



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

BEHAVIOUR POLICY

Review Date: February 2017
Next Review: February 2018

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

TELEPHONE : 0121 427 3191
FAX : 0121 428 2204

VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

Introduction and Rationale

All of the students have an autistic spectrum condition; they have greater difficulty than other students with social understanding and communication. Therefore, it is essential that this policy be implemented consistently to support all students and maintain physical, social and emotional development. It is important to note that an individual's behaviour at school towards another student may be rooted in their disability. For the individual who is on the receiving end of unwanted behaviour the behaviour is still of concern. The proactive way to manage positive behaviour is to take account of and put in place appropriate autistic specific approaches and systems of support.

This policy needs to be read in conjunction with the following policies:

- Safeguarding & Child Protection
- Whistle Blowing
- Anti-Bullying
- Health and Safety
- SEN
- Intimate Care
- Internet Safety
- Keeping Children Safe in Education (DfE information for all school and college staff)
- Care and Control to support positive behaviour
- The use of withdrawal, time out and seclusion
- Code of Conduct
- Complaints Policy

Aims and Expectations

In working with and caring for children and young people, it is important that an established framework of general routines and individual boundaries of behaviour are well defined. This framework provides a structure to daily life and a foundation for establishing the principles applied to caring for young people. It is only in such an environment that the key attributes of dependability and predictability in caring for children and young people can be realised. Consideration of issues of control should be guided by thinking about the individual and collective needs of young people rather than a rigid adherence to a set of rules or a dependence on the use of punitive measures to influence their behaviour. Staff are asked to describe how they want the student to behave rather than telling them that their behaviour is wrong.

All the work undertaken at the school is subject to a set of expectations that apply to staff and students. It is important that these expectations are understandable, achievable and consistent with the overriding principle of promoting the wellbeing of the young people for whom we teach. Such expectations will be readily apparent in day to day life at Baskerville School and discussed with each student at appropriate times. Students more readily understand what is expected of them if expectations are expressed in terms of targets that are in students' Behaviour Management Strategy, and simple rules that are consistently reinforced. Students are praised and encouraged when they are doing what is expected of them and positive behaviour is recognised and rewarded.

There will be occasions when it will be appropriate to apply a particular sanction for those students who are able to understand and accept responsibility for the consequences of their own behaviour. Where such disciplinary measures are felt to be necessary, they should be contemporaneous, relevant and clearly relate to the behaviour requiring control so as to establish an immediate link between behaviour and consequence. In all instances, staff should seek to preserve the young person's self-respect and should aim to help them to develop self-control, a sense of responsibility and self-regulating behaviours that contribute positively towards their independence in life beyond school.

Above all problems of control will be minimised if clear routines are established and maintained and if young people feel valued, understand the purpose of their placement and what is expected of them, and feel confident that they have legitimate and effective means of making themselves heard. An identical set of rights should exist for staff in order to allow them to operate confidentially and constructively.

Rewards and Sanctions

All rewards and sanctions are recorded in a Rewards and Sanctions Record kept in each class and family unit. Students are encouraged to monitor and evaluate their own behaviour and are helped to understand the impact of their behaviour on the rest of the group. This is done informally on a day-to-day basis and more formally in the Family Group Meetings. Positive behaviour and achievements are celebrated in assemblies with the presentation of certificates and in family meetings. It is more important to reward positive behaviour than to punish undesirable behaviour

therefore it is important to work towards a reward rather than withdraw a favourite activity. Staff should be proactive and need to have the students' Behaviour Management Strategy in mind before deciding upon an action.

We praise and reward students for good behaviour in a variety of ways:

- Verbal praise
- Merits and graded certificates
- Stickers, star charts
- Star of the Week – achievement/celebration assembly
- Phone call home to parents
- Awards Evening
- Celebration of achievement on display in school
- Achievements noted in newsletter

The use of sanctions needs to be characterised by being timely, proportionate and understandable by the student. It is important to judge whether the student is capable of understanding the consequences of their actions. It is important that staff are clear with the student as to the sanction that will be applied if they deliberately continue with the undesirable behaviour.

Permissible sanctions include:

- Register disapproval of undesirable behaviour
- Time lost from break time(s) to complete work missed ('detention')
- Time Out / Working in isolation
- Withdrawal of privileges including loss of 'free time'
- Completion of work after the end of the school day ('detention')
- Phone call to parents
- Meeting with student and parents
- Fixed term exclusion from school

Sanctions may be applied against a range of unacceptable behaviours, including but not restricted to

- Refusal to engage in a learning activity
- Refusal to follow reasonable instructions or directions
- Persistent, low level disruption
- Deliberate antagonism of other students
- Bullying
- Behaviour that is disrespectful towards other students or members of staff
- Use of unacceptable language (swearing, sexual innuendo, verbal abuse, ..)
- Aggressive behaviour towards others

All of these behaviours and responses to them should be considered against the students normal scope of behaviours as outlined in his/her Behaviour Management Strategy (BMS).

Behaviour Management Strategies

The purpose of the Behaviour Management Strategy is to give clear advice to all staff of the approaches required to effectively manage student's behaviours to ensure a consistent approach. All students require a Behaviour Management Strategy. This document sets out the student's behavioural objectives and the targets towards achieving them. It identifies motivators, de-escalation strategies, behavioural concerns and warning signs. Occasionally students for their own safety and the safety of others require physical interventions to help them manage their behaviour. The Behaviour Management Strategy identifies preferred styles of handling and any additional useful information. Where there is an incident that requires some type of physical intervention the BMS identifies how the parents would like this to be communicated to them.

The tutor and class team are responsible for reviewing the BMS and to seek advice from the Assistant Head (Pastoral) if in their view changes are required.

Staff Development and Support

Understanding the behaviour policy and training the appropriate interventions including physical intervention is covered in the school induction process. Understanding and distinguishing between Autistic behaviour and deliberate disobedience is part of a package of training delivered by senior staff, the Autism Support Team and outside providers. For all staff there is regular on-going training provided throughout the year and all staff are expected to attend training on a Friday afternoon between 2.30 and 4pm.

Fixed-term and Permanent Exclusions

We do not wish to exclude any student from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving behaviour and attendance: Guidance on exclusion from schools and student referral units (2008)* that came into effect on 1 September 2008. We refer to this guidance in any decision to exclude a student from school.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a student from school. The Head Teacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a student permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this. A student would be excluded if they knowingly and deliberately injured another person. Where an incident occurs as a result of extreme anxiety arising from their autism and the behaviour places other students or staff at risk of assault the student will be excluded to allow the school

time to make reasonable adjustments to keep everybody safe. In these instances a multi-disciplinary approach needs to be applied and the consultant will be asked to provide advice to the school.

If the Head Teacher excludes a student, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a student or extend the exclusion period made by the Head Teacher.

The governing body will convene a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents and the LA, and consider whether the student should be reinstated.

If the governors' appeals panel decides that a student should be reinstated, the Head Teacher must comply with this ruling.

Monitoring and Review

Each significant incident is recorded as soon as possible. It is monitored by the Autism Support Team and reported to the Senior Management Team on a monthly basis.

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head Teacher keeps a record of any student who is suspended for a fixed-term, or who is given a permanent exclusion.

It is the responsibility of the governing body to monitor the frequency and duration of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no student is treated unfairly because of race or ethnic background.

7.5 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix

Staffing Rota for Break Time Detention

Monday – Rosemary Adams

Tuesday – Matt O'Neill

Wednesday – Chris Owen

Thursday – Bev Ffrench

Friday – Richard O'Shea