



**TOWNLEY**  
—EST 1937—  
**GRAMMAR SCHOOL**

Behaviour Policy

2025-2026



## Introduction:

Relationships are central to exceptional behaviour for learning. We live in a school community and must respect each other's dignity, working together for a common purpose: to create a happy, safe, ambitious, and successful learning environment where we see and treat each other as an extension of ourselves. Creating a framework in which the behaviours needed for that kind of community to flourish involves a strong focus on pre-emptive systems, rewards, and certainty of consequences. To support the development of behaviour and helping young people to overcome the challenges they find in meeting those standards to flourish we will provide a variety of forms of support.

**Guiding Principles:** The school aims to foster trust and mutual respect for everyone. It believes that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

- Townley Grammar School is an inclusive community. We welcome student from various cultural and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world. Our efforts to achieve equality for all should guide our decision-making and ultimately students' day-to-day experiences.
- We expect students to treat staff and each other with consideration and to respond positively to the opportunities and demands of school life. They should follow the school's rules and regulations and understand what is expected of them and why consequences may be imposed for inconsiderate behaviour.
- The school's rules and regulations are designed to encourage positive behaviour and self-regulation. We expect staff to play an active role in nurturing students and helping them learn key positive behaviour traits as per our Townley Traits. Staff must pay first attention to positive behaviour and where appropriate, raise behaviour concerns in private, not in public.
- Praise and commendation are important in raising a student's self-esteem and sense of achievement. The most effective form of rewarding students is consistent and positive recognition. This approach shifts the focus away from simple material incentives to genuine acknowledgement of positive actions.
- Consequences are imposed fairly, and, where appropriate, after due exploration action has taken place. To promote positive behaviour, we believe in providing an inclusive and caring environment where positive behaviour is deliberately modelled and explicitly taught to all Townley Grammar School students.

## We believe that positive behaviour:

- Is achieved through our Ready, Respectful and Safe framework.
- Is a key part of education and role-modelled actively through our whole school values & Townley Behaviour Traits
- Is part of a school culture that seeks to develop positive behaviour for future life.

## As such the following themes are key elements of our approach to behaviour:

- Importance of relationships: We seek to build positive relations between all members of our school community.
- Inclusive and supportive approaches are deployed to support students in overcoming behaviour challenges.
- Relationships are restored and repaired: Our behaviour systems ensure that all students can learn from any mistakes and restore relationships.
- Consistency of expectations: Townley Grammar School staff have high expectations of all students. As such, action will always be taken to address misbehaviour.

**Aims-** We believe that when character traits are allowed to flourish, they underpin effective learning both inside the classroom and outside to become a better person.

The school's values are an integral part of daily life and our identity. Staff and students should role model our school values of: **Consciousness, Compassion, Courage and Curiosity** in all their day-to-day interactions with each other.

Our Townley Behaviour Traits are the foundation upon which positive behaviour and role modelling are based in the classroom. The Townley Behaviour Traits and school values should be explicitly role modelled by staff to help students access a bespoke behaviour curriculum across subject areas. Eg: Adults role model and teach students the behaviours implicitly and explicitly they expect in their classrooms.

## The Townley Behaviour Traits:

**Rewards:** When students exhibit any of these behaviours below, we should reward and encourage them through verbal praise and use of our rewards system through House Points.

**Responsibility:** Being aware that alongside our rights we also should behave in a manner that is responsible and recognises the needs of all our community.

**Respect:** Treating people with dignity, and respecting their person.

**Kindness:** Treating and speaking to people how you wish to be treated.

**Perseverance:** Not giving up and keeping focused on our goals.

**Listening:** Actively giving someone the time to express their thoughts and listening to them respectfully

**Empathy:** Putting yourself in other people's shoes and acting accordingly

**Bravery:** Not simply doing what may be easy or popular, taking your own decisions and being accountable to yourself as well as others.

**Honesty:** Acting with integrity and doing the right thing when no one is looking. Being honest with yourself and others.

*We are ready for learning, we are safe around school and we are respectful to each other.*

### **Students are expected to:**

- Role model our school values in all interactions with peers and staff alike.
- Role model exemplary behaviour inside school and when representing the school in the wider community such as on public transport and in/around the community.
- Listen with understanding and empathy – Devoting mental energy to another person's thoughts and ideas; trying to perceive another's point of view and emotions.
- Manage impulsivity – Thinking before acting; remaining calm, thoughtful and deliberative.
- Apply past knowledge to new situations - Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
- Remaining open to continuous learning – Understanding they have so much more to learn.
- Having humility and honesty, admitting mistakes and trying their best to not repeat them.

### **Positive routines:**

All teaching staff are expected to follow set routines at the start and end of each lesson. Including: 'Meet and greet' at the classroom door is a positive expectation whereby teaching and cover staff welcome the students into the classroom by greeting them positively and setting out positive behaviour expectations in a polite, kind and firm manner. This provides important routines for students and consistent classroom experiences.

Staff are expected to dismiss students at the end of a lesson in an orderly and considerate manner.

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools

Supporting students with medical conditions at school. It is also based on the special educational needs and disability (SEND) code of practice.

## In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires 4 of 12 the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

Our school values are reinforced through the school's code of conduct, in and out of classroom rules, positive behaviour management, use of our student hub, our Character and Wellbeing Programme, our 21st Century curriculum, our leadership opportunities and school assemblies.

Staff and students are expected to actively embody our whole school values & the Townley Behaviour Traits

**Misbehaviour is defined as:** Conduct that does not meet our positive behaviour expectations. For example: Disrupting the smooth running of our school, disrupting teaching and learning, and late attendance to lessons for no recognised reason.

Persistent misbehaviour is defined as occurring more than once in a given period.

## Serious misbehaviour is defined as:

- Repeated breaches of the school rules, bringing non-Townley Grammar school individuals onto the school site, significant breaches of health and safety
- Misuse and risky use of social media
- Breach of filtering or misuse of fair internet use Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include: Knives or weapons, alcohol and all Illegal drugs, stolen items, tobacco, vaporisers and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). And any other items the headteacher feels would be detrimental to maintaining high standards of behaviour. Please note the list of prohibited items may change over the course of a year dependent on changes to law and advice from outside agencies such as the local Safer Schools Police team. Metropolitan Police Service Safer School Partnerships team. Confiscated items may be handed over to the police or relevant agency under the data sharing agreement and protocol with Safer School Partnership with the Metropolitan Police.

## Behaviour for Learning at Townley Grammar School

We believe that building positive relationships is crucial to setting the high expectations we have for all. Staff are supported by SLG and SLT to foster a learning environment where they can teach and students can learn. Teaching and academic staff are responsible for setting the tone and context for positive behaviour within the classroom. Our key business is learning teachers are in school to teach, children are in school to learn, behaviour systems therefore need to facilitate this process. As a teacher, the students in your class are their responsibility. Teachers are responsible for managing their behaviour in the classroom (Teacher standards 1,5 and 7). It is a teacher's right to seek support from other staff and families, when necessary, but they need to manage this support carefully. If teachers delegate responsibility for managing the behaviour of students in their class to colleagues it will weaken relationships with their class, their status, and their authority. Staff have a responsibility to remain involved with even the most challenging students, even if that student is working with someone else- for example the school SENDCO.

The greatest impact in positive behaviour for learning is within the classroom, we recognise however that other systems may occasionally be needed. Should effective positive behaviour strategies not succeed in dealing with behaviour, then robust processes exist within Townley Grammar School with the aim to restore relationships and return students to learning. Further guidance for staff is published and updated in the Positive Behaviour Guide

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## Roles and responsibilities

The Role of the Headteacher:

The headteacher is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## The Role of the Governing Body:

The Governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## Staff- The Role of House Tutors:

Tutors play a pivotal role in monitoring the achievement, behaviour and therefore the overall progress of their tutees.

Tutors are the first port of call for students in the morning and are thus very important in setting the expectation, standard and most importantly nurturing positive relationships with our students.

In relation to behaviour tutors should:

- help to focus individual students on areas of concern, particularly behavioural concerns
- support their subject colleagues' efforts to guide and to support individual students HSTs may use a 'House Tutor Report' for periods of one or two weeks in order to support their tutees.

The Learning Manager, relevant SLT link and Head of School should also be kept informed of progress.

## Academic Staff

All teaching staff are responsible for implementing the behaviour policy and follow the school's Positive Behaviour Guide, our policy and subsequent procedures.



## **The Role of Learning Managers:**

LMs ensure that information flows smoothly between subject teachers, HoD, FLs, SLT and parents/ carers, ensuring that reports and other documentation can be collated and produced at the relevant stages in these procedures. Learning Managers should role model our positive behaviour approach with students, engage in restorative conversations and monitor the behaviour and progress of their relevant year groups and ensure that a consistent approach is maintained by tutor teams. When matters escalate beyond the department level, a ‘Triage’ system will take place and will then engage with the relevant member of SLT. For issues that remain within one Faculty area, the link-SLT for that Faculty will manage the situation together with relevant staff and where appropriate the Head of School. Where it has been identified that more than one Faculty has concerns, the relevant Head of School alongside the link-SLT for Behaviour and Culture will manage the situation together with relevant staff

## **The Role of Assistant Learning Managers:**

The ALMs will provide appropriate student-centred support in collaboration with pastoral leaders.

**Parent and carer** involvement in school contributes to improved student lifelong learning, health and wellbeing. This partnership is strongly related to improved student learning, attendance and behaviour. This student, parent and carer and school partnership is collaborative based on effective communication, mutual trust and respect and shared responsibility for the education of all students at the school. This partnership includes establishing expectations, rules and guidelines for student learning and behaviour in school and at home.

## **Parents / carers are expected to:**

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Support the school in upholding our high expectations of students (their children)

## **GDPR:**

Following allegations made against Staff employed by Townley Grammar School GDPR dictates that actions taken against either by external agencies, Townley Grammar School Trust staff are of a confidential nature and will not be disclosed to parents/ carers.

Staff are unable to discuss with parent / carers consequences and any further information regarding another student or another member of staff with those other than with parental responsibility for the student in question.

Student code of conduct: Parents/Carers and students agree to meet the high expectations set out by the school regarding behaviour. This forms the home school agreement that is agreed to by all and obliges full parental support.

## Rewarding Students:

Praise and commendation are important in raising a student's self-esteem and achievement. The most effective form of rewarding students is consistent and positive recognition. This approach shifts the focus away from material incentives to genuine acknowledgement of positive actions.

At the simplest, and perhaps the most effective level, this means utilising every opportunity to give verbal or written praise in line with our Townley Traits and other forms of achievement. Praise at its most effective is part of a system that spreads its net of praise as widely as possible.

Staff are strongly encouraged to give house points, and these are connected to the school values and Townley Traits recorded on Arbor. Each student will have an individual record, and their total will be collated and contribute to the total number each House in the school achieves at the end of the academic year. Students can be awarded Bronze, Silver, Gold and Platinum certificates depending on the number of House Points accrued in a year.

Positive behaviour will be rewarded with:

- Praise
- House points
- Townley Commendations
- Letters or phone calls home to parents
- Muse board nominations
- Recognition from Senior Leaders including the Headteacher and Heads of School can include positive in person meetings such as celebration breakfasts and afternoon tea.

We need to ensure that students receive fair and consistently applied consequences for behaviour that does not meet our community expectations. However, we must also display flexibility in our use of consequences to take account of individual circumstances on a range of indicators including student vulnerability indicators. Students need to feel the certainty of consequences and feel equally safe that consequences will be applied justly and fairly. A summary of which members of staff are responsible for each type of consequence is shown below

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Detention at break or lunchtime, or after school
- Relocation to HoD's room for supervised study
- Referral to HoD, LM, SLM or SLT for follow up
- Letters or phone calls home to parents
- Monitoring report (Pastoral or departmental). An essential part of any relocation is the follow up from the class teacher, HoD, FL, LM / SLM or SLT. Our relentless commitment to high

expectations in relation to behaviour is communicated home clearly and regularly. This allows us to build relationships with students.

- Detentions are set by the class teacher and communicated to parents via the school planner, Arbor, e-mail or a phone call home. When in detention the teacher discusses the expectations, they have for students and the student reflects on how they might improve. C2 and above consequences should be guided and accompanied by a restorative conversation held between the teacher and student to ensure relationships are strong and students able to refine their behaviours for the future.

## Off-site behaviour:

- Consequences may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Whilst this behaviour policy refers mainly to the behaviours of students within school premises, the school reserves the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when students are:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some way identifiable as a student from our school
  - poses a threat to another student or member of the public
  - could adversely affect the reputation of the school. In the incidences above, the Headteacher may notify the police of any actions taken against a student. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed. Malicious allegations where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Reasonable Adjustment:

The school will make reasonable adjustments for managing behaviour which is related to a student's Special Educational Need or disability. Staff will seek advice if they are unsure about how to manage a student's behaviour where this is related to a Special Educational Need or disability.

## Fixed Term Suspensions (FTS)

- Fixed term suspensions are the sole responsibility of the Headteacher, or a Deputy Headteacher in the case of the Headteacher's absence and adhere to the required practice in the DfE guidance September 2022
- Following any fixed term suspension, reintegration an intervention will be as follows:  
Suspension Return procedure Intervention 1-day Reintegration Meeting with LM and AHT /DHT ISP and SLT monitoring report 2 days Reintegration Meeting with LM and AHT

/DHT ISP and SLT monitoring report 3 days Reintegration Meeting with SLM and AHT  
/DHT ISP and SLT monitoring report 4 days Reintegration Meeting with AHT/DHT ISP and SLT monitoring report 5 days Reintegration Meeting with DHT/HT Bespoke support plan agreed, including discussion around a managed move. \*In the event of second fixed-term suspension in the same academic year, the reintegration meeting will take place with the Headteacher and relevant SLT member

- The school is conscious of its duties and responsibilities to protect the wellbeing and safety of the whole school community alongside the duty of care towards any individual who is issued a FTS or at risk of FTS. The school reserves the right to conduct ½ day FTS or 1-day FTS on school site if this is beneficial for the safety and wellbeing of a student.

## **Removal from lessons**

Removal from lessons in schools is a measure where a student is temporarily taken out of the classroom for behavioural reasons.

### **Purpose and Definition:**

Removal is when a pupil is required to spend a limited time outside the classroom at the instruction of a senior member of staff and authorised by the head teacher due to serious behaviour issues. Removal from lesson cannot be implemented or instigated by a non-member of the school's SLT. We do not have an "on call-" removal system at Townley Grammar School.

### **Guidelines for Use**

- It should only be used when necessary and after other behavioural strategies have been attempted unless the behaviour is extreme.
- Removal is considered a serious consequence
- The education provided during removal may differ from the mainstream curriculum but should still be meaningful.

### **Notification and Considerations**

- Parents must be informed on the same day if their child has been removed from the classroom
- Schools must consider whether the consequence is proportionate and if there are any special considerations relevant to its imposition. Removal from lessons would be classified as a C4- Senior Leader consequence.

### **Removal is different from exclusion or suspension:**

- Suspension (fixed-term exclusion) involves removing a pupil from school for a specific period, up to 45 school days per academic year
- Permanent exclusion means the pupil is no longer allowed to attend school.

## Proper Use and Concerns

It's important to note that removal should be used appropriately. Removal from lessons, when used correctly, is a short-term measure aimed at addressing behavioural issues while ensuring the pupil's education continues in a supervised environment.

The removal of a student from their timetabled lessons can help restore stability after a significant behaviour incident which caused high disruption. The removal from a lesson would mean a student continues their education in a managed environment.

## The Role of the Headteacher:

The Headteacher reserves the right to review the Behaviour Policy and to use professional judgement to help all students to make positive choices, learn effectively and feel safe and happy at school. It is within the Headteacher's power or delegation to issue consequences up to and including permanent exclusion.

## Permanent exclusion (PEX)

Permanent exclusions are the responsibility of the Headteacher and Local Governing Body and are issued only, when necessary, in line with the Department for Education's guidance.

## Authority to Search students on site.

- Headteachers and staff they authorise have statutory power to search students or their possessions.
- Searches should only be conducted when there are reasonable grounds to suspect a pupil has prohibited or banned items.

## Items That Can Be Searched For

Prohibited items that can be searched for typically include:

- Weapons
- Alcohol
- Illegal drugs
- Vaporisers
- Stolen goods
- Tobacco products
- Pornographic images
- Fireworks
- Any item likely to be used to cause injury or commit an offense
- Items banned by school rules.

## Search Procedures

- Searches should be carried out by a staff member of the same sex as the pupil, with another staff witness present.
- Students should not be required to remove clothing other than outer garments like coats.

- Schools can use walk-through metal detectors to screen pupils without suspicion.

## Confiscation

- Staff can confiscate any prohibited items found during a search.
- Schools have general power to confiscate items as a disciplinary penalty where reasonable.
- Alcohol, tobacco, and fireworks can be disposed of and not returned to pupils.

## Recording and Reporting

- Searches for prohibited items should be recorded in the school's safeguarding system.
- Parents should be informed about any search for prohibited items and the outcome.

## Safeguarding Considerations

- Safeguarding should be prioritized in the approach to searches.
- If a search raises safeguarding concerns, staff should follow child protection procedures.

The policy aims to balance maintaining a safe school environment with respecting pupils' privacy rights. Proper procedures and safeguards are emphasised to ensure searches are:

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

## Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents. Confiscation Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate. Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs and disabilities coordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with parents to create the plan and review it on a regular basis. Our strong community links with wider organisations such as Bexley Women's Aid and educational specialists provide further expertise and support when we encounter complex or non-straightforward behaviour matters that require even greater student-centric approaches.

## Reintegration of students

The purpose of this policy is to support the successful reintegration of students back into school following a suspension or exclusion. The goal is to ensure a smooth transition and set the student up for future success.

### Key Elements:

- A reintegration meeting should be held prior to or at the beginning of the student's return to school. This meeting should include: The student, Parents/Carers (where possible), Relevant school staff and any involved external agencies.
- The school will develop a reintegration strategy that includes:
  1. Offering the student a fresh start
  2. Helping the student understand the impact of their behaviour
  3. Teaching expectations for behaviour in line with school culture
  4. Identifying any special educational needs or health issues that require support
- A support plan should be created outlining:
  - Any additional support or interventions needed
  - Strategies for managing behaviour
  - Goals and expectations for the student
  - A timeline for reviewing progress

## Designated Staff Member(s)

The school will assign a specific staff member to act as a liaison for the reintegrating student. This person will:

- Be a point of contact for the student
- Monitor the student's progress
- Communicate between the student, teachers, and parents/carers

## Implementation

- Work should be provided for the student during the first five days of suspension
- A gradual reintegration may be used, starting with part-time attendance if needed
- Staff should be briefed on the student's return and support plan
- The student's progress should be regularly reviewed and the plan adjusted as necessary

## Considerations

- Reintegration should happen as soon as possible after the suspension ends
- The length and nature of the exclusion should be considered
- Flexibility and understanding from staff are important for building the student's confidence
- The reintegration process should be positive and focused on future success rather than past issues

By following this policy, schools can help suspended or excluded students successfully transition back into the school environment and reduce the likelihood of future behavioural issues.

## Student transition:

To ensure a smooth transition to the next year, students have transition sessions with their pastoral leaders. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development (CPD) as outlined in the school calendar. The positive behaviour guide outlining key processes, information and strategies as well as a staff handbook form part of new staff induction and supports consistency throughout the school. There are several key routines and systems in place which support the behaviour for learning and staff at all levels receive regular training in this. These are designed to ensure that all members of staff actively ensure that standards are kept across the school.

**Monitoring arrangements:** This behaviour policy will be reviewed by the Headteacher and the full Governing Body every year. At each review, the policy will be approved by the Headteacher.

## Mobile phones:

- We operate a policy of 'on site, out of sight' when it comes to mobile phones and headphones at Townley Grammar School. Year 7-11 students must place their mobile phones in their lockers and 6<sup>th</sup> formers can only use devices in allocated 6<sup>th</sup> form areas. We recognise the journey that students make travelling to and from school. Students do

however bring these items in at their own risk. Year 7 and 8 students should not bring any form of smartphone onto the school site.

- If a mobile phone is confiscated for a second time, parents or a nominated adult carer must collect this in person from the school reception. Parents and carers must understand that school staff cannot diverge from this expectation.

### **Monitoring arrangements:**

This behaviour policy will be reviewed by the Headteacher and the full Governing Body every year. At each review, the policy will be approved by the Headteacher.

### **Links with other policies:**

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Attendance Policy, Anti-bullying Policy
- EDI policy
- E-Safety Policy
- Equal Opportunities Policy

**Glossary of Terms/Abbreviations:** ALM Assistant Learning Manager HOD Head of Department HST House Tutor SLM Senior Learning Manager LM Learning Manager AHT Assistant Headteacher DHT Deputy Headteacher HT Headteacher SLT Senior Leadership Team, FL Faculty Leader.

### **Appendices:**

Appendix 1: Positive Behaviour Guide for all staff, Appendix 2: Rewards and Consequences information.