



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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# **BEHAVIOUR POLICY**

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Review Date: March 2024  
Next Review: March 2025

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

TELEPHONE : 0121 427 3191  
FAX : 0121 428 2204

## **VISION STATEMENT**

**To provide an outstanding, inclusive educational provision, to prepare students for a fulfilled life.**

### **Introduction:**

All of our students at Baskerville school have an autistic spectrum condition as their primary area of need. We must take into account the impact of having autism alongside an individual's own life events and experiences. This in turn will inform both general strategies that can be effective for many of the people that we support, as well as detailing more individualised proactive Behaviour support.

It is important to note that an individual's behaviour at school towards another student (or staff member) may be rooted in their disability. Every student is different, so it is important that the cause of the behaviour is investigated and plans are made to meet the need of the individual student. The proactive way to manage/encourage positive behaviour is to take account of and put in place appropriate autistic specific approaches and systems of support. Through education we aim to equip pupils with the social and learning behaviours, attributes and resilience necessary for success in adult life.

This policy sets out measures to promote behaviour that enables progress, self-discipline and respect. It also aims to prevent bullying to ensure that all pupils feel safe as well as supporting efforts to develop co and self regulation. The policy focuses on rewards for good behaviour, sets out clearly how we aim to link actions with natural consequences when behaviour becomes challenging. This policy is available to staff, pupils, parents and other stakeholders on the school website. Paper copies are available on request.

### **Rationale:**

Baskerville School is committed to creating an environment where positive self expression within a safe environment is at the heart of productive learning. Every person within our school community is expected to maintain the highest possible standards of personal conduct. Our behaviour policy echoes our core values with a supporting emphasis on respectful relationships:

### **Our core values are:**

- **Respect**
- **Aspiration**
- **Resilience**
- **Compassion**

### **Aims of the policy:**

- To create a culture of positive self expression that promotes and enables learning, for community and for life after Baskerville.
- To ensure that all students are treated fairly, shown respect and have the opportunity to develop and promote good relationships between peers & adults.
- To build a community which values compassion, respect, resilience, aspiration and empathy for others.
- To promote community cohesion through positive relationships.

### **Objectives of the policy:**

- To outline the roles and responsibilities of the school community (covered in **Section 1**).
- To detail why positive relationships are vital within our school community (covered in **Section 2**).
- To provide a clear set of expectations, principles and guidelines that support the individual needs of students (covered in **Section 3**).
- To provide a clear overview on the stages in which behaviour is carefully supported and managed (covered in **Section 4**).
- To outline the context, methods and support provided for students with exceptional behaviour needs (covered in **Section 5**).

## **Section 1:**

### **Roles and responsibilities of the school community**

#### **1.1 Our Whole Staff Team**

All school staff will work together to implement the Behaviour Policy, using a consistent approach and acting as positive role models.

Our relational approach to interaction with each other help us to model positive self-expression at all times to our students.

#### **1.2 Governors**

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

#### **1.3 Headteacher**

The Headteacher will oversee the implementation of the Behaviour Policy, evaluate its success periodically with staff, and report to Governors at least annually upon its implementation.

#### **1.4 Assistant Headteacher (Pastoral Lead)**

The Deputy Headteacher and Assistant Headteacher are responsible for working alongside agencies to support students in crisis and where there are complex and layered needs.

#### **1.5 PASS TEAM**

Members of the PASS (Pastoral and Student Support) Team will ensure that they support the work of the Assistant Headteacher and teaching teams, providing support and advice that underpins the aims of this policy through a range of interventions and classroom based measures.

#### **The On Call System**

**Baskerville operates an “on call” system** to ensure that all areas of the school are covered by members of staff with the responsibility to be “on call”. The on-call duty involves walking around the school site, being a visible presence, develop and maintain positive relationships with staff and students, praise students who are achieving and most importantly, provide instant support if requested by a member of staff. The aim of this system is to ensure all students are happy and safe with quick and effective interventions to assist emergencies.

**Please see “on call” phone script (Appendix 1)**

## Section 2:

### Relationships/ Partnerships??

#### 2.1 Staff and Student Relationships

The quality of our relationships with our students is fundamental and underpins all of our work. Each adult is a significant adult for our students. To foster successful, enabling relationships we need to:

- Actively build trust and rapport with all children and young people.
- Praise students who have gone beyond expectation either academically or socially and record via our reward system on BehaviourWatch
- Have high expectations for all students.
- Treat students with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
- Set and hold appropriate boundaries for the students.
- Seek support from wider professional networks to problem-solve behaviour that challenges.

#### 2.2 Relationships with Parents and Carers

The quality of our relationships with parents and carers is vital. It is important to work together with parents and carers to ensure consistency in our approaches between home and school. This includes communication and information sharing on any form of restrictive physical intervention used to keep a child or young person safe during their school day.

#### 2.3 Relationships with Professionals

It is important to ensure we are working collaboratively with other professionals to ensure their input into planning and strategies e.g. speech and language therapist, occupational therapists or Forward Thinking Birmingham. It is also the class team's responsibility to share any needed information or strategies with other teams to ensure consistency in strategies. This supports students to regulate and manage their behaviour in different contexts, lessons and environments.

## Section 3:

### Expectations, principles & guidelines

#### 3.1 School Expectations

Our expectations mirror our core values and identity. A simple ABCD format is applied by staff across school to support students to regulate behaviour. Various posters and displays reflect this and can be used as a powerful reminder. Our four expectations are:

- Allow others to learn**
- Be polite and respectful to everyone**
- Concentrate on your successes**
- Do keep yourself and others safe**

### **3.2 Expectations in Action**

Within each classroom, these may slightly differ depending on ability and understanding of the group, however class expectations to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners.
- Communicated in a way that the learners can understand, including visual cues, social stories etc.
- Focused on the positives – things we are going to do.
- Regularly referred to by class team.
- Appropriate to the developmental range of the learners.

### **3.2 Routines**

- All classes must have a daily pattern that supports consistent class/lesson/activity routines to support our learners to understand expectations and the order in which events occur.
- Routines help manage anxiety to mentally and physically prepare students for their day.
- Routines also help students learn how to self-regulate, engage with learning/activities and develop the ability to develop positive self-expression.
- Routines must also be evident as part of good teaching and learning.
- Class teams must also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill.
- Changes to routines must be practiced using age/developmentally appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

### **3.3 Risk Reduction Plans**

The purpose of the Risk Reduction Plan is to give clear advice to all staff of the approaches required to effectively help students to manage their behaviours and ensure a consistent approach. All students require a Risk Reduction Plan. It identifies challenges and triggers, early indicators and signs, behaviours, anxieties, calming techniques and what a student may do if they are in crisis and how staff can help and support. Occasionally students require physical interventions to help them manage their behaviour, for their safety and the safety of others (see section 4.3).

The tutor and class team are responsible for designing, implementing, and reviewing the Risk Reduction Plan, supported by the PASS Team where appropriate.

### **3.4 Rewards and Consequences**

Students are encouraged to monitor and evaluate their own behaviour where appropriate, and may be helped to understand the impact of their behaviour on the rest of the group.

It is more important to reward positive behaviour than to have a consequence for behaviour that is challenging, therefore it is important to work towards a reward system than a consequence system. Staff should be proactive and need to have the students' Risk Reduction Plan in mind before deciding upon an action.

Positive behaviours can be praised and rewarded by:

- Verbal praise
- Merit System that is now recorded on BehaviourWatch
- Star charts
- Star of the Week
- Achievement/celebration, class assembly
- Telephone call home to Parents/Carers
- Four Core value postcards and merits
- Awards Evening
- Celebration of achievement on display in school
- Achievements noted in newsletters

However, this list is by no means exclusive. Promoting and rewarding positive behaviour should be consistently encouraged verbally and visually, with best practise approaches shared between colleagues and across school in CPD and briefing sessions.

The use of consequences 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.
- That staff are clear with the student as to the consequence that will be applied if they deliberately continue with the unhelpful behaviour.

Consequences may be applied against a range of unhelpful 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 others
- Use of unacceptable language (swearing, sexual innuendo, verbal abuse)
- Aggressive behaviour towards others
- Damaging property and equipment
- Absconding

All of these behaviours, and staff responses to them should be considered against the student's normal scope of behaviours as outlined in their Risk Reduction Plan.

Permissible consequences include:

- Register disapproval of undesirable behaviour
- Time lost from break time(s) to complete work missed ('detention')
- Working alone with support from at least one member of staff focusing on restorative practices.
- Withdrawal of privileges including loss of 'free time'
- Telephone call to parents /carers
- Behaviour monitoring report
- Meeting with student and parents / carers
- Reflective time away from the classroom focusing on restorative approaches.
- Fixed term exclusion from school as decided by the Head Teacher

### 3.5 Bullying and Racism

**Bullying and racist behaviour is not tolerated under any circumstances.** Any such behaviour is to be reported to the appropriate Senior Leader. These incidents to be reported to parents who will be involved in any sanctions. The same procedures will be followed for any incidences of Cyber Bullying, where pupils have strayed beyond the schools e-safety guidelines guidance. More information on anti-bullying handling is available in our anti-bullying Policy.

### 3.6 Fixed Term Exclusions

We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully. Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised.
- Incidents of knife crime or the deliberate use of weapons in school.



- Incidents of sexual violence.
- Incidents of significant deliberate damage to property.

Decisions to exclude learners are made on an individual basis and should always be a:

- Decision taken by the headteacher, or a specifically delegated person identified by the Headteacher; anything else is likely to be considered an illegal exclusion
- reasonable and measured response, which will have impact and provide a learning opportunity for the learner.
- Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time with a focus on restorative approaches.

### 3.6 Permanent Exclusions

In the event that Baskerville School is not able to meet the needs of an individual student, we will always aim to work with the student's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

### 3.7 Arrangements for Searching and Screening

Any search of a student's personal belongings is carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State. A search of student or their belongings may occur if it is suspected that weapons, drugs or items that may harm could be present. In addition, a member of staff may search a student if they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.

Any searches conducted must be recorded using Behaviourwatch.

For further information, at when a need for searching and screening occurs, please refer to Department for Education Searching and Screening and confiscation guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## Section 4:

## Supporting students with exceptional behavioural needs

### 4.1 Behaviours that challenge

Behaviour that challenges is often the result of a breakdown in communication. To support a learner that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g. what is causing the learner to become distressed. Class teams

need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lacks awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying

## **4.2 Supporting Sensory and Processing Needs**

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Speak clearly, slowly and calmly, and give pupils adequate time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Ensure learners' sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy' s, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature of learner etc.).
- Teaching teams to recognise when they are going into crisis (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other learners into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

## **4.3 Team Teach**

As a school we use and train employed staff within the positive handling strategies of Team Teach. Team Teach physical techniques provide staff with a means of supporting students

in a holistic and therapeutic way that promotes safe handling and minimises the risk of injury. Team Teach does not include techniques that exert pressure to joints or would intentionally elicit pain or discomfort. However, where there is physical contact there will always be the risk of injury and/or discomfort to those involved. When this occurs, it should not necessarily be regarded as evidence of malpractice. Where there is evidence or suspicion of malpractice, staff should refer to the school's Safeguarding & Child Protection Policies and LA procedures.

At Baskerville professionals are to prioritise approaches which will calm a situation and create a safe environment for all members of the community, not seek compliance. It is never appropriate to use Physical Intervention to ensure a student is following an instruction or completing a task – this is compliance.

The Team Teach approach promotes many other strategies for managing challenging behaviour with any restrictive physical intervention being 'a last resort'. Staff who use any other system or approach when involved in physical intervention should stop immediately as they are acting in a manner that sits outside of policy which may lead to disciplinary proceedings.

School staff trained in Team-Teach techniques meet on a termly basis to share their experiences and to keep their knowledge up to date.

At Baskerville school, we only use physical restraint when there is no realistic alternative and for the shortest amount of time possible. We expect staff to conduct either a dynamic risk assessment or use the student's Risk Reduction Plan for support for further de-escalation approaches. We expect staff to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be **reasonable, proportionate, and necessary**. Physical restraint must only be in accordance with the following:

- The member of staff should have clear grounds for believing the child is in immediate danger of harming themselves or another person or in danger of seriously damaging property.
- Issues of dignity should be considered at all times – students are to be supported in any incident of physical intervention to ensure their privacy and sense of self-respect remain intact, or that all possible efforts are made to achieve this.
- Only the minimum force necessary to prevent injury or damage should be Applied, and for the shortest period of time possible.
- Other staff can act as assistants or witnesses and record via BehaviourWatch, as well supporting by removing items that could pose a risk, or ensure that the privacy and dignity of those involved the act of restraint is considered.
- Once safe, the restraint should be ended on a graduated basis to allow the situation to return to a state of calm for all those involved.
- Physical restraint must not be used to create compliance with staff instructions, or for the purpose of task completion.

After the event, the restraint should be discussed with the student. The debrief along with the record of the incident must be recorded as a serious incident via BehaviourWatch within 24 hrs and parents informed of the incident that had taken place by a member of the class team who has detailed knowledge of the incident.

#### **4.4 Safe Space Environments & Break Out Rooms**

At Baskerville School, some students are allocated a safe space as part of their Risk Reduction Plan:

- The identified space is used to support self-regulation with a member of staff supporting.
- The space may be used for fulfil a sensory need or to calm or support in a crisis.
- During crisis, occasionally the member of staff may need to observe, monitor and support outside of the room until the student is calm and ready to engage again.
- Withdrawal - In circumstances where there is evidence that a student in crisis needs directed time away from a lesson, they may be withdrawn from their class. The safety and well-being of all pupils will be considered, and leaders will take into account how best to ensure that learning is not disrupted. Withdrawal may involve being taken to a different part of the school where they will be safe and can engage in learning, at times focusing on restorative practices. This will always be recorded via BehaviourWatch.
- Seclusion – we do not impose seclusion on a Baskerville student; that is to say that students are not placed in locked rooms, or rooms that can then have their doors closed in such a way as to restrict the ability to freely leave should the student chose to do so. This could be seen as mechanical restraint which is not permissible, or a deprivation of liberty which is only legal when specifically mandated by a UK Court.
- Should a student continue to require Physical Intervention for a prolonged period of time, or it is clear the use of the intervention is not successful, the Assistant Head (Inclusion) or one of the Deputy Heads of School should be requested to attend via the on-call system and parents, or the Police may be called to support/remove the student.

#### **4.5 Class Team Wellbeing, Reflection and Development**

Where a class team has experienced exceptional behaviours that challenge, it is important that there is an allocated time to meet as a class team to reflect, support each other and move forwards with positivity and a clearly defined strategy to support the student. These should then be used to inform and update the students Risk Reduction Plan.

It is also important that some respite and time away from class is offered to the class team after a big incident. This promotes wellbeing and a healthy working environment for all our staff. This approach is led by the Assistant Head (Inclusion)

## 4.6 Restorative Approaches

We use Restorative Approaches to underpin our ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

When conflicts and challenges are dealt with in a way that needs are met, then those involved can repair the damage done to their connections with the others involved and even build connections where there were none previously. For further details, see our Policy on Restorative Practises at Baskerville.

## 4.7 Co-regulation Approaches

Co-regulation is often used with students to help them build self-regulation skills. Co-regulation involves positive reinforcement and a good support system to help a students learn to self-regulate their emotions and behaviour.

Co-regulation is something that most parents, family members, and teachers contribute towards at Baskerville school. Co-regulation can look different depending on the age of the student and their own abilities to self-regulate. For further details, see our Policy on Approaches to Co-Regulation at Baskerville.

## Section 5:

### Monitoring Behaviour

Each incident is recorded as soon as possible on BehaviourWatch. It is monitored by the Assistant Head (Pastoral) and the Pastoral Manager for Behaviour. This is reported to the Senior Leadership Team on a half termly basis to inform practise as well as to develop a CPD program to tackle identified issues. The following applies to all incidents:

- All challenging behaviours will be recorded using a bespoke incident recording system on BehaviourWatch. This assists in monitoring behaviours, functional assessment, and ascertaining the effectiveness or otherwise of behavioural interventions.
- Where behaviours are recorded routinely, data is monitored regularly to ascertain trends and patterns.
- Unexplained or sudden changes or increases in challenging or concerning behaviours are always investigated.
- All serious behavioural incidents are reported to senior staff immediately.
- Results from behaviour recording or behavioural interventions are shared with parents and carers, where appropriate.
- Injuries or accidents arising from behavioural incidents are recorded using body map forms on BehaviourWatch and reported to the local authority when appropriate.
- Incidents that cause harm must be recorded on BehaviourWatch within 24 hours of the incident taking place.
- Other significant incidents must be recorded on BehaviourWatch within 48 hours of the incident taking place.

- Parents must be contacted by class staff within 24 hours of a Team Teach physical intervention taken place.  
Please see Behaviour Flow Chart (Appendix 2)

After an incident, a debrief is facilitated to ensure clarity and support is in place for all staff, students and parents/carers:

- Staff should also ensure that students have a meaningful debrief at their level of understanding after being part of (or witnessing) incidents.
- For some this may involve talking about what happened for others it may involve spending some calming time with favoured staff and/or activities
- All children and staff are given an opportunity to discuss with an appropriate person.

## Section 6:

### Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report 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 excluded 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.

**The governing body will review 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.**

#### Other policies for reference:

- Anti-Bullying Sept 2022
- KCSIE Sept 2023