice during the period of their sixth form studies, we will normally exclude such a student on their third offence.
- 9.2. The decision to suspend or exclude will be taken in response to breaches of the Sixth Form behaviour policy, including persistent disruptive behaviour or persistent defiance of academic instructions or if in allowing the student to remain in the Sixth Form the education or welfare of the student or others would be seriously harmed or would prejudice the good order of the school.
- 9.3. Before making the decision to suspend or exclude, the Sixth Form will investigate events within reason. The student will be asked for his/her version of the events including relevant provocation, and witnesses will be sought. The student's previous disciplinary record will be considered and referred to in the correspondence to parent(s). However, in certain circumstances it may be necessary to send the student home pending further investigation and inform their parent(s) of this.
- 9.4. At the point of suspension, a letter will be sent home both by hand and by first-class post, stating the reason for the suspension. Wherever possible, telephone contact will be made with parent(s) of the student informing them of the suspension. All suspensions will be recorded and the Head and Governing Body informed promptly as appropriate.
- 9.5. For all fixed period suspensions work will be set.

10. What happens after a student is suspended for a fixed period: our 'Three Strikes' rule

- 10.1. This section's guidance applies except in the case of the more serious offences described at 8.6 and 8.7 above, where we may opt to exclude after either one offence (section 8.7) or two such offences (section 8.6).
- 10.2. **First Fixed Period Suspension:**
After a fixed period suspension there will normally be a reintegration meeting at the end of the period of suspension and the student will be placed at stage PS4 of the Pastoral Support Programme. In general both the student and their parent will attend this meeting. A Sixth Form Contract will be signed by all parties.
- 10.3. **Second Fixed Period Suspension:**
After a second fixed period suspension a student will be placed at Stage PS5 of the Pastoral Support Programme. There will be a reintegration meeting at the end of the period of suspension. In general both the student and their parent will attend this meeting. The Sixth Form Contract will be discussed and the targets clarified as necessary.
- 10.4. **Further Fixed Period Suspensions:**
If a Sixth Form student has been suspended twice already, the school will consider excluding them. Such a student may be referred to a Deputy Head, who will consider whether to agree a further Sixth Form Support Plan or to recommend to the Head and Governors that the student be excluded.
- 10.5. The decision to exclude will be conveyed in writing and include details of the procedures for a parent(s) to follow in exercising his/her right of appeal against permanent suspension.
- 10.6. **Parental Involvement in Fixed Period Suspensions:**
The letter informing parent(s) of an suspension will explain the procedure to make representations. The parent(s) may wish to make written representation to the Chair of the Student Discipline Committee site about a suspension. A parent(s) wishing to make representation should do so in writing within 5 school days.
- 10.7. The Chair of the Student Discipline Committee has discretion as to whether to call a meeting or not. Whatever is done will be recorded and placed on the student file. If a meeting is held, it will be after the period of suspension has been served. The parent(s) may if they wish have someone of their choice to accompany and assist them at the meeting. The meeting is not an appeal and will not cause an interim postponement of the suspension. However, if the suspension would bring the total number of days of suspension to more than 15 days in a term then the Student Discipline Committee must meet.
- 10.8. If a meeting is called the Student Discipline Committee will follow a set procedure for the meeting. The purpose of the meeting is to enable the parent(s) to be satisfied that his/her views have been heard and consideration given as to whether more information should be added to the student's record. In the event of a meeting being called, Governors cannot overturn the suspension, but can add a note to the student file. The decision of the Student Discipline Committee will be final in this respect.

11. Exclusion

- 11.1. The Head shall have the discretionary power to exclude permanently any student, after consultation with the Chair of Governors, the Deputy Head involved and the Head of Sixth Form.
- 11.2. In exceptional circumstances, such as those described above (see 8.7 'Examples of misconduct that will immediately lead to permanent exclusion') the Head may decide to exclude the student without the student having had any previous temporary suspensions.
- 11.3. In cases where a student has previously been involved in serious misconduct (see 8.6 'Examples of serious 'one-off' misconduct that will be subject to a single fixed period suspension prior to permanent exclusion', above) the Head may decide to exclude the student after a second instance of serious misconduct occurs.
- 11.4. The parent(s) will be informed in writing by the Head of their right of appeal against a decision to exclude. The parent(s) will be advised that he/she may, if they wish, have someone of his/her choice to accompany and assist him/her at the appeal meeting. Appeals should be made in writing to the Chair of the Student Discipline Committee via the Clerk to Governors, within 10 school days of notification of the exclusion.
- 11.5. The Student Discipline Committee should meet between the 6th and 15th school day after notification by parent(s) of their wish to appeal.
- 11.6. A minimum of 3 governors will constitute the Student Disciplinary Committee convened for the purpose of considering appeals against exclusion. The Chair of Governors who will previously have been consulted regarding exclusions will not be a member of this committee.
- 11.7. There is no restriction on Governors who have served on a Fixed Period Exclusion Panel serving on any subsequent Exclusion Panel for the same student.
- 11.8. The Student Discipline Committee will follow a set procedure for the meeting.
- 11.9. Governors will make a decision about whether to uphold the exclusion, which will be provided via the Clerk to Governors in writing to the parent(s) and posted within 5 days after the meeting.
- 11.10. Any meeting of the Student Discipline Committee may, at their discretion, consider in sequence more than one exclusion case at that meeting.

12. Missing public exams because of suspension.

- 12.1. If a suspension would result in a student missing a public examination, the Head of Sixth Form will review the decision. Normally a student will be permitted to be on site to sit the public examination, but in the unlikely event of the Head of Sixth Form deciding it is not appropriate for a student to take an examination, this decision will be referred to the Student Discipline Committee. The panel should attempt to meet before the examination. If it is not practical for the Panel to meet before the examination is due to be taken, the Chair of the Student Discipline Committee, or the Chair of Governors has the discretion to allow the student on site to take the examination.