



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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**STATEMENT OF PURPOSE AND FUNCTION  
FOR RESIDENTIAL PROVISION**

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Date reviewed: September 2018  
Next Review: September 2020

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

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## **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.

## **1 INTRODUCTION AND RATIONALE**

Baskerville School is a joint day/residential school for students aged 11 to 19 with Autistic Spectrum Disorder. There are 16 residential places. Residential provision is offered to students who require additional assistance with the development of their social and independence skills and often to students who need help to develop appropriate emotional self regulation, independence and life skills. The residential provision is designed to aid students' communication and understanding and to promote personal development and effective social and inter-personal skills to equip them for life beyond school. All aspects of the academic and 24-hour curriculum are accredited so that students have a choice of progression pathways into further or continuing education.

## **2 DETAILS OF THE PERSONS IN CHARGE**

The Head Teacher is **Jackie Smith** BA (HONS), PGCE, NPQH

The Chair of Governors is **Ian Binnie**.

The Head of Care is responsible for the day to day management of residential provision within school:

**Richard O'Shea** BSc Hons Psychology, MSc Health Psychology, NVQ4

### **3 DETAILS ABOUT THE CHILDREN FOR WHOM IT IS INTENDED THAT ACCOMMODATION SHOULD BE PROVIDED**

All Baskerville students have Autistic Spectrum Disorders; they have a triad of impairments in common, that is, they have difficulty with social interactions, communication and flexible imaginative thinking. They represent a wide range of abilities from severe learning difficulties to average and above average ability. Many have additional learning difficulties such as dyslexia, ADHD, Tourette's syndrome, dyspraxia and epilepsy. This means that all students have complex learning needs and some have challenging behaviour.

The residential provision at Baskerville provides therapeutic care and education for up to 16 students (11–19 years old). Our aim is to treat all students as individuals with individual educational needs. Our focus is to develop communication, social, independent living and leisure skills. We do not provide respite care or short breaks and we cannot accept students whose behaviour poses a danger of serious harm to staff or students.

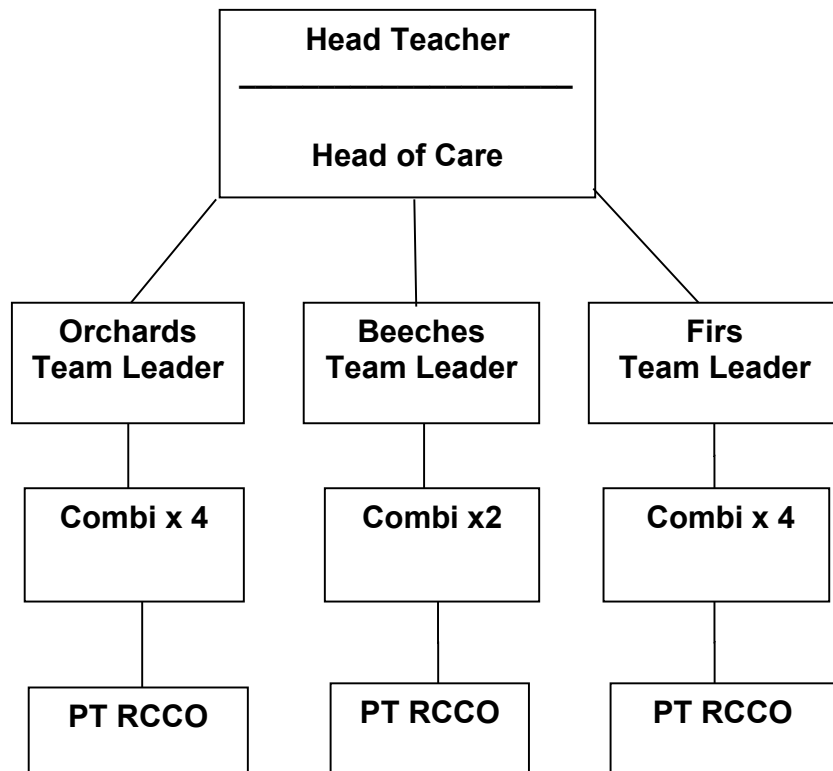
Each unit has a specific role and students are allocated to a family unit according to their needs and levels of independence.

Orchards unit is for 6 students who have gained levels of independence that enable them to take some responsibility for themselves and their day to day routines. The unit extends students' independent and social skills and helps them to live as members of a community. The staff team focus on helping students understand the point of view of others and to live together cooperatively and to develop the skills to be independent when they leave school.

Firs unit is for up to 6 students with more complex needs. The focus is on making the students as self-sufficient as possible. Students are expected to be involved in shopping for the unit, preparing and cooking meals and looking after their clothes and belongings and completing unit chores on a rota basis. Students are helped to develop appropriate social skills so that they can contribute as a member of a team and develop their self advocacy skills. They are involved in making choices and planning their social activities whilst taking into account the needs and wishes of the other members of the group.

Beeches unit is often used for the oldest students who are preparing to leave school and continue with their education in other establishments. In this unit, staff focus on developing student's ability to work together, to plan their menus, take turns to shop and prepare their meals, manage their budgets and undertake household chores, to use public transport and community facilities. They learn how to plan their leisure activities and arrange group outings. Students are provided the opportunity and support needed to apply for jobs/colleges for life after school.

#### 4 RESIDENTIAL STAFFING STRUCTURE



In addition to the above there are three Night Waking Staff (increased to four as required).

#### RESIDENTIAL STAFF

The staffing of the residential units is based upon the following:

1 full time Head of Care

3 full time Team Leader

4 Pairs of Combined RCCO / LSA Posts who work in residential provision and school

3 part-time Residential Child Care Officers

*All of the above work in a pattern of shifts Monday to Friday.*

*Any additional hours are banked against annual review meetings and supervision times that take place during the day.*

There are 4 Night Waker Assistants who work in a team of 3 or 4 and work between 9.00pm to 7.00am. Agency staff are employed as and when required.

Between 3.30p.m and 9.00pm, staff are deployed to meet a ratio of 1 member of staff to 2 students, with an additional member of the Senior Management Team

to maintain an overview, monitor practice and provide additional support when needed.

A minimum of 3.5:1 are deployed to work with students between 9.00pm and 10.00pm. In addition, a member of the Senior Management Team (SMT) will be in school to support the residential staff team.

A minimum of 7 staff are on duty between 7.00am and 9.00am (plus 1 member of the SMT).

Staff are deployed in the same unit in order to ensure continuity for the students.

Flexibility is built into the system to ensure any additional needs are taken into account, for example, the demands of challenging behaviour are reflected in the overall staff to student ratio on each unit. This may mean that a member of staff can work with three students in one unit whilst in another a member of staff might work with just one student.

The number of care staff required to be on waking duty is 3-4 with an additional 1-2 staff sleeping in, plus a member of SMT. This is to maintain a minimum ratio of 1:4 during the night.

For further information about staffing, refer to the Residential Staffing Policy.

## **5 EXPERIENCE AND QUALIFICATIONS OF PEOPLE WORKING WITHIN THE RESIDENTIAL UNITS**

All staff are experienced in residential care and have an understanding of autism. It is expected that all staff will have a recognized NVQ qualification or equivalent. Current expectations are:

### **Beeches Unit**

Sam Bowater	Team Leader	NVQ 3 (NVQ 5 pending)
Symon Thompson	Combined RCCO/	NVQ 3
Derek Howell	Combined RCCP/LSA	NVQ 3
Dawn Francis	PT RCCO	NVQ 3 (To be accredited)

### **Orchards Unit**

Rachel Leese	Team Leader	RN Dip HE
Patrick Clarke	Combined RCCO/LSA	NVQ 3
Andrew McIntosh	Combined RCCO/LSA	NVQ 3
Kelly Gurung	PT RCCO	BSc Social Policy NVQ 3
Elouise Taylor	Combined RCCO/LSA	NVQ 4
Laura Murphy	Combined RCCO/LSA	BSc Psychology, Msc Research

### **Firs Unit**

Jacky Whale	Team Leader	NVQ 3
Anthony Legister	Combined RCCO/LAS	NVQ 3

Anthony Harbutt	Combined RCCO/LSA	NVQ 3
David Clinton	Combined RCCO/LSA (pending)	NVQ 3 & Level 5 Dip
Jo Parker	Combined RCCO/LSA	NVQ 3
Amanda Majid	Senior RCCO	NVQ 3

### **TBC**

(Vacant)	Team Leader	NVQ 4
Tracy Miller	Combined RCCO/LSA	NVQ 3 LDAF2
P Jobling	Combined RCCO/LSA	NVQ 3

## **6 THE ACCOMMODATION**

The ground floor (The Firs) comprises:

- Administration office
- Lounge
- Kitchen with dining area
- Bathroom facilities including separate shower/ bath and toilet facilities for male and female students
- single bedrooms
- Staff bedroom, shower room and toilet
- Relaxation room
- Access to secured outdoor playground area

The upper floor (The Orchards) comprises:

- Administration office
- Lounge with dining area
- Shower room and toilet block
- Separate shower room and toilet
- 2 separate bathrooms
- single bedrooms
- Study room
- Staff bedroom, shower room and toilet
- Kitchen
- Senior staff sleep-in room

One of the smaller units (The Beeches) comprise of:

- 4 single bedrooms
- Separate bath, shower and toilet facilities for male and female students
- Staff toilet
- Lounge with dining area
- Kitchen
- Administration office

## **7 ARRANGEMENTS TO PROMOTE THE HEALTH OF YOUNG PEOPLE**

Baskerville School actively promotes all aspects of positive health care for students through the 24-hour curriculum. Students are encouraged to take a positive attitude towards all aspects of health care.

Staff are fully aware of the issue of confidentiality in all areas of health care.

Students' health is monitored by staff and medical advice is sought when there is any cause for concern.

The school follows the procedures set out in Local Authority's policy for administration of medication in schools. Systems and school procedures are under the guidance of the School Nurse and Head of Care. A record of all medicines prescribed and administered is kept on the individual's file and in a medical record book.

A consent form is obtained from the parent/guardian before any medication is administered. Medication must be prescribed; no over the counter products are administered unless approved by the school doctor or prescribed by a GP. Medicines may be placed in containers or blister packs supplied by Boots pharmacy and are currently labelled with:

Name of the child

Name of the medication

Dose/amount

When to be given

Any other instructions e.g. before/after food

Medicine labelled "give as directed" is not acceptable.

Only approved staff are allowed to give or witness the administration of medication. All staff who administer/witness medication must have completed medication training.

An approved list of trained staff can be found at the front of the medical record books. Medication is administered by two members of staff; a Team Leader or Senior Member of staff and a witness. The witness double checks the medication to ensure that the correct dose is given to the right person at the stated time. Medication is never given without a witness present.

Medication errors are reported to the Head Teacher or Head of Care immediately.

Where the student has sufficient understanding, medical treatment or assessment will only be given with their consent. A doctor will decide if the student is capable of giving informed consent.

Statutory reviews include consideration of, and reporting on, the health of a student. Any accident involving a student is entered in the Accident Record Book

and a Student Accident Reporting form is completed. This information is also recorded in the student's personal file. Parents/carers are informed immediately in the event of an accident.

It is the responsibility of all residential staff to monitor and report on the health of students in their care.

## **8 PROCEDURES TO ENSURE PRIVACY AND CONFIDENTIALITY**

Staff will knock and wait to be invited into a student's bedroom. The same procedures apply to the bathroom and toilet unless it is beyond reasonable doubt that there is a problem. In the case of the latter, support of a staff colleague will be sought immediately.

Students are not allowed to invite another student into their bedroom. Bedroom doors are alarmed at night for the safety and security of each individual student.

All the girls' toilets have clinical bins to dispose of sanitary protection. Students are expected to bring their own sanitary protection from home, but in the event of an emergency, the Team Leader or Key Worker will assist and provide an emergency supply. On no occasion are staff allowed to provide or instruct on the use of tampons.

Property will only be searched if there is suspicion that illegal substances or dangerous objects are being hidden. A search can only take place after the matter is discussed first and authorised by a senior member of staff. The search is then conducted by at least two members of staff, in the presence of the student if appropriate. All searches are recorded in the student's log book, dates and times noted and signed by all parties. Parents are informed.

## **9 FIRE PRECAUTIONS AND ASSOCIATED EMERGENCY PROCEDURES**

The residential accommodation is fitted with an automated fire alarm system that is linked to a number of smoke and heat detectors as well as manual call alarm points.

All staff are informed of the fire system and evacuation procedure as part of the induction process and are required to sign the Fire Record Book accordingly.

Students are informed of the procedure in the event of a fire alarm. The fire procedure is included in all class rooms and offices and in the information book for new residential students.

Fire drills and fire inspections are carried out regularly each term.



### In the event of a fire:

The nearest fire call point will be activated by breaking the glass.

### On hearing the fire alarm:

All staff, residents and visitors immediately evacuate the building by the nearest safe exit and assemble at the:

### **Grass area at the front of the school.**

### The following points are followed:

- The building is evacuated as soon as the alarm is sounded
- Under no circumstance does anyone re-enter the building until the fire brigade has authorised re-entry
- Doors are closed as people leave the building
- No attempts are ever made to go and fight the fire
- The fire brigade is called by the designated officer or any other officer in his/her absence
- The designated senior person conducts the roll call and advises the fire brigade of any person not accounted for

The senior person ensures that the Fire Record Book is completed as soon after the incident as possible. Any repair work to the building or fire system is reported immediately to the Head Teacher.

The senior member of staff on duty wears a fluorescent jacket in order that they can be easily identified.

## **10 ARRANGEMENTS FOR RELIGIOUS OBSERVANCE**

All staff recognise that students will have differing religious and cultural backgrounds.

Religious and cultural needs are identified at admission to Baskerville School. Arrangements are made to respect and support dietary and dress requirements and religious observance.

Parents/carers are consulted over religious and cultural issues and where necessary assistance and guidance can also be sought from departmental and community sources.

Staff are aware of the responsibilities to meet the individual needs of students and their families. Staff respect and encourage the recognition and acceptance of students' religious and cultural identities.

Team Leaders co-ordinate and supports the arrangements for religious observance for the students as is required.

## **11 ARRANGEMENTS FOR CONTACT BETWEEN STUDENTS, THEIR PARENTS, THOSE WITH PARENTAL RESPONSIBILITY, RELATIVES AND FRIENDS.**

Regular contact with home is encouraged. Students are taught and encouraged to use the telephone independently. Where students have mobile phones, they are encouraged to use them in their leisure time to keep in contact with friends and family. Students are able to receive and make telephone calls on a pay phone located within a private area at Baskerville School and on the telephones within the units.

All students have a Home/School book, which is used to inform parents/carers of student's progress and behaviour. Parents/carers also use these to share information about the student's progress at home. Key workers contact parents /carers on a regular basis.

## **12 METHODS OF CONTROL AND DISCIPLINARY MEASURES**

### Establishing and Maintaining Boundaries

In working with and caring for our students 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 our students. It is only in such an environment that the key attributes of dependability and predictability in caring for our students can be realised. Consideration of issues of control should be guided therefore by thinking about the individual and collective needs of our students 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 students 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 students for whom we care.

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 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.

From time to time it may be felt appropriate to apply a particular sanction for those students who are able to understand and accept responsibility for 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 students' self respect and should aim to help them to develop self-control and a sense of responsibility towards the people with whom they are living.

Above all, problems of control will be minimised if clear routines are established and maintained and if students 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.

All rewards and sanctions are recorded in a Rewards and Sanctions Record kept in each 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 Student Weekly Meetings. Positive behaviour and achievements are celebrated in assemblies and in unit meetings with the presentation of certificates.

#### Restrictive Physical Intervention

It is acknowledged that on occasion staff will be faced with students who lose control. It is accepted that in such circumstances it may be necessary to use positive handling to remove a student from a situation as a means to prevent harm to other people, themselves or serious damage to property. Situations where physical intervention is used should be exceptional and will be consistent with the guidelines provided by the Department of Health in the documents "Permissible Forms of Control in Children's Homes" and the school's Care and Control Policy. A copy of each is provided for every member of staff. Any restraints will be carried out in accordance with Team Teach procedures and techniques.

### **13 THE ARRANGEMENTS FOR DEALING WITH ANY REPRESENTATION OR COMPLAINTS**

Students have the right to be listened to and to contribute, as far as they are able, to arrangements about their care. There may be occasions when students have matters that concern them or feel that they have not been dealt with fairly. In these circumstances staff will support students in making a complaint should they wish to do so. Complaints are recorded in the unit or school Complaints Book. The school employs an Independent Listener whose job is to listen to the concerns of students and report any concerns to the Head Teacher or Head of Care.

Every effort is made to resolve issues of concern by negotiation with the student. If this resolution proves unsatisfactory for the student, either the student or member of staff should bring the matter to the Head Teacher.

On receipt of a formal complaint the Head Teacher will discuss the nature of the complaint with the student. A record is made of the discussion and parents/carers informed. An investigation by the Complaints Receiving Officer is completed within 28 days. The student, family and Governors will be informed of the outcome.

The Complaints Receiving Officer will discuss the outcome with the student and inform parents/carers of the decision. The outcome is recorded in the Complaints Book.

If the student is dissatisfied with the response they receive in relation to their complaint the matter will be referred to an Independent Complaints Investigator whose decision will be final. The Chair of Governors is responsible for identifying the independent person to investigate the complaint and to formally report back. The Chair of Governors will write to the parents/carers to inform them of the outcome of the Independent Complaints investigation.

Some students may wish to express their concerns to their placing authority or other services outside of Baskerville School. In these circumstances staff will support the student to communicate their concerns to the appropriate service(s) - either their Social Worker or The Strategic Director, Children, Young People and Families Directorate.

An analysis is made of complaints and reported to the Governing Body each term.

## **14 THE ARRANGEMENTS FOR DEALING WITH REVIEWS**

The Annual Review meetings take place throughout the year, dependent upon the student's year group. The meetings involve the parents/carers, the tutor/Learning Support Assistant, the Head of Care, Social Worker and other relevant professionals as appropriate or where the parents and students wish them to attend. All students are invited to be part of the meeting and where able encouraged to participate. The student's Connexions Personal Adviser and Social Worker are invited to attend transitional reviews, and in the case of external district pupils, representatives from their LEA. Parents/carers and attendees of the review will receive an annual progress report compiled by all those working with the student, prior to the review.

Following the review all parties will receive the final annual review report and transition plan for those students aged 14+. Copies are also sent to the placing authority, Social Services and the Health Trust.

## **15 THE PROCEDURE FOR DEALING WITH UNAUTHORISED ABSENCE OF A CHILD FROM SCHOOL AND RESIDENCE**

Each incident of unauthorised absence will be looked into. Every effort is made to analyse the absence to avoid repetition. Where an unauthorised absence occurs from the school premises, the situation is immediately reported to the Head Teacher or the Head of Care. For further information please refer to the school's Attendance Policy.

### Procedure in the event of a missing student

Upon discovering a student is missing, an immediate search of the school building is made by all available staff; the school's Policy in the Event of a Student Going Missing or Absconding is then followed.

## **16 THE POLICY TO PREVENT BULLYING AND HARRASSMENT**

At Baskerville School we believe that bullying is inappropriate behaviour from an individual student or group of students towards another student which is deliberate, repeated over time and hard to defend against. It can take the form of physical actions, words or being excluded from a group for various improper reasons. It is right that residential students spend significant periods of time in inclusive settings within the community. However, adults recognise that the behaviour of other children and young people towards our students can be highly inappropriate. Staff need to take seriously the concerns of our young people and to liaise with each other to support students accordingly.

All incidents of bully or harassment are reported on an incident sheet and reported to the Assistant Head Pastoral who deals with the incident appropriately according to the students' level of social understanding. Bullying and racist incidents are reported to the Governing Body each term.

## **17 THE POLICY FOR SAFEGUARDING**

One of our top priorities that is constantly monitored and evaluated is the welfare, well-being and safeguarding of our students. The school has a number of policies, procedures and practices, all of a high standard, to ensure this is the case including: Safeguarding and Child Protection, Anti-Bullying, Inclusion, Equal Opportunities, Race equality, Health & Safety, Attendance, Discipline and Behaviour, Care and Control Policies and Complaints Procedures.

These are reviewed annually by the Governing Body and all staff are aware of the need for utmost vigilance in abiding by these. Parents are encouraged to discuss ANY concerns regarding the health, safety, protection and development of their child with the team leader, Head of Care or Head Teacher.