



BEHAVIOUR POLICY

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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 2022 document Behaviour 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 Head 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.
- d. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

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. See Reward Support Tiers chart – [Appendix 1](#)
 - 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 Head 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 Reward Support Tiers 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. The Tallis Tariffs gives a guide to what sanction is applied for certain behaviour ([Appendix 3](#)).

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. When pupils do misbehave, staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.
- 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 advise 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 4](#))

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, Cigarettes and Vapes:
 - 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 [2022 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. Either the HT, the DHT (Inclusion), the AHT (Inclusion) or the AHT (Behaviour) will be present at any searches.
- b. The Head, 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. Searching through a phone will also be conducted by, or in the presence of, at least 1 of the 4 members of the LG stated above.
- 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, vapes, 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. We will also conduct random searches of entire tutor groups. These are actively promoted to students to discourage them from bringing in any banned items.
- 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 by the student. 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 Refocus 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 Head. See [Appendix 5](#) 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 Head 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 2022](#) with regards to the guidance in the use of restraint.

25. INTERNAL EXCLUSION

- a. We use internal exclusion (in Refocus 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. An IE has different start and end times and codes of conduct which are made clear to students.
- c. Failure to meet the expectations of conduct during an IE may result in escalation to a Suspension. We will aim to warn students if their behaviour is failing to meet the expectations of the Refocus Room but this is not a pre-requisite for escalation.
- d. Time given in the IE must always be served. If a child escalates their behaviour so that a suspension is given, the full punishment time in the IE 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 6](#)). 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 7](#)).
- 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 Head 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 without issuing a fixed term suspension. These are the only circumstances in which pupils maybe required to leave the school site:
 - I. Very occasionally, when a student has committed a criminal offence, or is violent or a danger to themselves or others and beyond the school's control, the Headteacher may decide to involve the police in the removal of a student.
 - II. Where a student is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction. In these circumstances the Head 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 the Head may send the pupil home after consultation with the students' parents. This is not a suspension.

- IV. The student is given permission by the Head 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.
- V. 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.
- VI. Where a student has refused to be searched or screened as referenced in point 15. This would be a suspension.

29. LEARNING AWAY FROM THE MAIN SCHOOL SITE

- a. There are occasions when the Head 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 Head'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 8](#) 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 2022 [DFE guidance on suspensions](#) in maintained schools.
- 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 Head (or the acting Head) 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 Head'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 Head 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 9](#))

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 Head 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.

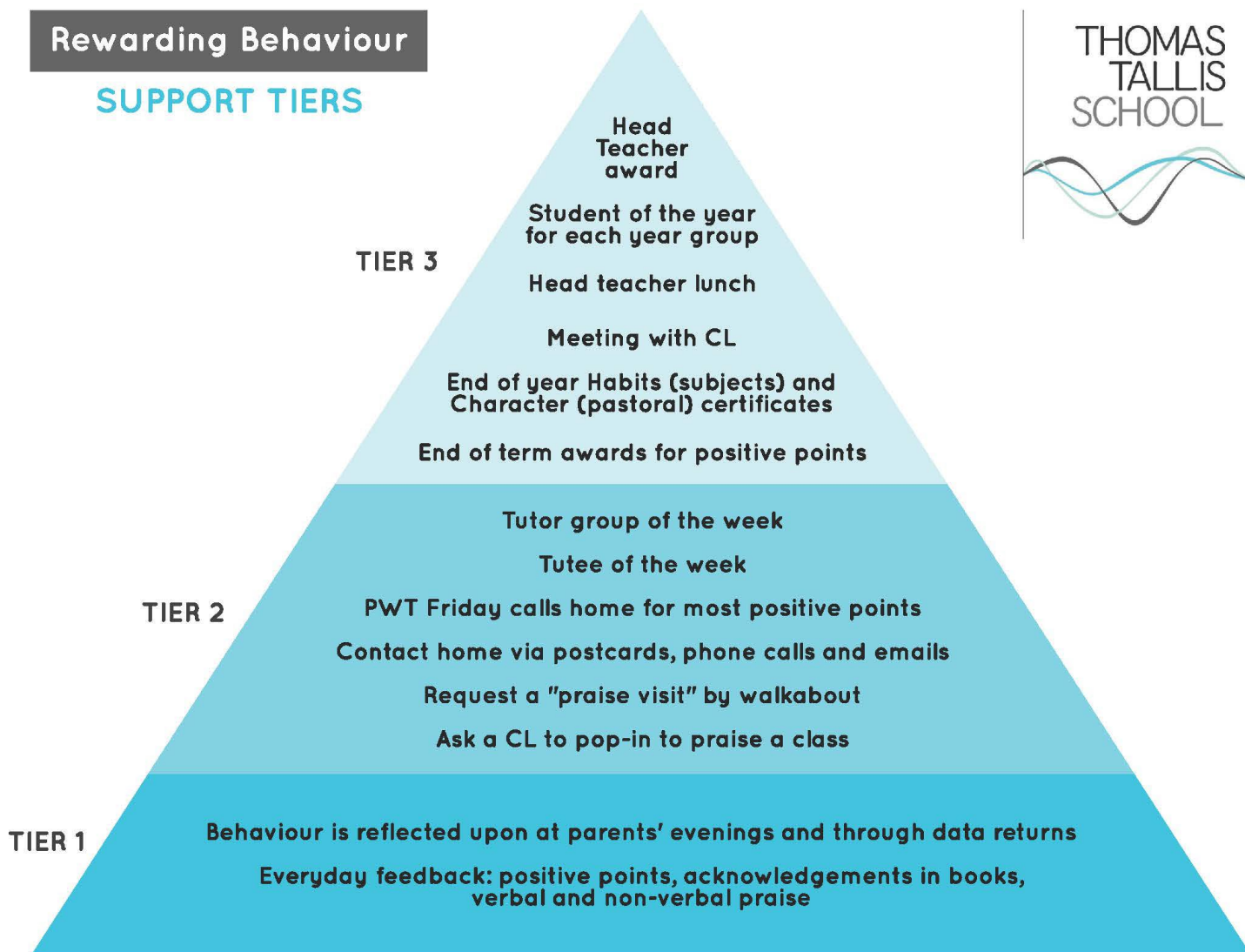
37. POLICY MONITORING

- 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.



Rewarding Behaviour

SUPPORT TIERS



Correcting Behaviour

SUPPORT TIERS

TIER 3



TIER 2

TIER 1

PEX

FAP

Governors' panel

TOFFS

FTE

Refocus room

Red card: HAB resulting in the student being collected by PWT. PWT will investigate and the wider pastoral team will issue the appropriate sanction.

Restorative room PWT behaviour mentoring Reflection room SWT behaviour support

Request a class to be visited by walkabout.

Escalated detention: CL, HOY, SLT

Yellow Card: Referral to regulate. The behaviour will be addressed and 'reset' in an automatic detention after school.

Teacher detention to de-escalate and reset.

Phone call home to inform, de-escalate and reset.

Behaviour is reflected upon at parents' evenings and through data returns.

Set a sanction. Record it on Bromcom and ask the student to make a note of it in their planner. Issue a warning that if things continue they will be referred. Contact home.

Issue a choice, "You are... and if you continue you will have a sanction. I need you to... thank you."
Issue a 'time out' for the student to regulate themselves and for you to reset with them in the corridor.
Point out poor behaviour and give feedback as to what you want the student to do.

Give a rule reminder "Tallis Expects that we... thank you".

Give non-verbal cues to challenge low level disruption.

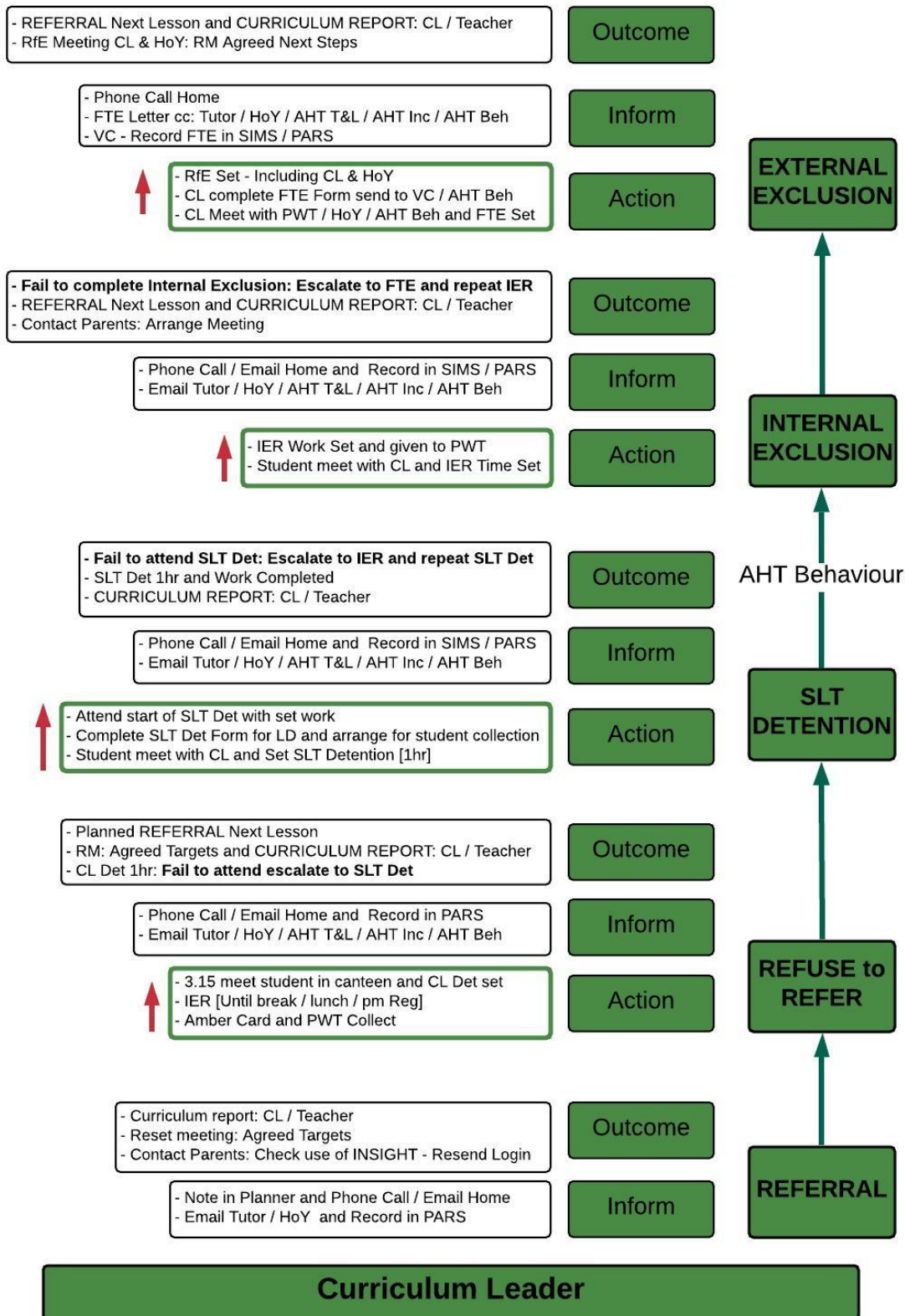
Any event involving HAB should result in a Red Card

(Yellow and Red cards will automatically trigger detentions)

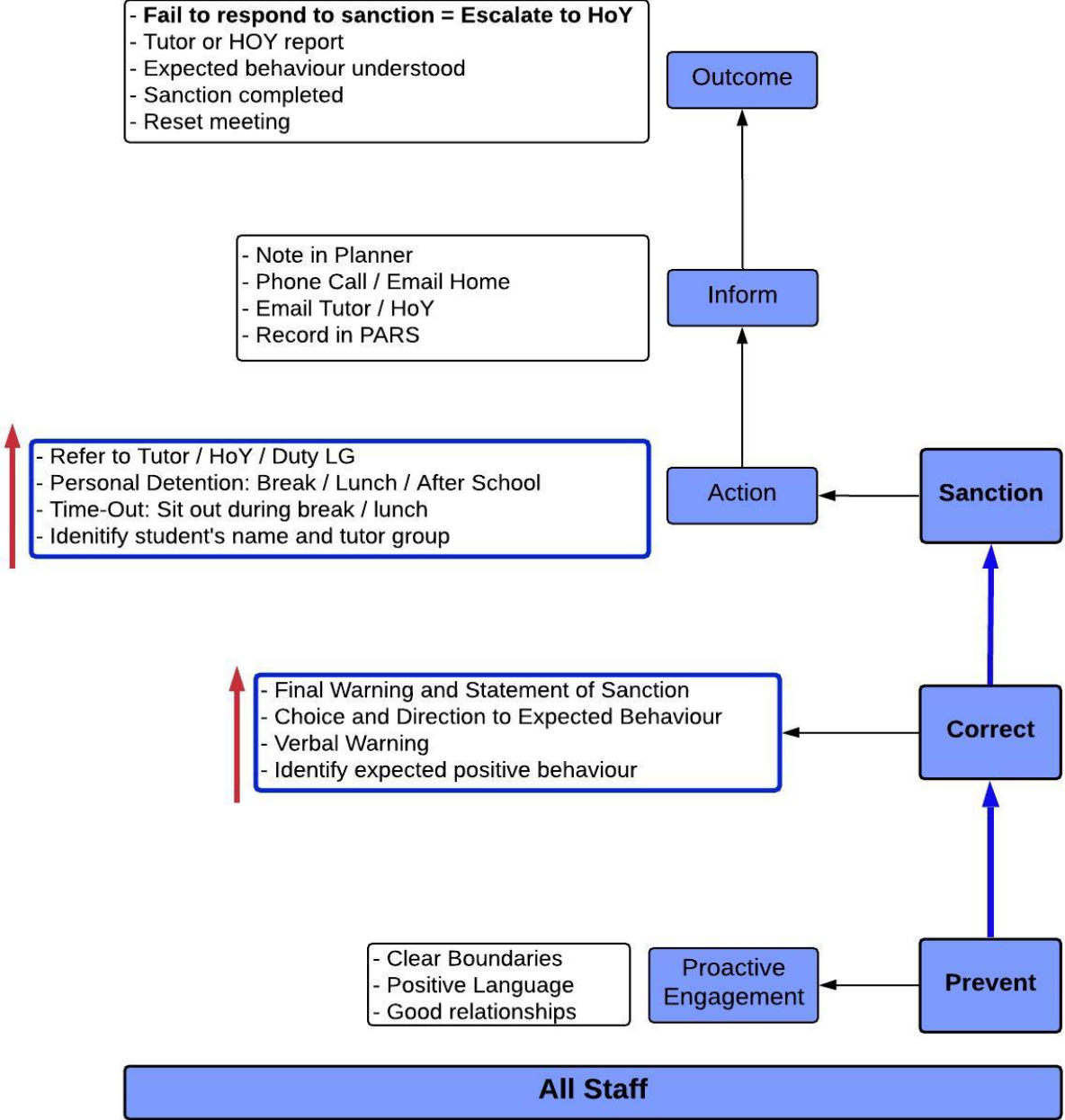


Tallis Behaviour Management and Support CURRICULUM - *In Class*

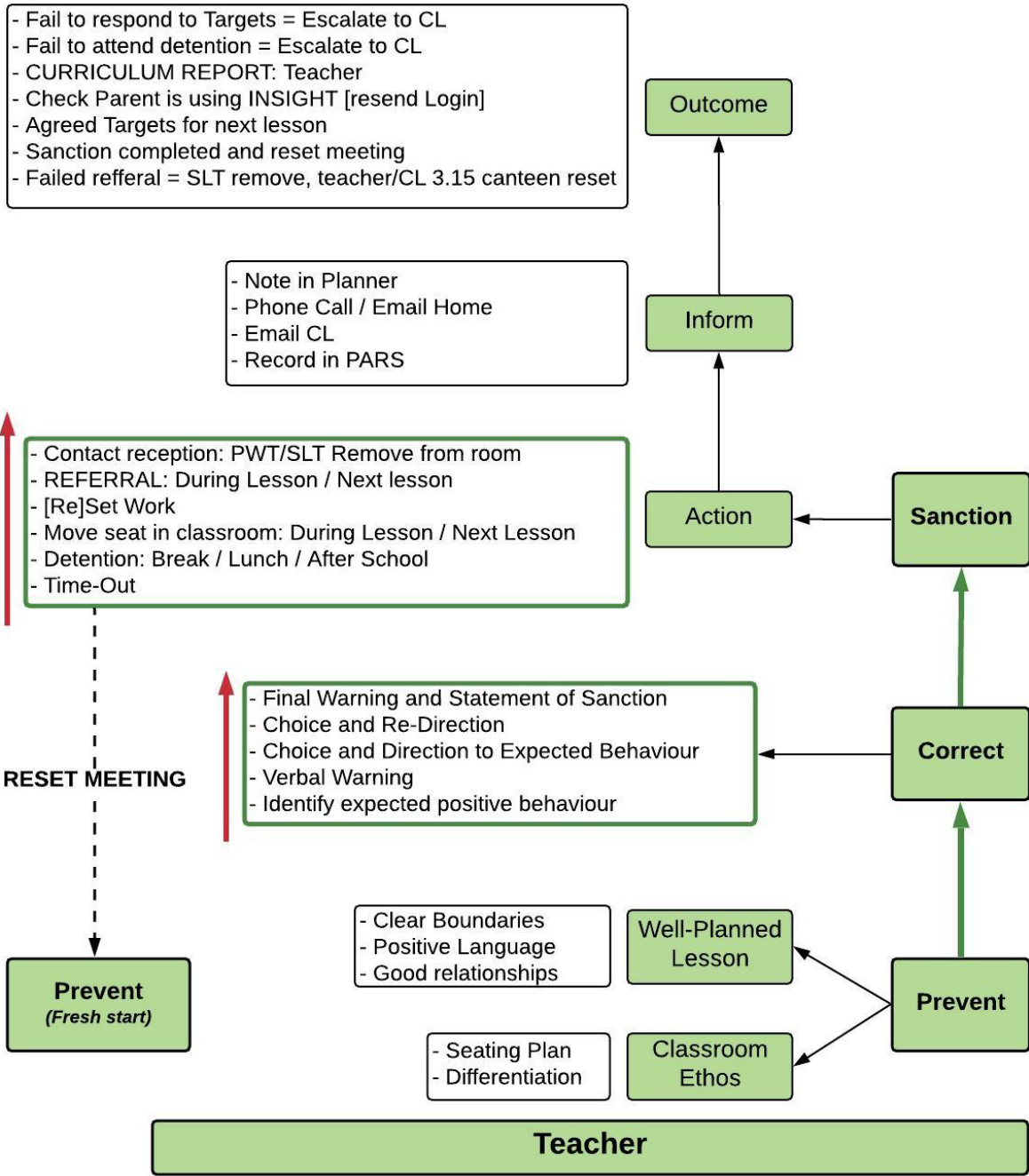
High Level Concerns: Repeated and Serious Incidents



Head of Year



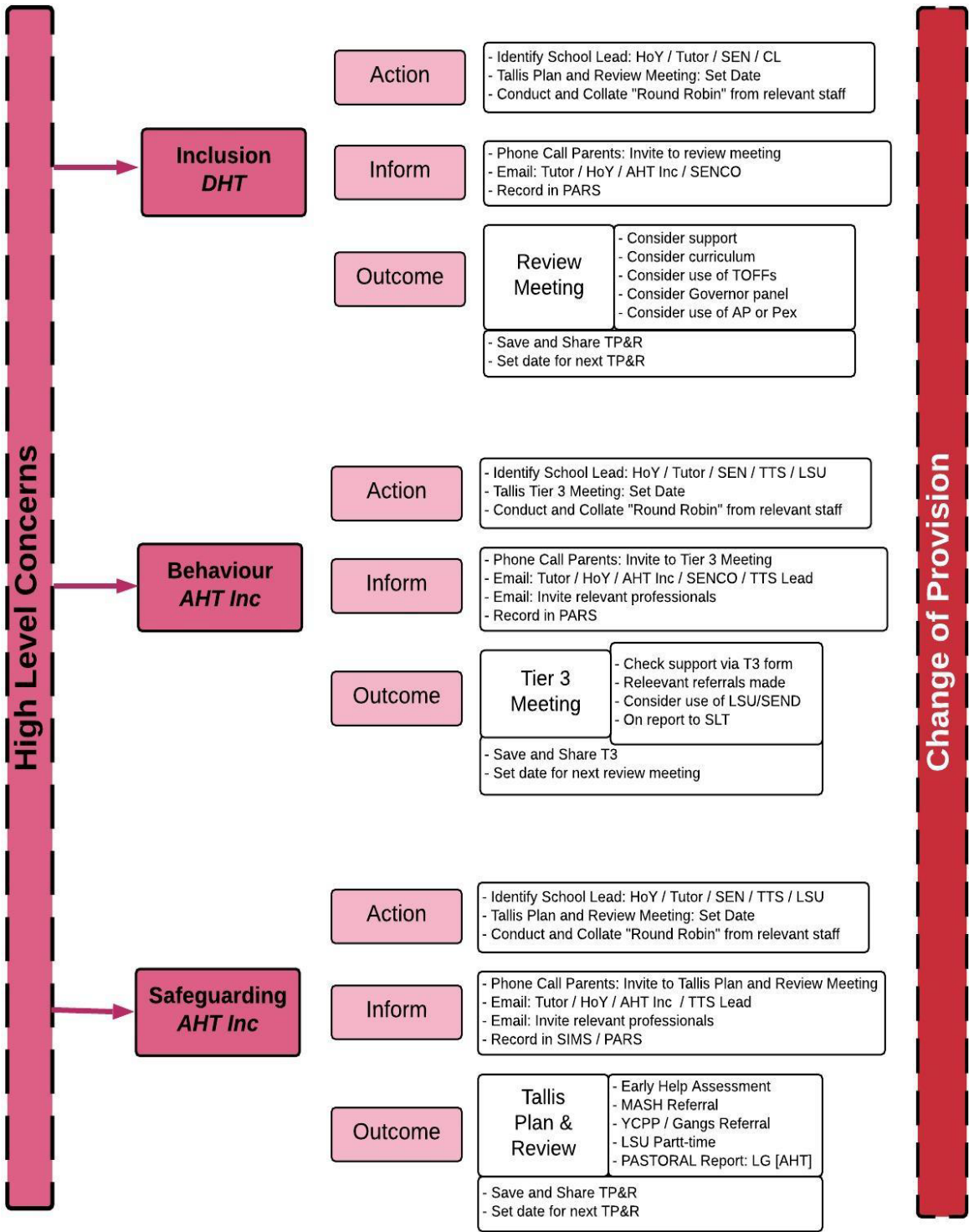
Curriculum Leader



HoY

AHT Inc and T&L

Tallis Behaviour Management and Support
High Level Concerns: *Repeated and Serious Incidents*





Thomas Tallis Behaviour for Learning Tariff Proposal

A. Context

1. Learning the societal norms of good behaviour is a vital part of our service to children. It is how we make them ready for adult life, and also part of changing the world for the better. While a very small number of children at Tallis may be unable because of their educational need to obey our few and reasonable rules, this should be kept under constant review. As a mainstream school with a liberal approach, it is reasonable to expect almost every child to meet our expectations. We expect all adults in school to work with this understanding and towards this end.
2. It is very tempting, when dealing with challenging and troubled children, to take a path of least resistance. However, they deserve the chance to learn the good behaviour vital to adult success, as best they can. The aim of this document therefore is to develop a consistent approach for sanctions across the community. The number of cases where these might be adapted to consider SEND and a trauma informed approach should be rare (i.e. apply to very few children) and agreed between HOY and SEN. Neither behaviour staff nor SEND staff should assume that a child cannot serve the full sanction unless both have agreed it.

B. Method

3. All students who are placed on IE will have a HOY call home and be placed on HOY report or report to their key adult.
4. All students who receive a suspension will have a parental meeting with LG attached/CH/FK and their respective HOY, and be placed on Red Report.

C. Detentions:

- a. Late and teacher detentions: 30 minutes
- b. CL and HOY detentions: 45 minutes
- c. SLT detention: 60 minutes

D. Adaptations

5. Adaptations are for a *very small number of students*, as specified in their EHCP documents. Where a child awaits an EHCP, any adaptations should be agreed between HOY and SEND and kept under review.
6. Social time detentions must be used very sparingly and *must be effective*. This will probably involve adult intervention to get the child to the relevant room. If they do not work, or if the detention atmosphere is too convivial, another sanction *must* be chosen. If social time detentions are not effective in bringing about behaviour change, parents should be contacted and a different sanction used.
7. The late exemption and adapted approach lists should have *very few students* (probably fewer than 3 per year) on it and be kept under frequent review.

E. The Tariff

	Behaviour	Baseline Tariff	(Rare) adaptation
1	Poor behaviour during unstructured time	Teacher (30) or HOY (45) detention with CH.	<i>EHCP/high needs SEN K may complete socials in SEN</i>
2	Missed social DT	HOY DT	<i>If a student cannot stay after school, 2 SEN socials set and student collected.</i>
3	Yellow card or teacher detention for classroom based issue e.g. low level disruption, passive engagement, persistent defiance or lack of equipment, swearing, being rude, ec.	30 minute after school teacher detention. Teacher should collect from canteen at 3:15 to reset expectations and contact home to discuss behaviours.	<i>Socials for students who cannot attend after school DTs based on need or transport: this is identified on profile. 24 hours' notice for students who require processing time: this is identified on their profile and HOY can use Day's Actions to ask PWT to organise this.</i>
4	Failed referral from yellow card	CL detention: PWT on triage will email CL and cc HOY, tutor and teacher who set detention. CL to call home.	<i>If students cannot attend after school they can serve 1 social detention.</i>
5	Late to school or late to lesson	30 minutes after school late detention	<i>If a student is exempt from AM late detention, from late to lesson, students are not exempt, but require 24 hours notice. Exemption list</i>
6	Missed late or teacher DT	HOY DT	<i>If students cannot attend after school they can serve 1 social detention.</i>
7	Missed CL or HOY DT	SLT DT	<i>If students cannot attend after school they can serve 2 social detentions.</i>
8	Missed SLT DT	1 day IE	<i>Adapted day or 2 half days for SEN students</i>
9	Failed IE	Repeat the day or a day at TOFFs or a 1-day suspension	<i>Adapted day, repeat or suspension if needed.</i>

	Behaviour	Baseline Tariff	(Rare) adaptation
10	Phone or headphone use in classroom or corridor	Confiscated and put in main office. Returned at 3:15. 3 times in a half term and parents must collect	<i>Students on adapted approach list should have incident logged and SWT will address the issue appropriately.</i>
11	Phone or headphone refusal to hand over	Teacher to log as "refusal to handover phone". If given to PWT/walkabout then a HOY DT. If not, 1 day IE.	<i>NA</i>
12	Walking out of lesson or Walking away from adult	Teacher to log yellow card and collect as normal from canteen.	<i>Students who can access reflection have 'reset' but no sanction. SEN to inform teacher and walkabout when they arrive.</i>
13	"Play" fighting or "birthday beats"	HOY, SLT or IE depending on level of aggression	<i>Socials in SEN as required</i>
14	Fighting Very aggressive behaviour Dangerous behaviour	1-3 days IE Suspension PEX Depends on age and level of violence	<i>They will also be adjusted according to severity, repetition & response to staff deescalating. Use of SEN area. SLT detentions possibly.</i>
15	Swearing at a member of staff (not in front of)	1-3 days IE or 1 day suspension	<i>This may be reduced if swearing is due to need e.g. diagnosis of Tourette's.</i>
16	Theft	SLT up to 1-3 days IE	<i>This will vary according to item value and context.</i>
17	Vandalism or Reckless damage	1-3 days IE Charge letter	<i>This will vary according to item value and context.</i>
18	Bringing a controlled substance onto the school premises	5 days suspension up to PEX	<i>Adjusted depending on context e.g. student spend 5 day suspension at TOFFs</i>
19	Bringing in alcohol or Drinking of alcohol	Up to 3 days IE and parental meeting	<i>Adjusted depending on context</i>
20	Bringing in tobacco/vape	SLT DT	<i>SEN social detention(s)</i>
21	Smoking/vaping in school	1 day IE	<i>Adapted day or half days</i>
22	Seen with smokers/vapers	HOY detention	<i>SEN social detention(s)</i>

	Behaviour	Baseline Tariff	(Rare) adaptation
23	Caught with smoking paraphernalia	SLT or IE or suspension depending on item(s)	<i>SEN social detention(s) or adapted days as above.</i>
24	In a cubicle with another student	HOY detention	<i>SEN social detention(s)</i>
25	'Out of bounds'. e.g. Stairwells, fire escapes, Muga, Dojo, Gymnasium, out of bounds toilets, etc. Anywhere else we have promoted as out of bounds.	1st instance - Teacher (CH) 2nd instance - HOY 3rd instance - SLT Repeat offending - HOY to meet with parents. Use of IE if required	<i>EHCP/high needs SEN K may complete SEN social detention(s) or adapted days as above.</i>
26	Truancy Sanctioned in line with truancy procedure Parental meetings should be held at each stage of the truancy process. See truancy log	Pre stage: Teacher (CH) Stage 1: HOY Stage 2: SLT Stage 3: IE Repeat offending - HOY to meet with parents. Use of IE if required.	<i>SEN social detention(s) or adapted days as above.</i>
27	HAB	1 day IE - up to PEX	<i>Adjustments as agreed with HOY and FK</i>
28	Non uniform/refusal to change into borrowed uniform	Loss of social time (so not seen by lots of other students). Persistent offenders will result in IE for that day.	<i>EHCP/high needs SEN K may complete socials in Reflection Room</i>
29	Bringing the school into disrepute	HOY detentions up to suspensions depending on offence.	<i>Use of socials and adapted days</i>

Started by WS, evolved by CH and CR summer 2022



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 ability of the student.
- set regular and appropriate homework.
- give regular feedback on students progress.
- provide full access to the school's facilities and resources.
- 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.
- follow the behaviour policy.
- bring my planner, books, equipment and PE kit.
- work hard in class.
- complete independent learning 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.
- check My Child in School (MCAS) daily.
- 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 sanctions.
- attend Parents' Evenings and progress discussions.

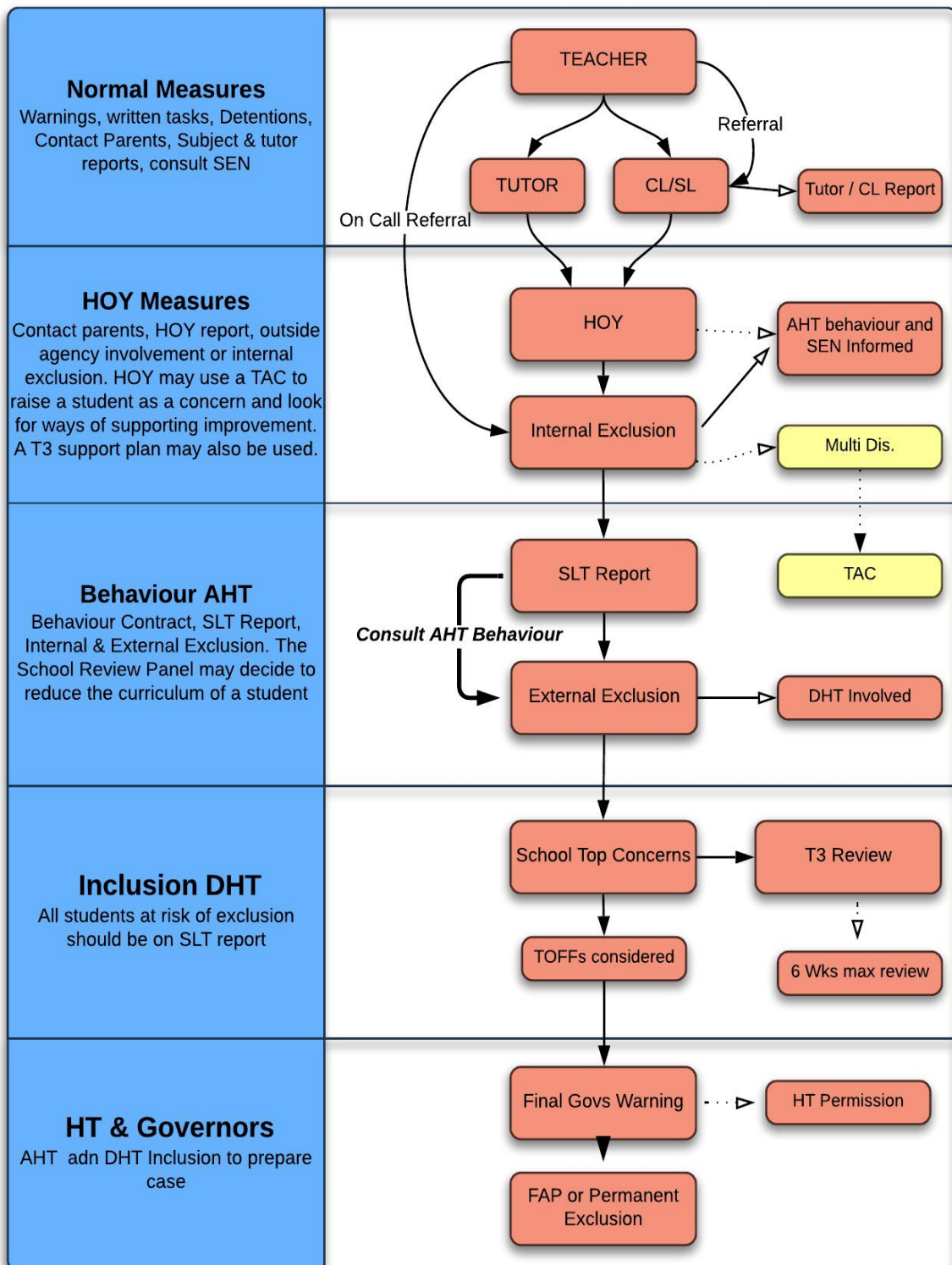
Student's signature:

Parent/Carer's signature:



ESCALATION PROCEDURE

Not always a linear process depending on context and urgency



PARENTAL AND SEN INVOLVEMENT AT ANY STAGE

BEHAVIOUR CONTRACT

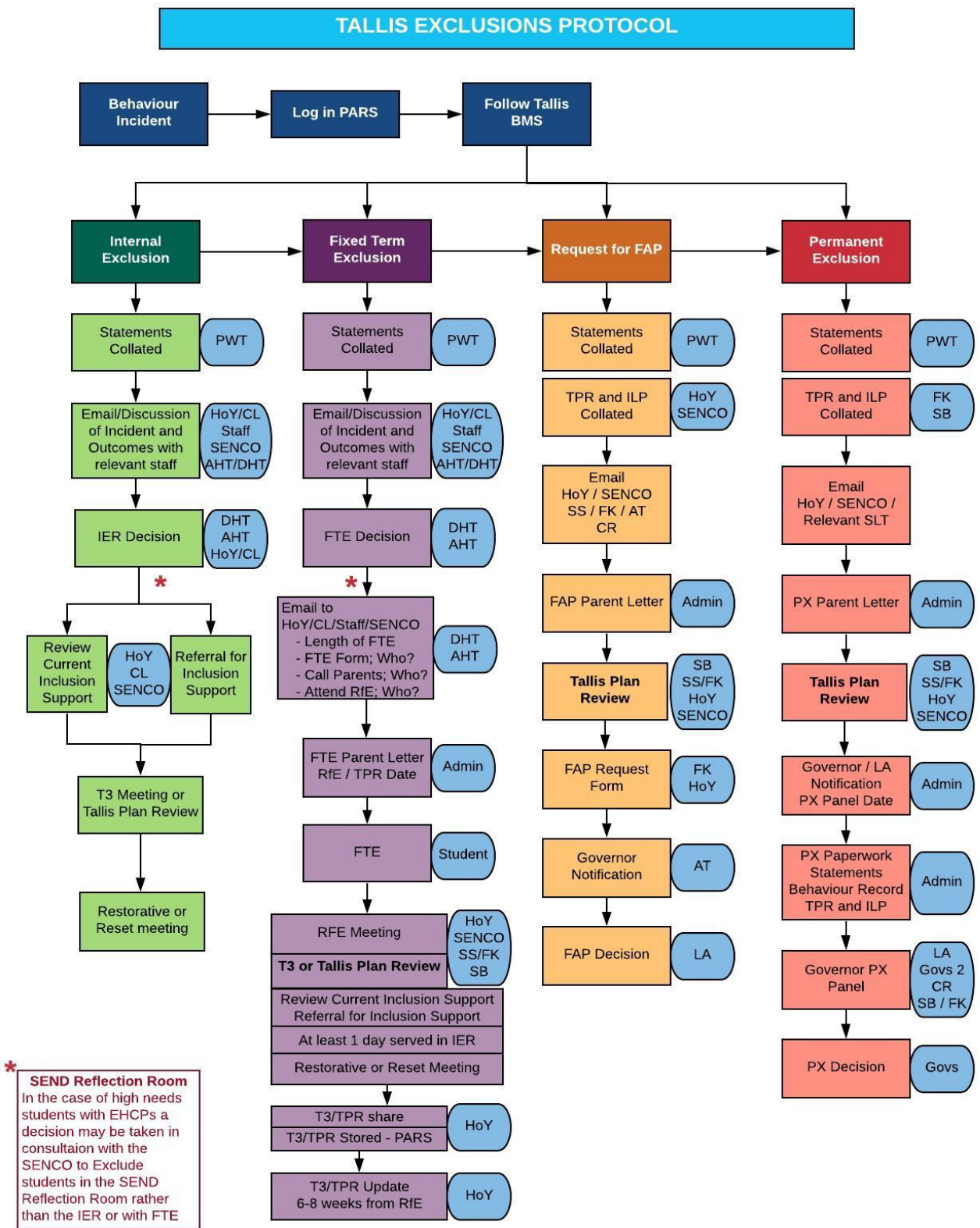
T3 Behaviour Support

Name and Year Group:		Persons present:	
Date of Meeting:		Date of review:	
Priority code:		Progress VA:	
Behaviour points: (positive and negative)		No of exclusions:	
Attendance:		Punctuality:	
Reason for exclusion:			
Barriers to improvement (context)			
Target 1			
Target 2			
Target 3			
Any other comments:			
Review notes:			

Signed by parent/carer: _____

*Tick over the page for support audit

<i>Support provided using</i>	Tried	Successful so far	Partially successful	No impact	To try
1. Monitoring or positive report (tutor/HOY/SLT)					
2. Reset meeting					
3. Tutor support (daily or weekly review)					
4. Frequent and regular contact home					
5. Parental meeting with Tutor/HOY/CL					
6. Sanctions and rewards					
7. Use of 'time out'					
8. Attendance support					
9. Mentoring (peer or staff)					
10. LSU intervention					
11. Cooling off space provided i.e. RR					
12. Medical support i.e. nurse, medical card					
13. Multi-Disciplinary Referral					
14. Additional learning support i.e. XFN, study hall					
15. Curriculum adjustment i.e. Basecamp, timetable					
16. Counselling (internal or external)					
17. Use of external agencies (list below)					
18. External assessment i.e. EP, SALT, ASD, CAMHS					
19. Meeting with headteacher/governors					
20. Alternative Provision					



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

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 Head'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

SE/CH January 2022

APPENDIX 9

The Post- 16 Behaviour Policy can be found [here](#).

End of document