



**Stepping Stones School – Local Authority Pupil
Referral Unit
School Admissions Policy
2016-2017**

Alison Dodd Headteacher

(April 2017)

Review September 2017 (if required dependent on LA changes)

CONTENTS

Audience	3
About Stepping Stones School	3
Permanently Excluded Children / Children new to area with complex needs e.g. Children looked after, children who have been permanently excluded in a different la. (Others)	4
Referral Children	4
Responsibilities of the mainstream school during a referral placement	5
Responsibilities of Stepping Stones for a referral child placement	6
Admission meetings	6
Prior to admission	6
Pre Placement information	6
Admission meeting	7
Reviews and next steps	7
PERMANENTLY EXCLUDED CHILDREN	7
referral children	7
Moving on from Stepping Stones	8
Appendix A – Reduction of Provision due to extenuating circumstances	10
Appendix B – Local Authority Stage Model.....	11
Appendix C - Agreement between LA / Mainstream school and Stepping Stones.....	12
Appendix D -signed agreement between stepping stones and mainstream school.	14
Appendix E pre placement document	15

AUDIENCE

This Policy is intended to inform parents/ carers, Lancashire Authority Pupil Access Team (PAT), Local Authority SEND team and Primary Mainstream schools of the Admission procedures for both permanently excluded and referral pupils to Stepping Stones School.

Stepping Stones School is a Pupil Referral Unit (PRU) which is DFE Registered for 27 primary pupils aged 5-11 years. The School is commissioned by Lancashire Local Authority to provide up to 27 places for pupils who have been permanently excluded from mainstream primary schools in Districts 1, 2, and 4. The school is due to increase to 32 places as of September 2017.

ABOUT STEPPING STONES SCHOOL

Stepping Stones is a school and provides every child with access to the full national curriculum. The children are educated in one of the 4 class bases. (See Curriculum Statement/ Teaching and Learning policy)

Willow Class (Year 1,2 and sometimes Y3)

Maple Class (Year 3,4 and sometimes Y5)

Oak Class (Year 5, 6)

Busy Bee Class (Part time provision)

Each class has no more than 8 children in and there is 1 teacher and 1 teaching assistant (minimum) in the class. Additional support is distributed across the school dependent on needs and in order to provide pastoral support as required.

The children are grouped according to the age and sometimes academic ability.

If admissions increase there may be times where a child has to move classes within the school.

The school teaches the full national curriculum. The vast majority of children who attend the school access all of the curriculum areas, however there are times where we may need to personalise a child's curriculum further to meet their needs.

There is a heavy focus on social skill development, emotional regulation, learning strategies to manage feelings and behavioural responses.

No child can stay at Stepping Stones for long term educational provision. We are a pupil referral unit and we facilitate appropriate assessments, collaborative work with other agencies to move children back to mainstream school provision or in extreme circumstances on to long term special provision.

Most children who are permanently excluded stay between 2 terms and 1 year.

Children on referral placements stay for a minimum of 6 weeks, a review is then held to discuss next steps, each case is different, there should be a clear plan for the child to move on to appropriate provision within 2 terms.

No child should be educated in a PRU for over 1 year, however there are a small number of children who require further assessments and stability. In all cases children move within a maximum of 4 terms.

PERMANENTLY EXCLUDED CHILDREN / CHILDREN NEW TO AREA WITH COMPLEX NEEDS E.G. CHILDREN LOOKED AFTER, CHILDREN WHO HAVE BEEN PERMANENTLY EXCLUDED IN A DIFFERENT LA. (OTHERS)

Stepping Stones School has a core duty is to provide education for children who have been permanently excluded from Districts 1, 2 and 4.

Stepping Stones endeavours to provide full time education for all permanently excluded children (25 hours per week). However, there may be times and in extreme extenuating circumstances where a child's timetable and provision is temporarily reduced. Prior to making this decision a range of support and accommodations to the child's curriculum will have been put in place. Any part time provision in these circumstances has an agreed action plan to increase back to full time provision. Amended provision can be approved for pupils with medical or significant emotional/mental health needs or during a period of induction.

(Appendix A)

Following a permanent exclusion from mainstream school. The mainstream school should complete a Pupil Exclusion Notification (PEN1) and forward this with a copy of the exclusion report to the Pupil Access Team (PAT)

As soon as the PAT team receive the notification they inform Stepping Stones that the child requires education.

Stepping Stones will then make contact with the family to arrange an admission visit to the school.

Permanently excluded pupils are placed on roll within 6 days in line with statutory requirements.

A period of induction may be needed to carry out assessments and arrange the appropriate provision.

Every effort is to get the child to school within 6 days from the exclusion.

(Go to Admission Meeting Section)

REFERRAL CHILDREN

Where capacity allows Stepping Stones will offer the Local Authority the opportunity to place children at Stepping Stones who are at high risk of exclusion. There are different models of provision that the school has to offer for referral children.

All referral provision is commissioned through a Local Authority staged model. (See Appendix B)

All referral provision is time limited.

The Local Authority outlined that provision should only be offered for 6 weeks and further approval has to be sought after 6 weeks for children who may require longer. This is all dependent on the needs of the child, the capacity of the PRU and the provision that mainstream school has put in place. Stepping Stones has to provide comprehensive advice to the LA after 6 weeks to seek approval for extensions.

If a placement is agreed then the mainstream school should arrange to meet parents and complete the direction to alternative provision documentation. This will be emailed out to the mainstream school when a placement is offered.

Referral Provision

a) Part time 0.8 per week with a gradual reduction and one day in mainstream school.

This is where a child attends Stepping Stones for 4 days per week. Stepping Stones will provide 20 hours of education however the mainstream school should provide a further 5 hours of education for their child.

The child should be welcomed back on a weekly basis to their mainstream school and appropriate support should be in place. Stepping Stones staff will provide feedback and guidance to approaches and strategies to use with the child on their mainstream school day. We also encourage the mainstream school to send a member of their staff linked to the child on a weekly basis.

All referral children remain on roll at their mainstream school and Stepping Stones becomes the subsidiary school. The child is accessing alternative provision. This should be documented within the mainstream school.

All referral children are only attending Stepping Stones on a temporary basis and if permanent exclusions are increased then the mainstream school should accept the child back to their school.

b) Part time 0.4 Busy Bee placement with 0.6 in mainstream school.

Every 6-8 weeks we run an intervention programme which is 2 days at Stepping Stones. It is for children who are known to Stepping Stones, have received support in school from the Stepping Stones Inclusion Support Team, however require more targeted support. It is a programme which is very focussed on learning the skills to manage in school and different situations.

The programme heavily focuses on social skills development, emotional regulation and strategies to manage their behavioural responses. The children have thematic lessons and cover key skills in English and Maths.

The class teacher of this group provides in depth feedback to the mainstream colleagues every week. There is an expectation that the staff from mainstream school come to on a fortnightly basis for approximately half a day.

c) In extreme circumstances – full time referral provision

There may be the need to educate a child full time at Stepping Stones. This would only be part of a phased plan to return to school. Again if a full time placement is agreed the child still remains the responsibilities of the mainstream school and the school should be actively working to support the child's return to their school with appropriate support.

RESPONSIBILITIES OF THE MAINSTREAM SCHOOL DURING A REFERRAL PLACEMENT

- To ensure the child remains on roll at the school.
- To visit Stepping Stones / Child on a weekly / fortnightly basis.

- To ensure they have informed their SENDO that a pupil is attending alternative provision.
- To ensure there is an Educational Psychology report / request fully in place.
- To submit any EHC requests (if required) in a timely manner. (Within 6 weeks)
- To ensure that staff replicate the strategies and support that is being put in place at Stepping Stones on the child's days in mainstream school.
- To provide feedback to the class teacher at Stepping Stones weekly on the child's day in mainstream school.
- To ensure safeguarding / welfare concerns are shared with the DSL at Stepping Stones.
- To continue managing the CAF and TAF process.

RESPONSIBILITIES OF STEPPING STONES FOR A REFERRAL CHILD PLACEMENT

- Provide a secure, safe school environment where the child has targeted support.
- Provide the mainstream school with weekly feedback, guidance and advice.
- Collaborate with the mainstream school to work towards desirable outcomes.
- To ensure safeguarding / welfare concerns are shared with the DSL at the mainstream school.
- To ensure the child makes good academic, social, emotional and behavioural progress.
- To ensure appropriate communication with the child's parents/carers continues.

ADMISSION MEETINGS

PRIOR TO ADMISSION

If a child is permanently excluded the headteacher / representative of Stepping Stones will contact the parent/ carer and arrange an admission visit to the school. The school will also try to contact the mainstream school for further information.

If a child has an approved place commissioned by the Local Authority (referral place) The headteacher will email / telephone the school and outline the procedures for an admission visit and ask the mainstream school to arrange the child and family to attend. At this time Stepping Stones will send a copy of this policy to the mainstream school to outline the admission process. The school will also ask for a pre placement document to be completed and for the school to sign an agreement to adhere to the terms and conditions of the placement.

PRE PLACEMENT INFORMATION

In order for Stepping Stones staff to work effectively and in the best interests of the child from entry the following information is requested prior to placement...

- A behaviour risk identification form.
- Any report from other agencies/ professionals e.g. Educational Psychology, SALT etc.
- Key information including names and contacts of other agencies involved.
- Assessment data (KLIPS)
- The child's last IEP / IBP or equivalent.
- Current reading book / stage.
- Current Phonics information.
- Any relevant safeguarding information.

All of this should be provided prior to admission.

ADMISSION MEETING

The Admissions Meeting provides an opportunity for the pupil, parents/ carers, mainstream SLT member and Social Worker (if appropriate) to visit the school and meet with the Head Teacher or Deputy Headteacher.

The Admission meeting includes:

- A tour of the school and an opportunity to meet the new Class Teacher and Teaching Assistant
- School Information shared via discussion and copies for the Parents/carers to take away including: the Positive Behaviour, Care and Control / Positive Handling Policy and further information on attendance, safeguarding and home school partnerships.
- The mainstream school (for referral pupils') parents / carers signing appropriate paperwork to agree to the terms and conditions of the placement.

The Head Teacher outlines the length of stay at Stepping Stones, the process of reintegration to a new mainstream school and sets a provisional exit date for the pupil

The Head Teacher will present information on other schools in the area with places, if places are not available then Pupil Access Team can contact the school and arrange for a child to be admitted under the Fair Access Protocol.

There may be times where additional guidance is required from SENDIAS – SEND Information and Advice Service. Pupil Access Team will be informed and will mediate between the mainstream school and PRU to support the identification of a place. (For permanently excluded children / children requiring a managed move)

When a new mainstream school place has been secured by Pupil Access and agreed with parents/ carers (usually within 4 weeks) the Pupil Access Team inform Stepping Stones and communication links are established by Stepping Stones with the new mainstream school including an invitation to visit Stepping Stones, meet with relevant Stepping Stones staff and attend the pupil's first Education Planning Meeting which is usually 6-8 weeks after admission to Stepping Stones.

REVIEWS AND NEXT STEPS

PERMANENTLY EXCLUDED CHILDREN

- Will have an educational review within 6-8 weeks of entry.
- At this review the class teacher will provide a report outlining the current progress and next steps.
- At this review the SLT representative from Stepping Stones will draw up an action plan to support the child and have an exit strategy from the PRU.
- **A second review will be booked for the following term to check on progress of the child and the action plan.**

REFERRAL CHILDREN

- All referral children will have a review in week 5 or 6 of their placement.
- The class teacher will provide a detailed report which outlines the progress linked to targets set and next steps / strategies for support.
- There will be a collaborative discussion about the child and next steps regarding the child's provision.
- At this review 'step down / Action Plan' will be put into place to look at reducing the child's time at Stepping Stones and for all contributors to be working towards to support the child's educational interests.
- If a child requires longer at Stepping Stones then all documents have to be submitted to the local authority for approval.

MOVING ON FROM STEPPING STONES

At all reviews there is an open and honest discussion with all contributors and parents. At all times the child's interests are at the centre of all planning for next educational steps. The key aim is for a child to be successful in their school placement(s).

Every effort is made to reintegrate children back to their mainstream school to minimise changes in their education. However, at times this may not be appropriate or in the best interests of the child.

In terms of moving on there are three routes which are taken, depending on the child's needs.

- 1) A phased reintegration to their previous mainstream school. (Referral Children Only)
- 2) A phased reintegration to a new mainstream school.
- 3) A transfer to a long term special school. (Multi- professional view needs to be sought, EHC needs to be fully in place, every effort to reintegrate must have taken place, a high level of evidence is required to back this view,)

Parents/ carer view is important and they are fully consulted at each pupil review.

During phased reintegration's Stepping Stones continues to provide some support (Post Placement Support) where appropriate. The aim is reduce the support and ensure the mainstream school has the skills and strategies to support the child's needs long term within their setting.



APPENDIX A – REDUCTION OF PROVISION DUE TO EXTENUATING CIRCUMSTANCES

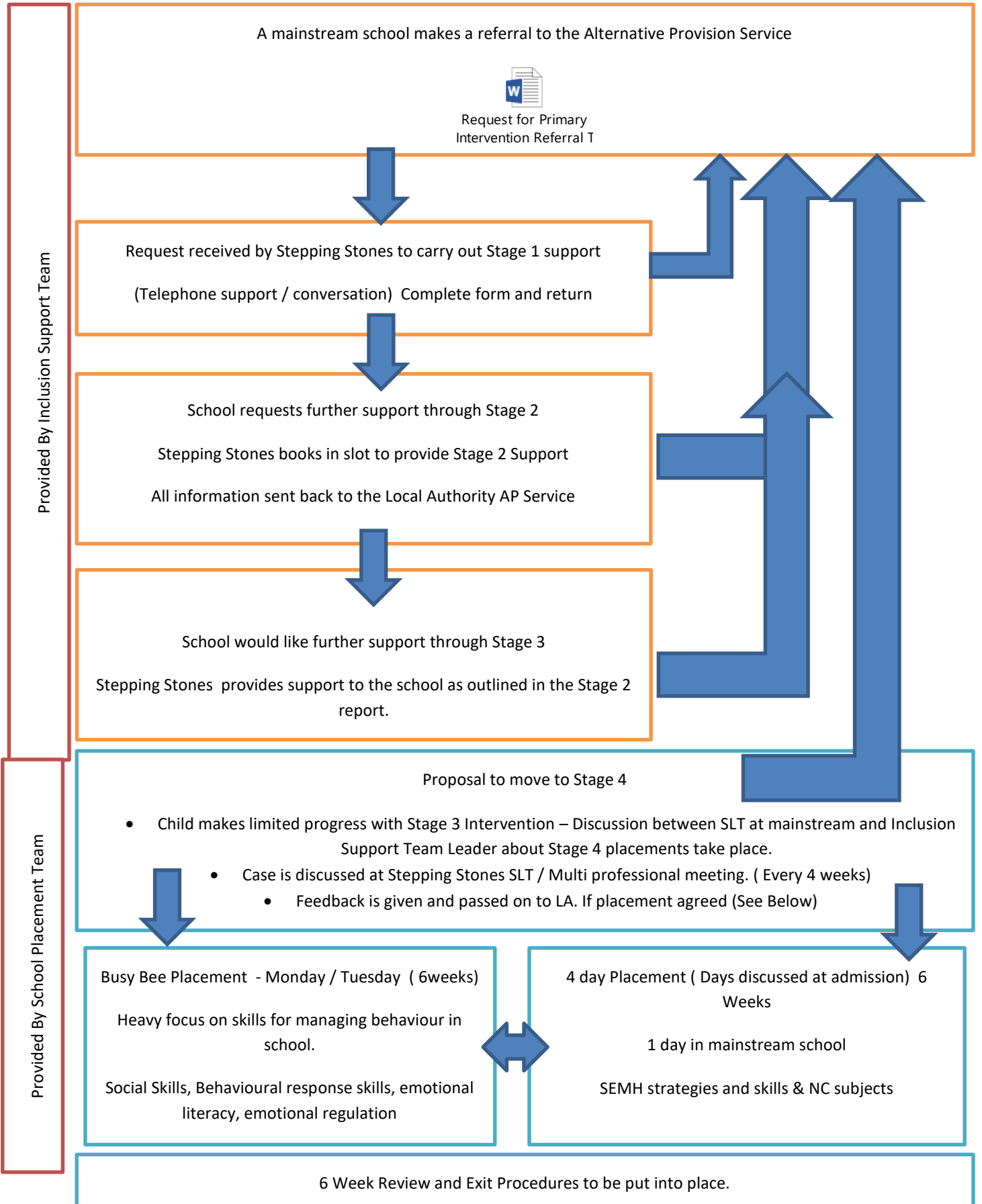
Name:	DOB / Year Group	Date of Entry:
SEND Status:	Admission Status (Perm ex / Other/ Referral)	Is the child looked after?
Reasons for reduction in curriculum (State the facts)		
Highlight the documents that should be attached and in place (Risk Identification / Risk Management Plan / High needs requests / IEP's, IBP's, Educational Reports inc. Psychology and CAMHS)		
What additional provision is to be put into place to increase provision over time?		
Start Date:	Proposed End Date:	Review Date
Targets for Child		

Week	Date	Total Hours	Timetable / Times					Review / Evaluation linked to targets and provision
			Monday	Tuesday	Wednesday	Thursday	Friday	
1								
2								
3								
4								
5								
6								

Review and Next Steps



APPENDIX B – LOCAL AUTHORITY STAGE MODEL





To XXXX
Headteacher
Primary School

Phone: 01524 67164
Email: head@steppingstones.lancs.sch.uk

Your ref:
Our ref:
Date: XXXX

DECISIONS TO OFFER STAGE 4 PROVISION AT STEPPING STONES SCHOOL

RE : PLACEMENT OF **CHILD NAME (DOB)**

I write to inform you that the multi professional meeting have discussed the placement of **CHILD NAME (DOB) and recommended to the Local Authority Alternative Provision Service that CHILD NAME should / should not attend Stepping Stones,**

Delete as appropriate

The reasons that a placement was not granted at this time are...

We will review all documentation and information in another 4 weeks time if required.

The placement that is offered at present is a 2 day / 4 day / 5 day placement for a period of 6 weeks.

If you wish for the child to attend Stepping Stones School for a short placement then the following must be in place.

- Would you please arrange for the Parents / Careres of Child and yourself or a SLT school representative to attend a placement meeting at: Stepping Stones on XXX
- The attached Pre Placement Document should be completed and returned to Stepping Stones.
- The mainstream school should engage with their SENDO and outline they have a child attending Alternative Provision.
- A discussion with the Link Educational Psychologist should be in place to ensure a prompt assessment is in place.
- If appropriate the school should request an Educational Health Care Plan promptly.

This will be an opportunity for the parents and child to meet staff and children and sign the necessary paper work.

As a condition of the placement, your school's attendance is essential at any review or meeting relating to whilst he/ she is at Stepping Stones School, and full co-operation is necessary in including him/ her back to your school on their return days and through the , as the child remains the responsibility of the mainstream school.

It is expected that **CHILD NAME** will attend Stepping Stones School from **DATE** a review will be held within 6 weeks to discuss next steps and **CHILD NAME will be expected to return to their mainstream school on DATE.** Please complete the attached proforma and forward it to Stepping Stones (short stay) School as soon as possible.

I have included a copy of the schools updated admission policy and procedures for your information in the future.

We look forward to collaborative work to support **CHILD NAME's** special educational needs.

Yours sincerely

Alison Dodd : Headteacher

On behalf of Stepping Stones and Alternative Provision



The letter of acceptance has been received and this document now forms the initial action plan for **CHILD's NAME**.

This is an agreement between the Local Authority (Alternative Provision Service), Stepping Stones School and **Mainstream School NAME**

Childs Name	
School	
Proposed Start Date	
Proposed Exit Date	
Agreed Day(s) in mainstream school	Wk 1: Wk 2: Wk 3: Wk 4: Wk 5: Wk 6:
Review Date:	
Staff to visit & Dates	

Additional Actions - During the 6 week placement;

The mainstream school will	Stepping Stones will	Parents / Carers will
Speak to SENDO Request EP involvement Continue with CAF/ TAF Visit weekly / fortnightly. Accept the child back to their school. Communicate fairly, openly and respectfully with all parties and parents.	Provide targeted and intensive support for the child. Put a wide range of strategies and support in place for the child to make progress academically, socially, emotionally and behaviourally. Communicate fairly, openly and respectfully with all parties and parents. Report all concerns appropriately (to mainstreams school, parents and safeguarding is required)	Support both school during the placement. Ensure their child attends and is ready for transport daily. Be open, honest and talk to school about concerns, issues. Accept support / additional guidance if required. Ensure appointments are kept.

To be signed and agreed by all parties.

Headteacher of Mainstream School	Headteacher of Stepping Stones	Parent/ Carer

Date XXX



Stepping Stones School

Pre Placement Admission Documents



Name:	Year Group:	DOB:
Mainstream School:	Key Contact:	Email Address:

Documents required in file	IN PLACE	Sent to Teacher at SS.
STAGE 1		
STAGE 2 REPORT		
STAGE 3 INFORMATION		
STAGE 4 REQUEST		
Signed Contract		
EDUCATIONAL PSYCHOLOGY		
CAMHS		
CHILDREN SOCIAL CARE		
OTHER INFO		

All safeguarding and welfare concerns should be passed on to the DSL at Stepping Stones.

Key people	Name(s)	Contact Details
SEND0		
Link EP		
CAMHS		
Children Social Care		
Other:		
Other:		



Pre Placement Information Sharing

Information for Teaching and Learning / Class Teacher to use for planning and prep of new admission.

Child's Name:	DOB/ YEAR GROUP:
----------------------	-------------------------

Phonics Stage (if applicable)	
Current Reading stage and Book	

Any other academic information to be known/ including attitude towards learning / strengths / weaknesses etc.

Date of Assessment / Teacher Assessment: **ADD DATE HERE**

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Reading	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Writing	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Maths	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S

(Please scan a copy of KLIPS highlighted for the child)

Any other assessments carried out please add to this document. E.g. Reading Age, WRAT tests, PIVATS KS1 SATS DATA.

Formulating Targets and The Child's First IEP at Stepping Stones				
Please could you outline a SMART target that you feel the child could work towards / achieve within 6 weeks? These will then be amended by the class teacher at Stepping Stones if required.				
English	Maths	Social	Emotional	Behavioural

Completed By	(ROLE)
Contact email	



Stepping Stones School

Behaviour Risk Identification Form

Name:	DOB:
Year Group:	SEND Status / Code of Practice
Mainstream School	Date Completed:
UPN:	Current Attendance:
Number of Fixed Term Exclusions:	

Contextual Information (Bullet points)

Triggers for behaviour - Where does the behaviour stem from? (list)

What works with the child? How can we deesclate / defuse and support the child from getting to crisis point? (Bullet points)

Key to support completion of risk identification form

Scale	How Likely	How Often	Risk / Potential Harm
0	Never	Never	No Risk
1	Not impossible	Termly	Low risk / minimum harm
2	Possible – 1-2 incidents over month	Monthly	Medium risk of harm
3	Probable –	3+ times per week	Serious - risk of harm
4	Highly Likely on more than one occasion	Daily – 1- times	Highly likely cause of harm – will cause injury / assault / damage
5	Certain – daily	Daily – several times	

	Behaviour / Area	How Likely					How Often					Risk				Risk Score (a x b x c)	Comments		
		(A)					(B)					(C)							
		0	1	2	3	4	5	0	1	2	3	4	5	1	2			3	4
Home	Attendance Issues Inc. School refusal.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Home issues which impact on schooling.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Any known DV/ Drug / Alcohol abuse in the home.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Child displays violence in the home towards parent/carer /siblings.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
Low level disruptive behaviours	Low Level disruption of others learning.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Work avoidance	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Work Refusal	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Opting Out – Walking out of class (wandering)	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Non-compliance to follow simple adult requests.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Noise making	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Shouting out answers / calling out.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Rudeness – socially inappropriate language to adults and peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Swearing	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		What Words?
	Threats to damage property	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Damage to property e.g. ripping paper, snapping pencils	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Extreme damage e.g. throwing of furniture, destroying resources.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		

	Behaviour	How Likely?					How Often?					Potential Harm				Risk Score	Comments		
		0	1	2	3	4	5	0	1	2	3	4	5	1	2			3	4
	Absconding out of class	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Absconding out of school	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Provoking and name calling to peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Threatening behaviour to peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Verbal abuse towards peers.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Verbal abuse towards staff.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Theft related incidents.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Threats to self injure / harm	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Self harming behaviours / Self injury	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		What do they do?
	Bodily Fluids – spitting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Bodily Fluids – Urinating in inappropriate areas.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Bodily Fluids – vomiting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Bodily fluids – smearing of blood	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Bodily fluids – smearing of faeces.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Physical assaults on adults – hitting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Physical assaults on adults – kicking	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Physical assaults on adults – biting	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Physical assaults on adults – hair pulling / clothing grabs	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Masturbation / touching self.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Sexual behaviour towards others.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Use of sexualised language.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Use of weapons.	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Fire risk	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		
	Other:	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4		

All of this information will be used to put in place appropriate behaviour management plans etc.

