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Culture and Wellbeing Policy

Responsibility: Governing Body

Reviewed: October 2019
Next Review due: October 2020

Reviewed by: Alison Farr

File location: e.g.

This policy is available:

- On the website -
- On request from enquiries@lvs-oxford.org.uk



At LVS Oxford, we believe we can make a difference. Our aim is for all of our students to become healthy, empowered and included adults who participate in, and contribute towards society.

LVS Oxford enables all young people to become:

- Successful learners, who enjoy learning, make progress and achieve: We want to ensure all our students are creative, can communicate well as well as being able to learn independently and with others.
- Confident individuals, who are able to live safe, healthy and fulfilling lives: All our students are encouraged to form good relationships with others, have a sense of self-worth and identify their own needs, as well as making healthy lifestyle choices.
- Responsible citizens, who make a positive contribution to a Modern British Society: We strive to prepare all our students for life after LVS Oxford, playing a supporting role in helping each student in making decisions about their future, as well as respecting others and acting with integrity.

1. Aims and Objectives of the policy

The objectives of the policy are to:

- Create a whole school ethos and culture which promotes positive relationships based on mutual respect.
- Promote self-discipline from students.
- Promote early intervention and use of restorative conversations between staff and student.
- Provide a safe environment in which students learn.
- Encourage a positive relationship with parents/guardians to enable a shared approach to the implementation of school policy and whole school ethos.

2. Legislation and statutory requirements

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

- Keeping children safe in education (2019)
- Behaviour and discipline in schools (2016)
- Searching, screening and confiscation at school (2014)
- The Equality Act 2010
- Use of reasonable force in schools (2013)
- Supporting students with medical conditions at school (2015)
- Special educational needs and disability (SEND) code of practice. (2014)

The policy also links to our policies on:

- LVS Oxford Anti Bullying and Cyber bullying policy
- LVS Oxford Safeguarding policy
- Equality policy



- Exclusion policy
- Healthy school policy

Corporal punishment

There is a ban on corporal punishment at LVS Oxford.

(section 548 of the Education Act 1996 as amended by section 131, School Standards and Framework Act 1998)

Corporal punishment is prohibited at LVS Oxford and its use would ordinarily result in a crime being committed; a threat to use corporal punishment may constitute assault and the defence of reasonable chastisement is not available to school staff. Staff are made aware of this during induction and it is included in the staff handbook.

The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors.

Teachers may use 'physical intervention' (Team TEACHH) to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). Difficulties can arise from the interplay between the rule against corporal punishment and the legitimate use of reasonable force. The DfE's advice for schools on the use of reasonable force provides a useful resource.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Interrelationship with other school policies

A relationship with all other school policies is necessary to ensure this policy is effective. Specific expectations may be listed in School Policies listed above.

3. Roles and responsibilities

The governing board are responsible for monitoring this policy's effectiveness and holding the Head of school to account for its implementation.

The Head of school will ensure that the school environment encourages positive behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Deputy Head and Assistant Head will be responsible for the day to day management of the policy and processes.

Staff, including teachers and support staff will be responsible for ensuring the policy and procedures are followed consistently and fairly applied. Staff have a key role in advising the Assistant Head on the effectiveness of the policy and procedures. In addition to this all staff are required to model positive behaviour and provide a personalised approach to the specific needs of students. All staff are responsible for recording incidents according to the processes set out. The senior management team will support staff in responding to incidents.



Parents/guardians will be encouraged to work in partnership with staff and the school to assist in maintaining the standards set out in the policy and have the opportunity to raise any issues arising from the day to day running of the policy. They are required to support the school by reporting any significant changes from home that may affect a student's time at school.

Students will be made aware of the policy, procedures and expectations in school. They have a responsibility to report any incidents.

4. Implementation

Processes

Internal procedures arising from this policy will be developed by SMT in consultation with students, parents and staff. The procedures will detail how behaviour within the school will run and ensure staff, students and parents are clear on expectations. All processes will be consistently applied and will promote the ideals of the culture and wellbeing within the school. Strategies will be used to enable students to achieve their best in all areas of their life at school.

Wellbeing ladder

The Wellbeing Ladder is used if negative and inappropriate behaviour is displayed. The ladder has clear steps and gives the opportunity to the students to take responsibility and change their behaviour. The ladder is shared with all staff and students and displayed around the school.

Behaviours are graded from Level 1 to 4 and by categorising the severity of the incident in this way staff and students are able to clearly see strategies and support needed to move forward.

A copy of the Wellbeing ladder can be found as **Appendix A**

Classroom Management

Teaching and support staff are responsible for setting the tone and context for a positive environment within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh



- Having a plan for dealing with low-level disruption
- Using positive reinforcement

4.2 Student support

At LVS our approach to challenging behaviour is differentiated to cater to the needs of the student.

The Tutor and Assistant Head 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, the Therapy team, the School Nurse 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 child. We will work with parents to create the plan and review it on a regular basis.

Sixth form student mentors may be buddied with Year 7 and 8 students to help model behaviour and provide support in the school environment.

4.3 Restorative practice

Staff at LVS Oxford are fully trained in restorative practice and work together with the student to discuss their behaviour. The results of this discussion are demonstrated in an update of the ISP. Students are able to take control of their behaviour and use it to develop as individuals.

The restorative conversation looks at the following areas:

Step 1 – What happened?

During step 1 staff will find out what happened. They will use minimal encouragers and just let the student speak. This will give them an overview of the event.

Step 2 – Thoughts and feelings

Step 2 involves finding out about thoughts and feelings. Key moments of the event will be discussed in more detail. Staff will find out how the student felt and what they were thinking before, during, straight after and looking back on the event.

Step 3 – Ripple of harm

During step 3 staff will talk to all those affected. They will identify how each person has been affected and what the hardest part for them to deal with is.

Step 4 – Needs

Step 4 involves finding out what is needed to make the situation better.

Step 5 – Moving forward

During the final step staff help students look back on the event and identify what needs to happen moving forward. As a result of this the Personal Support Plan may need to be updated and targets changed in their Personal Development Plan.

Restorative conversations are handled by the class teacher and/or tutor for all level 1 and 2 behaviours on the wellbeing ladder. For level 3 and level 4 behaviours the Assistant Head, Deputy Head or Head of school will lead the restorative practice.

4.4 De-escalation

Staff training at LVS includes help for staff to script responses to difficult situations. Staff get the opportunity to rehearse calm, positive reactions to behaviour and these skills help ensure situations don't escalate. Confrontation is avoided at all times.

If a student is unable to regulate they will be asked to go to one of their chosen "safe Spaces". This enables them to calm down and reflect in order to return to class.

4.5 3Sys and Action planning

All accounts of behaviour are recorded on 3Sys. This helps us build a picture and see patterns of negative behaviours from students. This in turn can help us identify the cause and help the students work towards a positive strategy, ensuring that behaviour doesn't happen again.

3sys Entries are recorded daily and fall under four categories:

(In relation to the Wellbeing Ladder)

Level 1(low): Response from the adult who observes or is directly dealing with the student.

At this level there is a verbal conversation with the adult in lesson. The student has three reminders. On the final reminder there will be a consequence set by the class teacher. This will reflect what has happened in class and will relate to the Wellbeing ladder.

Level 2 (medium): Restorative discussion with class tutor or therapist to agree positive approach to promote expected behaviour.

At this level following a restorative discussion a Level 2 Action plan will be produced with clear SMART objectives and this will be shared with the student and other members of staff on 3sys.

Level 3 (high): Restorative discussion with senior staff in education and care and a member of therapy team to agree positive approaches to promote expected behaviour. Parents informed and involved as necessary.

At this level following a restorative discussion a Level 3 Action plan will be produced with clear SMART objectives and this will be shared with the student, parents and other members of staff on 3sys.

Level 4 (very high): Discussion with Head of School and parents. Support may also be requested through external agencies such as CAMHS, the local community police officer or Local Authority services.



At this level a discussion will take place between the Head of School and/or Deputy Head to agree the best way forward for that student.

4.6 Red Alerts

An all staff meeting is held each morning to communicate Level 3 and 4 behaviours from the previous day. The meeting is designed to inform staff of strategies and support in place as a result of the behaviour and also gives staff the opportunity to contribute and share information with others.

4.7 Case Conferencing

An all staff meeting will be held to discuss cases of repeated level 3 behaviours from a student. Staff will be able to put forward positive ideas to help the student and staff move forward and behaviours to improve. All case conferences will be recorded and clear outcomes listed.

4.8 Training

The governing body and SMT will ensure that high quality and appropriate training is given to staff to support the implementation of this policy.

5. Student code of conduct

Expectations

5.1 Values

Our core values are:

Respect

Respectful of all. This includes listening to and valuing others opinion and treating our school, the people in it and environment around us with respect.

Pride

Working at our best, taking pride in our appearance, our school and what we achieve.

Passion

Loving what we do and wanting to be part of a positive and exciting school.

Honesty

Doing what is right, having integrity and trust in each other.

5.2 Rules

The school rules are as follows:



- We are kind and support each other
- We look after our school property
- We are polite and use appropriate language
- We are mobile phone free in Key Stage Three
- We are gum free

5.3 Classroom Conduct

In the classroom we expect all our students to follow the following umbrella rules

Ready

Students should be on time to lesson, have the correct equipment, sit down and be ready to learn

Respectful

Students should be respectful to all. They should listen to others, respect and value all others opinion and the environment around them. They should respect all students' right to learn.

Safe

Students should ensure that they follow health and safety rules and carry out safe behaviour in the classroom environment.

5.4 Readiness to learn

Our experience is that students that have breakfast before they leave for school are well nourished and ready to learn. The bringing of Isotonic drinks to school is banned. Students should not have Isotonic drinks before they arrive on site.

<https://www.nhs.uk/news/pregnancy-and-child/energy-drinks-not-good-for-children/>

Those students who take morning medication must have either had their medication at home at least 30 minutes prior to coming to school **or** have an arrangement that they receive their medication in school administered by the medication administration team.

6. Rewards and consequences

LVS Oxford promotes a culture where everyone enjoys learning and successes are rewarded. This positive ethos encourages and promotes excellent behaviour. Rewards help students to realise that their behaviour and successes in all areas and at all levels are valued.

6.1 List of rewards

Positive behaviour will be rewarded with:

- Praise (If appropriate for individual student)
- Postcards home to parents/guardians



- Special responsibilities/privileges
- Certificates in assembly
- Chance box

6.2 Consequences

The school may use consequences in response to unacceptable behaviour.

Individual consequences may be used as part of the restorative conversation. These will be related to the behaviour carried out and examples are listed as part of the Wellbeing ladder. The aim is to make good implications that behaviour may have had on the individual student's learning, other members of the school community or property.

Admissions and Personal support plan (PSP)

On admission to the school each student will be helped to develop their own PSP and Risk assessment.

The PSP at LVS is designed to support the management of the student's behaviour and give them an element of control. It helps them to self-regulate behaviour in turn developing a sense of well-being which will help them during their time in school and beyond.

The Risk assessment helps recognise risks for each individual student and identifies ways to reduce those risks.

Both the PSPs and Risk Assessments will be developed by the student and tutor, together with other members of staff the student builds up a positive relationship with. The initial 6 weeks in school will involve completing the PSP and Risk assessment and these will both then be updated at regular intervals during the remainder of the student's school life.

7. Monitoring arrangements

This policy will be reviewed by the head teacher and School Governors every year. At each review, the policy will be approved by the head teacher.



| DESCRIPTION OF BEHAVIOUR | DEALT WITH BY | STRATEGIES AND SUPPORT USED |
|---|--|---|
| <p>Level 1</p> <ul style="list-style-type: none"> Talking in class when teacher talking Disruption of learning of others Non completion of work Use of mobile phone in lessons Using inappropriate language in class Leaving class without permission Anti-social behaviour at lunch and break In wrong place at lunchtime | Class teacher /tutor | <ul style="list-style-type: none"> Class teacher/tutor to take appropriate steps to manage the behaviours – visual reminder of rules, move seats, time out, reminder of consequences, verbal warnings, payback at lunchtime / break, use TA to support any strategies Speak with student to identify cause of behaviours Speak with tutor to discuss concerns and identify cause Teacher to put in strategies to reduce behaviours Teacher to seek advice of OT and SALT – sensory and communication needs |
| <p>Level 2</p> <ul style="list-style-type: none"> Continuing the above behaviours over period of time and no change Refusal to attend a lesson / curriculum activity Pushing / shoving others Aggressive verbal communication e.g. shouting Rudeness to LSAs / teachers Poor behaviour off site Unsafe behaviour in school minibus | Class Teacher / Tutor | <ul style="list-style-type: none"> Contact with home to discuss concerns /behaviours / meeting in school with tutor Observations of behaviours across school –Pastoral team and teacher feedback sheets Devise a plan to address behaviours – Behaviour Plan – with therapy and pastoral team and parents Therapeutic intervention set up Withdrawal of social time Restorative meeting with other student / TA / teacher Staff to identify if there is a root cause of the behaviour or if the student is choosing to behave in this way Update of PSP / risk assessment by tutor Daily report card / report to parents Apology for rudeness or letter of apology Student to have 1-2-1 off site Alternative curriculum packages and other modifications to timetable discussed |
| <p>Level 3</p> <ul style="list-style-type: none"> Threats made against staff and students Cyber bullying, serious misuse of social media Continued previous behaviours despite Intervention-Level 1 and 2 Theft Using offensive language for example anti-disability, homophobic language Exploitation of others – sexual or otherwise Racism or discrimination Involvement of with extreme radical political or religious groups Damage to school property | Deputy Head teacher/ Assistant head / Head of Sixth Form | <ul style="list-style-type: none"> Discussion with Deputy Head, Assistant head and or Head of Sixth Form Confiscation of mobile phone for a period of time (6th form) Withdrawal of privileges – 6th form Parents will be invited to meet class Tutor, Deputy Head teacher/ Assistant head / Head of Sixth Form to discuss ways forward Report card to Deputy Head / Assistant Head / Head of Sixth Form If student behaviour is impacting the well-being of other children student will be withdrawn from lessons and or social time or fixed term exclusion will be used Therapeutic intervention Police involvement Wider agency support sought e.g. CAMHS, social care Emergency EHCP meeting to gain further support Payback or pay for any items stolen Confiscation of items Use of agencies to educate student e.g. CEOP, Brooks |
| <p>Level 4</p> <ul style="list-style-type: none"> An incident or attempt to be aggressive– any use of violence against other student/s and/or staff; Leaving school premises Smoking on site, use of alcohol or taking of drugs on site Behaviour that brings the school into disrepute/damages schools reputation | Deputy Head teacher, Assistant head and Head of School | <ul style="list-style-type: none"> Parents will be invited to meet Head of centre, Deputy head, Assistant head and/or tutor to discuss ways forward. Fixed term exclusion for a period will be considered. Police involvement Emergency EHCP meeting to gain further support or discuss placement |