



**KING EDWARD VI
LORDSWOOD
SCHOOL FOR GIRLS**

Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Behaviour, Rewards and Relationships Policy

Committee	Pastoral and Curriculum
Policy Type	School Policy
Policy Owner	Deputy Headteacher- Pastoral and Attitudes to Learning
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Publish Online	Yes
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Version	1

1. Introduction and Aims of the Policy

At King Edward VI Lordswood School for Girls a high standard of behaviour is an essential strand of an effective and high achieving school and fulfilling our vision of 'Together we thrive and add value to the world'. This needs to be supported by high quality teaching, high expectations, positive relationships and a set of values which are clearly understood and shared by all stakeholders.

Our school values are:

- We are **ready** to learn
- We treat everyone with **respect**
- We are **resilient**

As a result our school expectations are:

- We arrive to school on time ready to learn, dressed in school uniform (or sixth form dress code) and fully equipped
- We treat ourselves, each other and the school environment with respect
- We try our best and act on feedback to improve

We adopt an approach whereby we support all students in managing their own behaviour and offer additional support internally or via external referrals when needed. King Edward VI Lordswood School for Girls aims to become an accredited Trauma Informed Attachment Aware School (TIAAS). We believe that a trauma informed, relational approach is the foundation of resilience and life-long learning. An Attachment Aware school promotes resilience, values relationships, supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. The ability to self-regulate is integral to positive emotional well-being and mental health. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others. We recognise that behaviour is a form of communication and we, therefore, seek to understand and respond to the needs of a child which they may be expressing through their behaviour, whilst setting clear and consistent boundaries and expectations. Emotion coaching strategies are used to best support situations where behaviour is a concern.

Our approach prioritises supportive, relational responses over punitive measures, recognising that positive relationships are central to learning and development.

Staff and students deserve to work and learn in an environment which is positive, respectful and kind. We recognise that behaviour and wellbeing are inextricably linked.

Our approach, which is shaped by research in child development, attachment and neuroscience helps us understand that, when wellbeing is strong and students feel safe within their

relationships, they are better able to engage in learning and reach their full potential. It is, therefore, vital that wellbeing is at the foundation of our school approach.

Teachers have statutory authority to respond to student behaviour and to provide appropriate guidance and support where behaviour does not meet expectations. This authority extends to all paid staff who have responsibility for students. Staff may use reasonable and appropriate behaviour both on and off school site, where this is necessary to maintain safety, wellbeing and the school's standards. All responses are carried out within a framework that prioritises understanding, consistency and the promotion of positive relationships.

King Edward VI Lordswood School for Girls aims to become a TIAAS (Trauma Informed Attachment Aware school). The school recognises that the following are key aspects of effective behaviour management:

- A consistent relational approach to behaviour management;
- Strong compassionate and reflective school leadership;
- Clear, predictable classroom management, expectations and processes for rewarding students and managing behaviour (see Appendix 1- Our Classroom Expectations and Appendix 2 Reflective Behaviour Chart);
- Recognition of positive behaviour and proportionate, meaningful consequences
- The explicit teaching of positive behaviour, emotional regulation and social skills
- Continued staff development and supporting consistent Trauma Informed Practice;
- Graduated student support systems including early identification and targeted intervention;
- Strong partnerships with parents/carers and collaboration with external agencies;
- Carefully planned and supported transitions recognising the importance of stability and continuity

Principles

- King Edward VI Lordswood School for Girls is committed to ensuring that this policy is implemented consistently and fairly. However:-
- being 'fair' is not about everyone getting the same (equality but about everyone getting what they need (equity the change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN)- which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly
- Although behaviourist approaches can work for the majority of students, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For students

who have experienced trauma and loss, including vulnerable groups such as Looked After Children (LAC2, CiC), children at the edge of the care system, and previously Looked After Children (PLAC) (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

- All adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and all staff have a duty to explore this vulnerability and provide appropriate support.
- This requires a school ethos that promotes strong relationships between staff, students and their parents/carers/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour is key in order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural Rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise students from their peers, school community and family, leading to potentially more negative behaviour
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of students are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parent/carer engagement and involvement is absolutely crucial when addressing and planning support for students SEMH needs.
- Early intervention is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early. (See Appendix 3-Pastoral Toolkit)
- Students who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers/carers and relevant agencies, and shared sensitively, as deemed appropriate

Roles & responsibilities

- All staff have the power to discipline students whose behaviour is not safe or respectful, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006) and applies to all paid staff within the school.

- Staff can discipline students at any time the student is in school or elsewhere under their charge, including on school visits.
- Staff can also discipline students for unsafe or disrespectful behaviour outside school.
- Staff have a specific legal power to impose detentions outside school hours.
- Staff can confiscate students' property.
- Staff support, consistency and discretion are central to the operation of this policy. It is individual staff that decide when to apply a reward or consequence and have regard for the individual student and circumstances involved.

Governors will-

- Fulfil the requirements of the law in relation to governors' responsibilities regarding discipline in the school
- Contribute to the formulation or review of the school's behaviour policy including the setting out of expectations about student behaviour
- Judge the school both by directly observed behaviour as well as third party perceptions about student behaviour
- Take positive steps to attempt to understand the complexities of ensuring high standards of student behaviour and the challenge this presents to the school staff
- Support the Headteacher and staff in the operation of all behaviour-related procedures pertaining to the day-to-day running of the school
- If appropriate, to assist in the monitoring and evaluation of standards of behaviour
- Celebrate positively the standards expected and achieved by our students, both within the school, on the board and in the wider community
- Monitor the functioning of the school behaviour policy by analysis of a range of available indicators
- Receive any representations by parents/carers regarding the suspension of their child
- Ensure a fair and consistent application of the policy regarding permanent exclusion.

Leadership Team will -

- Stand alongside colleagues to support, guide, model and show a unified consistency to the children. The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and students whose effort goes above and beyond expectations
- Model the Staff Code of Conduct and Trauma Informed Practice in their interactions

- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

All staff (teachers, support & site staff) are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of safe and respectful student behaviour
- Building relationships through their interactions with students
- Adopting an attitude and culture of ‘botheredness’ – the daily acts of care and genuine interest in children’s lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning through the use of positive points).
- Seeking both resolution and learning when responding to incidents.
- Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture
- Always reminding children about the expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on Arbor
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can’t hear us
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms

Teachers are also responsible for:

- Planning lessons that engage, challenge and meet the needs of all children
- Modelling behaviours as outlined in the Teaching Standards.

Heads of Year and Pastoral Managers will:

- Liaise with staff and Heads of Department with regard to supporting students in understanding how to show positive, safe and respectful behaviours
- Place students on Head of Year report in an effort to support students in understanding how to show positive, safe and respectful behaviours
- Contact parents/carers by letter, email, or telephone to support students
- Arrange meetings with parents/carers/students.
- Use the Behaviour Events section of the Management Information System to monitor, analyse and manage students' behaviour.
- Staff the On Call Rota.
- Recommend referrals to other agencies.
- Introduce a Pastoral Support Programme for students whose behaviour does not meet the expectations outlined in the policy using the Pastoral Toolkit (see Appendix 2)
- Ensure that the MyConcern is kept up to date.
- Inform SLT with regard to behaviour data and trends
- Refer students to the Leadership team for consideration for the Reset Room when there has been a serious breach of the school's behaviour policy, or 2 or more On Calls, or a serious breach of the students Code of Conduct

Head of Departments will -

- Ensure that their Department follows the agreed and adopted Behaviour Management Policy with regard to both rewards and consequences, and roles and responsibilities
- Support members of their department with behaviour which does not meet expectations with individual students or classes.
- Place students on a subject report for their curriculum area and support the student with positive behaviours
- Contact parents/carers by letter, email, or telephone.
- Arrange meetings with parents/carers/students.
- Organise departmental detentions

Form Tutors will:

- Celebrate students whose effort goes above and beyond expectations, through morning Form Time and appropriate rewards
- Model Trauma Informed Practice in their interactions
- Regularly share good practice of students within Form Time

- Coordinate the support for students who are displaying behaviour that does not align with the principles in this policy across 1 or 2 subjects through measures such as a Form Tutor Report Subject Leaders
- Record behavioural events, both positive and any consequences, and resulting action on the school's Management Information System when required
- Liaise with staff and Heads of Year with regard to supporting students where behaviour does not meet the expectations outlined in this policy
- Contact parents/carers by email, or telephone.

KEVI Lordswood School for Girls' Students will:

- Act in a way that contributes to positive working and social environments
- Follow the values of being ready to learn, being respectful and showing resilience
- Understand that they will be recognised and rewarded for demonstrating positive behaviours.
- Where behaviour does not meet expectations, staff will respond with appropriate, proportionate and supportive consequences in line with school's policy helping students to reflect and make positive changes
- Inform a member of staff if they witness other students engaging in poor behaviour
- Ensure their online behaviour meets our school expectations in line with the trust's Online Safety Policy

Parents and carers, where possible, should:

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor or Head of Year promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Ensure that school attendance doesn't negatively impact their child's ability to learn and cope
- Take part in the life of the school and its culture

Safeguarding

We remain committed to safeguarding and have detailed safeguarding policies in place to support our work in this area. Occasionally, others may make allegations against students in the school, which are of a safeguarding nature. If the allegation indicates a potential criminal offence

has taken place, the police will be contacted at the earliest opportunity and parent/carer informed (of both the student being complained about and the alleged victim).

Allegations against Staff and students

King Edward VI Lordswood School for Girls takes its safeguarding responsibilities very seriously; allegations will be investigated carefully and thoroughly. Any allegation against staff will be reported to the Headteacher. Investigations will be carried out immediately in order for a quick resolution. Safeguarding allegations involving students will be dealt with in line with our Safeguarding policy and procedures.

Malicious Allegations against Staff and students

Students who are found making malicious allegations will be in serious breach of the school's behaviour policy. The Headteacher may well, in this instance, consider suspension or

Permanent Exclusion and/or informing the Police.

4. Rewards and recognition and consequences

Proportionate and supportive consequences are used when behaviour does not meet expectations with the aim of helping students to learn from their experiences and make positive changes. In most situations these responses are followed by a reflective conversation enabling students to understand the impact of their actions, repairs relationships and move forward successfully.

Recognising and rewarding our students is integral to our school life. We encourage students to develop our core values of being ready, respectful and resilient, follow the school rules and succeed in school by:

Verbal Praise	Used for any recognition of fulfilling our school values in the classroom or around the school
Positive phone calls home	Used by staff when students have demonstrated that they have fulfilled the school values to a high standard for example trying hard in lessons when they have recently struggled, being kind to another person, consistently ready to learn
Points on Classcharts (which can be spent at the online shop)	Used when students have fulfilled a school value in the classroom or around the school for example achieving an improved grade in an assessment, picking up litter, on task behaviour, doing their best to answer a question in class, being kind to someone else
Certificates or postcards	Certificates will be issued when students have accrued a certain amount of points to signify key milestones. They will also be

	issued when attendance has been higher than 97% each term or improved over time. Postcards might be issued when staff witness a particularly wonderful example of our school values being fulfilled such as representing school well on a trip or creating an outstanding piece of work
Rewards events/ trips	Students will be invited to attend based on how well they have fulfilled our school values over time: being ready to learn, respectful and resilient. Criteria will be shared for each trip/ event

It is important that we encourage our students to also make safe, positive, and respectful choices for their own internal reward of pride and that they can value their own positive actions.

5. Our response to negative behaviour is outlined below. In classrooms staff are expected to follow the Reflective Behaviour Chart (Appendix 2)

5i. Punctuality to school and to lessons

- Being on time to school and all lessons is very important to us in preparing students for life after school. It also ensures a calm and safe environment where students can learn well.
- Late to school is anytime after 08.30am.
- Late to lessons is after the majority of students have arrived to the room. Latecomers will be asked to sit without discussion as to the reason for the late until an appropriate time during the lesson to discuss.
- Students will carry a standards card. If students have lost their standards card a 30 minute detention for the following day will be issued.
- If students are late to registration/ school after 08.30am then their standards card will be signed and they will receive a 15 minute detention at lunch.
- If they are late to lessons after the majority of the class has arrived their card will be signed. Three signatures and their card is taken from them. They are issued with a pending detention card and must attend their detention (30 mins pastoral) to obtain a new standards card. Failure to attend this detention will result in a SLT detention and possible further sanctions.
- Persistent attendance at standards detentions will result in contact home, meeting with parents/carers/carers and intervention from the pastoral team.

5ii Uniform breaches

We know that you want your child to attend a well ordered school where behaviour is good, bullying is rare and students learn. This starts with respecting the boundaries of a smart uniform.

Students do wear their uniform with pride, and we make no apology for picking up on small infractions of the policy as this reduces the pressure on others to 'follow the crowd'. Students will carry

a standards card. If students have lost their standards card or do not have their card to present to staff, a 30 minute detention for the following day will be issued.

If students have breached the uniform policy then their standards card will be signed. Three signatures and their card is taken from them. They are issued with a pending detention card and must attend their detention (60 mins pastoral) to obtain a new standards card. Failure to attend this detention will result in a SLT detention and possible further sanctions.

In exceptional circumstances a slip will be issued to excuse a piece of missing or incorrect uniform but this will only be done with a note from parents/carers/carers to explain.

Persistent attendance at standards detentions will result in contact home, meeting with parents/carers/carers and intervention from the pastoral team.

Home contact will be made by the review tutor/ pastoral team to support uniform standards.

Students should attend their detention (30 mins pastoral) to obtain a new standards card. Failure to attend this detention will result in a SLT detention and possible further sanctions.

Persistent attendance at standards detentions will result in contact home, meeting with parents/carers and intervention from the pastoral team.

Home contact will be made by the review tutor/ pastoral team to support with uniform standards

5iii Detentions

Please be aware that setting detentions are a school's discipline right, schools no longer have to give notice or request permission from parent/carer/carers in order to detain a student. Our intention is to inform parent/carer/carers of any detention after school hours lasting longer than 10 minutes. We will inform parents/carers using ClassCharts and/or a phone call home. If staff issue a detention they should call parents/carers as best practice to discuss the circumstances that led to it.

Staff will continue to make use of the allowed 10 minutes at the end of the school day. During this time staff are permitted to ask students to stay behind. Examples are for discussion about behaviour, progress or work as well as for poor punctuality.

Type of detention	Possible reason why
Subject detention- after school	Behaviour in lessons resulting in 'On Call' attending Lack of homework on multiple occasions
Standards detention	Three signatures on uniform card or late card- 30 minutes after school
Pastoral detentions- after school or at lunch (it is down to the discretion of staff assigning the detention as to when it takes place)	Incident at social time Anti social behaviour in school Uniform/ persistent punctuality issues Reset Room Detentions
Late detention- 15 mins at lunch	Late to school on that day
Senior Leadership Detentions- after school	Persistent detentions across school A serious incident Failure to attend detentions elsewhere

5 iv. Report System / Check in

Where there is continued behaviours that challenge in school, early intervention is considered vital to

support the student in improving their behaviour. One of these strategies is our report system to monitor and support students:

Form Tutor Report- Students that reach a threshold of 5 negative behaviour points in each term will be placed on Form Tutor report for 2 weeks to monitor and support with improvements. Form tutors will call home to inform parents/carers/ carers of the process. If positive change is not evident, students will move onto the next report.
Head of Year Report- If positive behaviours are not seen on Form Tutor report, students will be on report to their Head of Year. Students who have been involved in a serious incident may also move straight to this report at the pastoral team's discretion. They will be on this report for 4 weeks. If positive behaviour is still not evident, then they will move to the SLT report and a behaviour support plan will be written alongside the Pastoral Toolkit.
Behaviour Manager Report- Students who have been suspended or received time in the Reset Room will be placed on report to the Behaviour Manager for 4 weeks. If positive behaviour is not seen then they will move to the SLT report and a behaviour support plan will be written alongside the Pastoral Toolkit.
SLT Report- Each member of SLT are linked to a year group. Students will be on report to them for 4 weeks if positive behaviour is not seen. Regular home contact will be made and the Pastoral Toolkit will be used to offer support via external agencies if needed.
Subject Report- In the event that a student is not making safe and respectful choices in one subject, they will report to the Head of Department of that subject for 4 weeks. This will include regular contact home.

5v. Reset Room

The school operates a policy of internal exclusion (referred to as RESET) for serious incidents. The Headteacher makes the final decision on whether a student should be placed in the Reset Room, although the investigation may be delegated to another member of staff. The student will be supported by the RESET Manager who will oversee a plan of support to help the student make positive and safe choices in the future.

5vi. Suspension

In the event of a serious incident the Headteacher may take the decision to issue a suspension or permanent exclusion to a student having regard to the Department for Education guidelines found in [School suspensions and permanent exclusions - GOV.UK](#)

5vii. Exclusions and students with SEND

King Edward VI Lordwood School for Girls recognises that there are certain groups of students with additional needs who are particularly vulnerable to suspension/ permanent exclusion. This includes students with Statements of Special Educational Needs (SEN) or an Education, Health & Care Plan (EHCP) and 'looked after' children. Under the Equality Act 2010 schools must not discriminate against, harass or victimise students because of their:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;

For students with SEND, this includes a duty to make 'reasonable adjustments' to policies and practices. We will make reasonable adjustments to accommodate students with SEND in regards to exclusions. However, there may be circumstances in which a legitimate reason (such as health and safety) necessitates the use of exclusion.

6. Searching, Screening and Confiscation

Schools' common law allows staff to search students and their lockers with their consent for any item. Schools are not required to have formal written consent from the student for this sort of search – it is

enough for the member of staff to ask the student to turn out their pockets or bag and for the student to agree.

If there is a banned item suspected, staff will call On Call and a member of the pastoral/ SLT team will be called to carry out a search with another adult present.

The reason for doing so must be made clear for example if a member of staff suspects a student has a banned item in their possession. Please see list of possible items:

Power to search without consent for “prohibited items” including:-

- knives and weapons
- alcohol
- illegal drugs and drugs paraphernalia
- stolen items
- tobacco and cigarette papers/e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If the student refuses, the member of staff can apply an appropriate punishment as set out in this policy. Again, the reason for doing so must be made clear.

It is advisable that, where possible, the member of staff carrying out the search is the same sex as the student being searched.

It is advisable that there be a witness (also a staff member) unless they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

If a student refuses to be searched, parents/carers will be contacted and asked to be present during the search. The student will be supervised until a parent/carer arrives on the school site.

[Searching, Screening and Confiscation](#)

School staff can view CCTV footage in order to decide whether to conduct a search for an item.

During a search, if the member of staff conducting the search (DSL/ Pastoral/ SLT) finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Members of staff cannot, however, search for/view material that is deemed to be sexually explicit/inappropriate.

If there is concern about material on a phone during a search, the local police will be notified and the electronic device will be searched by them.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may ask the device owner to erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State: in determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the member of staff in conjunction with the lead DSL/ Headteacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Parents/carers/carers do not need to be informed before a search takes place but would normally be contacted afterwards, regardless of the outcome of the search.

The Governing Body and the Headteacher expect staff conducting searches to act with discretion and within the bounds of the law. The Headteacher/member(s) of the Leadership Team would be kept informed.

7. Use of Restrictive interventions

DfE advice template

The legal provisions on school discipline also provide members of staff with the power to use reasonable and proportionate force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

See Appendix for King Edward VI Academy Trust policy on the use of restrictive intervention.

8. Additional strategies and support

Details of our additional support can be found in Appendix 3 Pastoral Toolkit.

9. References

When designing this policy reference was made to the following government documents:

- Keeping Children Safe in Education
- School suspensions and permanent exclusions - GOV.UK
- Behaviour in schools guidance
- Mental health and behaviour in schools - GOV.UK
- Use of reasonable force in schools - GOV.UK
- Searching, Screening and Confiscation - GOV.UK Linked Policies
- The following can be found on our website:
- Anti Bullying Policy
- Mobile Phone Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Relationship and Sex Education Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Suspension and Permanent Exclusion Policy

Appendix 1

Our Classroom Expectations

How being a student at King Edward VI Lordswood School for Girls looks:

We are ready to learn	We wear our uniform correctly We have all of our equipment with us We arrive on time to school and lessons
We are respectful	We arrive calmly to a lesson We enter the room and sit immediately getting ready for the lesson by taking equipment and relevant books out We do as we are asked first time by all staff We listen to each others' views and responses We behave in a respectful way to each other and in our conduct on site
We are resilient	We try our best at all times We seek support from resources, other students or staff when we need it We act on our feedback and try to improve ourselves

Appendix 2 Reflective Behaviour Chart

King Edward VI Lordswood School for Girls

Ready, respectful and resilient

Student Behaviour	Stage	Staff actions
Students are ready to learn, being respectful and showing resilience. Well done!	0	- Verbal praise to recognise students having fulfilled values - Staff to add a positive point to Arbor - Staff can issue departmental rewards including stickers/ postcards
Students are not following reasonable requests meaning they are not being respectful, ready to learn or resilient	1	First verbal warning

	2	• Second verbal warning • Student moved within the room (staff to log on Arbor)
	3	• Third verbal warning • Staff to request Call Out via Arbor Call Out will either: 1. Return student to the lesson 2. Remove student to an exit room- Detention to be issued by class teacher 3. Escort student to RESET (logged by MMC once approved by LBE/ KCO) <i>Teaching staff must always call home to inform parents/carers if Call Out has been used</i>
Student(s) have been involved in a serious incident	4	• Request Call Out Call Out will: 1. Escort students to RESET (logged by MMC once approved by LBE/ KCO) 2. Assign a higher sanction such as suspension (logged by KCO/ LBE or PMC) <i>The relevant member of the pastoral team will inform parents/carers</i>

Appendix 3 Pastoral Toolkit

Together, we thrive and add value to the world Be ready * Be respectful * Be resilient
King Edward VI Lordswood School for Girls Our Pastoral Offer To Support Our Students

Universal Offer- Offered to ALL students	Universal Plus (Extra Help)- A child and their family have needs that require support and interventions above and beyond universal services
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<i>Behaviour and Attitudes:</i> • Quality First Teaching • Differentiation and in lesson support • Assessment and feedback • parent/careral contact via Classcharts/phone/ email/letter/ meetings • Use of SIMS behaviour data for rewards and sanctions • <i>Attendance:</i> • Attendance monitoring <i>Overall wellbeing:</i> • Weekly bulletins to all stakeholders • Website with useful links for all stakeholders • Coffee mornings for all parents/carers to attend after each parents/carers evening <i>Mental Health:</i> • Assemblies • Kooth signposting • Review time • PHSCE • parent/careral workshops • Staff CPD	<i>Behaviour and Attitudes:</i> • Behaviour/ Punctuality Report to Review Tutor/Subject teacher/ Lead Professional/ Achievement Coordinator, Behaviour Manager or SLT • Daily meetings with student and link staff • Timetable tracker to identify areas of strength and concern • Change of teaching groups/ year group side • Individual risk assessments • Conflict resolution with staff/ peers <i>Attendance:</i> • Early intervention attendance/ punctuality conversations with students,family and link staff <i>Special Educational Needs:</i> • student passports for students with SEND • Refer to SENCO for screening/ diagnosis <i>Overall wellbeing:</i> • Signpost to 'Waiting Room' website 3 Houses completed by relevant staff • Time Out Card • Early Lunch pass • Complete 'Our Family Plan'- this can be used internally or can be sent off to EHT • <i>Mental Health:</i> • Mental Health First Aiders signposting • Place 2 Talk signposting • Place 2 Be referral • Referral to behaviour mentor or to an appropriate mentoring programme e.g. resilience, anxiety • Referral to a Cognitive Behavioural Therapy programme • Personalised risk assessments and safety plans • STICK Team consultation • <i>External Agencies:</i> • Early Help Assessment • Police contact with Police Link Liaison Officer- PC Ian Ledwith • <i>Pupil Premium Funding:</i> • If a student is in receipt of PP funding, we may be able to support in a variety of ways- see Pastoral Toolkit p19
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Additional Needs (Targeted Help)- A child and their family have needs that require a multi-disciplinary approach. A number of these indicators would need to be present to indicate need at this level	Complex and Significant Needs (Specilaist Help)- A child or their family have needs that are so complex or significant that the child's health and development may be impaired without the provision of services or where there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm.
<i>Behaviour and Attitudes:</i> • Referral to Behaviour Mentor • Behaviour/ Punctuality Report to Review Tutor/ Achievement • Coordinator, Behaviour Manager or SLT • Mentor in other staff • <i>Attendance:</i> • School Attendance Review Meeting then Fast Track Process • Education Welfare Officer involvement/ home visits • <i>External Agencies:</i> • Family Connect Referral • Request for Support (Early Help via Right Help, Right Time). To be completed by a DSL and sent to CASS- ideally need consent from families • PREVENT screening tool for students at risk of radicalisation • CSE/ CCE Screening Tool for students at risk of sexual or criminal • exploitation • Mental Health: • STICK team referral/ support/ STICK team consultation • Online referral to Forward Thinking Birmingham • Personalised risk assessments and safety plans	Urgent call to CASS (Advice Line): Contact details Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm Telephone: 0121 303 1888 Emergency out-of-hours Telephone: 0121 675 4806 Must be reported to DSL then MASH (Multi Agency Safeguarding Hub) may be involved Or call 999 as an emergency safeguarding response if needed <i>Behaviour and Attitudes:</i> • Referral to Alternative Provision • Managed move/ passport placement

	Agency	Specialism	Contact
A	Aquarius - referral gaming/ addiction to drugs/alcohol	Addiction (drugs, alcohol, gambling) VAPING included	https://aquarius.org.uk/ youngpeople@aquarius.org.uk 0121 622 7780 https://aquarius.org.uk/our-services/young-peoples-services/birmingham-yp/ - download referral form
	All Saints Youth Project Youth activities, family support, counselling - RUNS MOSAIC	Mental Health Family support, 1-1 support, anger management MOSAIC is a new group, which provides support, friendship, and a safe space for LGBTQIA+ identifying young people aged 11-19 years old	https://www.allsaintsyouthproject.org.uk/ 0121 443 1842 info@asyp.org.uk https://www.allsaintsyouthproject.org.uk/asypreferralfom - referral form online Mosaic info and referrals c.moorhouse@asyp.org.uk (CHe has referral form on email)

		Healthy relationships- advice/support for professionals, parents/carers & individuals	https://www.actonitnow.org.uk/about
	<u>Act on it - Relationships</u>		
B	<u>BEAT-</u> eating disorder support	Eating disorders	ambassadors@beateatingdisorders.org.uk .
	Current referral through FTB through this link:		https://www.beateatingdisorders.org.uk/get-information-and-support/ Beat- one-to-one webchat on same link above. Youthline: 08088010711

	https://referrals.forwardthinkingbirmingham.nhs.uk/	Support groups for carers:	https://www.beateatingdisorders.org.uk/get-information-and-support/support-someone-else/the-aviary-online-support-group/ https://www.beateatingdisorders.org.uk/training-events/find-training/training-for-parents/carers-and-carers/raising-resilience/ https://elearn.beateatingdisorders.org.uk/ -POD carers/ School resource bank Clinical lead art therapy dawndurrant@bcat.info www.bcat.info
	BCat Art therapy Charitable funding	Art Therapy	Waiting list for One-to-One therapy - opens at the beginning of each month BEAR (Bereavement, Emotions And Resilience) project helps families who have experienced the death of a loved one in the last six months
	Beyond the Horizon Difficulties after bereavement, relationship breakdown or domestic abuse	Counselling	Referrals made via school enquiries@beyondthehorizon.org.uk or call 444 5454

	<u>Barnardos</u> Amazon Young Peoples' Counselling Service	Counselling	amazon@barnardos.org.uk Email for support re referrals 0121 236 9222
	<u>Barnardos</u>	Support for Ukraine refugees	Ukrainian Support ukrainiansupport@barnardos.org.uk - email for a referral form 0800 148 8586 - helpline/ general enquiry (CHe has referral form on email)
	<u>Become children in care/ young leavers 15+</u>	Support/ Guidance homelessness	https://becomecharity.org.uk/ Care advice form: https://becomecharity.org.uk/get-support/care-advice-line/
	<u>Brook</u> Sexual health advice and support	Sexual health & support Healthy relationships	https://www.brook.org.uk/get-help/ admin@brook.org.uk
	<u>Bharosa</u>	Domestic abuse support for ethnic minority women who live in Birmingham	https://www.birmingham.gov.uk/info/20095/antisocial-behaviour-and-neighbour-disputes/1370/bharosa-domestic-abuse-service Referral https://www.birmingham.gov.uk/downloads/download/1711/bharosa-domestic-abuse-service 0121 3030368 bharosa@birmingham.gov.uk

	<u>Families Anonymous</u> Support for substance misuse <u>Fumble</u> Family Action Birmingham	Substance misuse Sexual Health & Mental Health guidance Wide variety of family support inc mentoring for students	Meetings: Birmingham 4th Tues each month 7:30-9.00pm. The Chapel Room, All Saints Centre, 2 Vicarage Road, Kings Heath, Birmingham B14 7RA https://fumble.org.uk/ https://www.family-action.org.uk/
G	<u>Galop</u>	Galop is the UK's LGBT+ anti-abuse charity. They work with and for LGBT+ victims and survivors of interpersonal abuse and violence.	https://galop.org.uk/make-a-referral/ - referral form https://galop.org.uk/about/
H	<u>Horizon</u>	Sexual assault and violence support	https://horizonsarc.org.uk/who-is-it-for/supporter/ Contact tel: 08009700375
J			
K	<u>Kooth</u>	Mental Health	www.kooth.com safeguarding@kooth.com

N			
O	<u>Open Door Youth Counselling</u>	Affordable counselling (£35 per session) Students and adults.	https://www.opendoorcounselling.org.uk/ 0121 454 1116 info@opendoorcounselling.org.uk
P	<u>PAUSE</u> - drop in centre. Digbeth - weekly timetable <u>Place2be</u> <u>Papyrus</u> <u>PACE (parents/carers Against Sexual/Criminal exploitation)</u>	Mental Health Drop in Centre Mental Health Suicide Prevention Exploitation Homelessness	https://forwardthinkingbirmingham.nhs.uk/pause/ - drop in sessions wellbeing centre Students need to sign up beforehand LINK: Onsite - ext. 5924 Tuesday, Wednesday, Friday text P2B: 85258 Hopeline 08000684141 Pat@papyrus-uk.org www.papyrus-uk.org https://www.papyrus-uk.org/wp-content/uploads/2018/10/Suicide-Safety-Plan-Template-1.pdf CHe has made suicide prevention packs. In GA6 and the Sixth Form Office. Call the hopeline- student can create a suicide safety plan online or with a teacher in the packs provided. www.paceuk.info https://paceuk.info/parent/carers-support-enquiry-form/ - parent/carers referral for support form if they suspect any exploitation 0113 240 3040

	<u>The Project (Previously: South Birmingham Young Homeless Project)</u> Police Panel PODCASTS School Behaviour Secrets	Crime related issues Strategies for support for various behaviour concerns	https://www.theprojectbirmingham.org/ 0121 453 0606 ADVICE & SUPPORT https://www.policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html https://beaconschoolsupport.co.uk/resources.php
Q			

R	<u>RSVP Rape and Sexual Violence Project</u> <u>Relate</u>	Counselling, guidance and support for those who have suffered sexual abuse. Healthy Relationships	https://rsvporg.co.uk/ Rape and Sexual Violence Project https://rsvporg.co.uk/contact/ - request for services download form https://rsvporg.co.uk/contact/ - referral info (CHe has referral form on email) info@relatebirmingham.co.uk 0121 643 1638 (CHe has referral form on email)
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	<u>Roshni</u>	Charity supporting South Asian women and their children who have suffered domestic abuse, forced marriage/ honour based crimes. Free counselling offered.	https://www.roshnibirmingham.org.uk/ 08009539666
S	St Basils Youth Hub <u>Shelter - Birmingham Support Services</u>	Homelessness or family break down	Text 'need st Basils' free to 62277 (16-25)

		Homelessness	
	<u>Self Harm</u>		Local support https://england.shelter.org.uk/get_help/local_services/birmingham_gateway_house
	<u>Shout</u>	Self harm useful alternatives	https://www.shelter.org.uk/ https://www.selfharm.co.uk/ https://www.adolescentselfinjuryfoundation.com/things-to-do-besides-self-harm
		Mental Health	

	<u>The Sweet Project</u>	Advice to parents/carers who have children with behaviour issues	Text SHOUT to 85258 https://sweetproject.co.uk/commissioned-childrens-services/ - parents/carers can attend dropins/ attend workshops etc 0121 458 2270
	<u>SAFE Birmingham</u>	Any students at risk of violent criminal behaviour to refer for support	leaann.bentley@westmidlands.police.uk) or Maxene Whittingham maxene.whittingham@westmidlands.police.uk)
T	<u>Tough Enough to Care</u> - supporting men's mental	Men's mental health service	Support groups - https://toughenoughtocare.help/groups@toughenoughtocare.org

	health 18+		
	<u>Trident Reach</u> - Provides housing/support service	16-25 years old	Will sign post for under 18- email asking for support https://tridentgroup.org.uk/care-support BhamYPref@tridentreach.org.uk For advice: 0121 226 5800.

	<u>Talk ED</u>	Anorexia and Bulimia care	https://www.talk-ed.org.uk/support-services/ - how they can help https://www.talk-ed.org.uk/support-services/support-calls/ - book support calls for students https://www.talk-ed.org.uk/support-services/peer-support-groups/ - book online support groups for students or book the parent/carer/friend support group for support for family
	<u>Turn2Us</u>	Support for families/ individuals to gain access to welfare benefits, charitable grants, financial guidance	https://www.turn2us.org.uk/

Appendix: Restrictive interventions (Academy trust policy)

[AT+FDN - Restrictive interventions Policy \(Addendum to Behaviour policy\)](#)