



PATRON
HM THE QUEEN



CULTURE AND CONDUCT POLICY

Responsibility: Principal

Reviewed: October 2021

Reviewed by: Principal

Next Review due: October 2022

File location

This policy is available:

- On the website - <http://www.lvs-oxford.org.uk/about-us/key-information/policies/>
- On request from enquiries@lvs-oxford.org.uk

**“Schools connect children to their communities.
Jobs connect adults to their societies.
Persons with autism deserve to walk the same path.”**

-Ban Ki-moon

At LVS Oxford, we believe we can make a difference. Our aim is for all 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.

As well as increasing a person's opportunity and choices in life, developing, and promoting positive culture and conduct has a core role in education helps students:

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 in 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. Interrelationship with other school policies

The policy also links to our policies and procedures on:

- LVS Oxford response to bullying
- LVS Oxford Safeguarding policy
- Equality policy

- Exclusion policy
- Healthy School statement

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

3. Roles and responsibilities

- **The governing board** are responsible for monitoring this policy's effectiveness and holding the principal to account for its implementation.
- **The principal** will ensure that the school environment encourages positive behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.
- **The vice principal/deputy headteacher** 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 applied fairly. Staff have a key role in advising the vice principal 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 (SMT) 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 can raise any issues arising from the day to day running of the policy. They are encouraged 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 follow our culture and conduct expectations and report any incidents where these expectations are not met.

4. Our Expectations

Our Culture:

- **Respect** Respectful of all. This includes listening to and valuing others' opinions 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.

Our conduct:

- 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 during lesson times
- We are gum free

5. Supporting our Culture and Conduct

We believe that all behaviour is a form of communication and positive behaviour is at the heart of our philosophy. Our school culture places emphasis highlighting and acknowledging good behaviour as well as helping students to take responsibility for their actions and understanding the significance of intended and unintended consequences.

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 the LVS Culture as stated in section 4.
- Display the student code of conduct or their own classroom rules
- Develop positive relationships 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

Personal Support Plan (PSP)

At LVS our approach to challenging behaviour is differentiated to cater to the needs of the student. 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 with whom the student builds up a positive relationship. The first six 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.

6. Restorative practice

Staff at LVS Oxford are trained in restorative practice and work together with the student to discuss their behaviour. The results of this discussion are demonstrated in a recorded **Positive behaviour support Plan**, which includes a “**reflect and restore**” record. This helps Students reflect on their behaviours, take control of their behaviour and use it to learn how to manage a crisis in future. (See appendix 1).

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 do not escalate. Confrontation is always avoided.

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 to return to class.

Conduct Ladder

The Conduct 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.

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

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 Conduct 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 plan will be produced with clear SMART objectives, and this will be shared with the student and other members of staff on iSAMS.

Level 3 (high): Restorative discussion with a member of the SMT and therapy team to agree positive approaches to promote expected behaviour. Parents will be informed and involved, as necessary.

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

Level 4 (very high): Discussion with Principal 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 Principal and/or Deputy Head to agree the best way forward for that student.

6. Rewards and consequences

Rewards

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. Positive behaviour will be rewarded with:

- Praise
- Postcards and emails home to parents/guardians
- Special responsibilities/privileges
- Certificates in assembly

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 proportionately related to the behaviour carried out. The aim is to help students recognise and understand the implications that behaviour may have had on the individual student's learning, other members of the school community or property.

Irrespective of the behaviour displayed, corporal punishment is not used or threatened; nor is any action that could undermine, humiliate, or deprive a student.

7. Monitoring arrangements

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

Positive Behaviour Support Plan

Name of student:	Year group:	Dates (2 weeks):	Review with: Student and Parents Form Tutor DH
AIM: <ul style="list-style-type: none"> To ensure the safety of student and staff by following 5 step process in managing and de-escalating a crisis situation. To ensure a consistent approach is adopted when _____ escalates or experiences a meltdown. 			
Known Triggers: <ul style="list-style-type: none"> Anxiety related to reading difficulties associated with _____ Limited resilience when asked to attempt short written tasks using a laptop where the subject matter is not of his choosing/unfamiliar Limited resilience when asked to resume or begin a new task following a short break Rigid thinking, often related to _____ Cognitive overload when tired or asked to undertake tasks with more than one step or with unclear expectations or time limit Dysregulation caused by communication and interaction issues with peers 			
How do they present? When _____ is escalating or in a full meltdown, they will not hear you if you speak to them ...			

5 STEPS to re-set and regain readiness to learn:

1. If _____ leaves the classroom, the **teacher will need to radio** for help so that they can be located.
2. If they are curled up, or refusing to engage (make eye contact, look at speaker), **do not speak to them other than to say you will need to stay close to make sure they are safe** and say *"I can see you are upset. I am here to help."*
3. **Stay with them and move objects or equipment that may get damaged** if they lash out.
4. Once they begin to show signs of being present in their surroundings, **offer them 2 'positive choices'**: (i) return to class to resume learning with support, showing they have re-set and are ready to learn (ii) work in another classroom to be supervised by another member of staff. Say *"I think you may be upset with what happened. Now try to make a positive choice, please."*
5. If they are struggling to make a positive choice, remind them that you will inform their parent(s) if they makes a positive choice showing that they are trying to **re-set and regain readiness to learn**.

If _____ continues to find it difficult to access the learning, they will need to be supervised by a member of SMT. Record incident on iSAMS and begin **Reflect and Restore** Process.



Appendix 1

Reflect and Restore Record

Name:	Date:
Recorded by:	Incident recorded on iSAMS? Y/N

Tell the Story	Thoughts and Feelings (words + drawings) at the time
Ripples of harm?	Needs now – to feel better?

What next?

How do you feel now?