

What support will your child receive to help manage his/her behaviour?

For some students with autism, understanding how to behave is a challenge and this can make life difficult for the people around them. At Baskerville School we recognise that undesirable behaviour is not always deliberate and students need help to understand the consequences of their actions and how their impulsive behaviour affects the people around them. Therefore we take a coaching approach to maintaining good discipline. Our aim is to help students to think about what they do and to be responsible for their own behaviour.

Impulsive, uncontrolled responses of students can be a result of sensory processing difficulties or the frustration of not being able to communicate thoughts and feelings. We recognise that behaviour is a form of communication and we need to understand what the student is trying to express. That does not mean that our students are never deliberately disobedient. Where a student's behaviour is deliberately unkind or aggressive towards another student, they will be sanctioned. Sanctions are proportionate, immediate and fair and only applied if it is clear that the student understands the consequences of their actions.

Students who have particular difficulty with moderating their behaviour are referred by their tutor to the Autism Support Team for further support and the class team are advised as to the best way of helping the students manage their behaviour. Their Behaviour Management Strategy is reviewed and shared with key staff so that the support is consistent. The frequency of behavioural incidents is closely monitored so as to judge the effectiveness of the Behaviour Management Strategy.

The school has a strong tutorial system to support students' attitude to work and behaviour. Students meet with their tutor at the beginning of the day and are prepared for the day ahead. They meet again briefly at the beginning of the afternoon when any incidents from the morning session can be resolved. There is a thirty-minute tutorial period at the end of each day when the day is reviewed, any unfinished work is completed and when social skills are practised through games, circle time, paired reading activities or literacy and numeracy catch up practise is undertaken.

This is a time when your child can have individual time with a member of staff to discuss any incidents and think about how he/she could have done things differently. It provides the student with an opportunity to explain his/her point of view that can then be taken into consideration when resolving the problem.

All students follow a PATHS programme (Positive Alternative Thinking Strategies) that is designed to improve social interaction and help students think about their behaviour. On occasions a student may have a mentor to help them to reflect on situations and personal attitudes that cause them difficulties in their interactions with peers.

If a student's behaviour remains a serious concern, a referral can be made either to a Malachi counsellor or to the school's Educational Psychologist for further advice. The counsellor will work with the student and their family whereas the Educational Psychologist will work with the student and their class staff.