

Local Procedure Title	Positive behaviour management and support
Site	Sketchley School, Forest House and Progression House
ECS Policy number and title	ECS 04 Positive behaviour management and support
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Local Procedure Author(s)	Sarah-Jane Astbury
Local Procedure Ratification	Checked and Approved by: Daniel Morrison

1. Philosophy

At Sketchley School, Forest House and Progression House, positive behaviour support is an integral part of the systematic approach to education.

The approaches used at our schools are designed to enable students to move towards independence, to be responsible for themselves, their well-being and their own actions.

Sketchley School, Forest House and Progression House strive to enhance students' lives through:

- The supportive learning environment
- The development of appropriate social relationships
- The opportunity to experience activities and hobbies
- The development of skills important for independent living

This policy was written with reference to the following DFE documents:

- Behaviour and Discipline in schools; Ref: DFE-00023-2014 (amended Jan 2016)
- Use of Reasonable Force DFE-00295-2013
- Keeping children Safe in education September 2018 Ref: DFE-00248-2018
- NICE-Autism. The management and support of children and young people on the autism spectrum NICE guideline CG128 Sept 2016 update

2. Principles

Throughout the schools there is an emphasis on high expectations, which enhances the students' lives and has a positive influence on their behaviour.

All students will have a Pupils Profile in their red file, which all staff working with them should read to gain a picture of the student's difficulties with regard to the triad. A Positive Handling Plan (PHP) will be established for a student which details 'triggers' of negative behaviours, thus allowing staff to use strategies to minimise negative behaviours. The PHP will also give guidance for staff in terms of managing incidents.

3. High Expectations

Sketchley School, Forest House and Progression House consider that it is important to communicate to pupils, parents and carers its expectations of behaviour and will do so individually where appropriate.

The Schools do not have specific rules across school but subscribes to the notion of pupils being encouraged and expected to behave appropriately.

Appropriate behaviour would include the following:

- Following staff direction
- Using appropriate social language
- Wearing uniform or appropriate school dress dependent upon age and setting
- Walking in communal areas inside the buildings
- Taking hats/hoods off when requested and not wearing hats in the dining room
- Using mobile technology under supervision and putting it away when requested

Inappropriate or unacceptable behaviour will be managed according to the specific needs of pupils. Details of behaviour management strategies are included in the Personal Profile and in some cases their Positive Handling Plan.

The Schools will actively discourage the following:

- Violence and aggression towards another person and self
- Bullying or teasing
- Sexual/racial harassment
- Any language or behaviour, which is meant to embarrass, harass, or upset other people

- Swearing at people or public swearing
- Stealing, misuse or deliberately damaging someone else's property
- Preventing others from working and participating in activities
- Interfering with another person's work
- Deliberately seeking attention at the expense of others
- Rudeness to any other person
- Misuse of drugs or solvents
- Telling lies
- Deliberate refusal to co-operate with reasonable requests from staff
- Absconding
- Homophobic behaviour

4. Activities

- Students are expected to participate in activities appropriately
- The learning opportunities planned for students provide stimulating experiences so that students are engaged in learning and have little time available to them for displaying inappropriate behaviour
- Activities are designed to reduce challenging behaviours by providing stimulation and clear expectations of student's participation
- Lessons and activities delivered in organised manner with clear beginnings and endings as well as clear goals. This reduces anxieties
- Students are given the opportunity to experience activities, outings etc. and then, when able, are encouraged to make educated choices and show preferences

5. Interaction with Pupils

How do we communicate information in school?

All pupils have highly individualised needs that must be carefully attended to at all times. It is important for all staff to be clear about general aspects of the way we directly interact with pupils of the school.

In order that all staff contribute to and promote the appropriate environment and characteristics of caring and education provision, we observe the following code:

- The information that you need to support individual pupils will be made available to you by the class teacher. This will include Pupil Profiles and may also include other documents such as Positive Handling Plan (PHP) and behaviour Plan. You should accurately follow this guidance. **IF IN ANY DOUBT ASK** the class teacher or another member of the established class team. It is always appropriate for you to ask questions rather than to put pupils, yourself, colleagues and others at risk.
- Good communication between staff is vital. Colleagues should always feel comfortable to seek and be able to offer information.
- Staff need to strategically position themselves in recreational/classroom areas at all times, in order to minimise safeguarding issues.
- School staff will need to provide appropriate levels of support to supply staff, students on placement and volunteers.
 - Significant changes about pupils and their care or other relevant aspects of their lives should be carefully communicated to the wider team.
 - If you have concerns or anxieties about any aspect of the work, please discuss this with colleagues, Teacher, Deputy Head Teacher or Principal.
 - Always observe strict confidentiality in matters concerning pupils and their lives.
 - At all times communicate **with** pupils - avoid discussing pupils or their situations in front of them.

There will be times when there is a need to exchange information between staff, other professionals and parents about a pupil. Find an opportunity to discuss in private, not over the head of the pupil.

If this is not possible or if it is appropriate to do so:

- Include the individual in your conversation. 'Talk with them not about them'.
- Listen to, respect and maintain their dignity.

How do we communicate with pupils in school?**Good communication:**

Sketchley School, Forest House and Progression House pupils communicate verbally in general, but their receptive language may not be as well developed as their expressive language, and what they take in may not appear in their perception the same as that which you think you said. Communicate carefully with pupils, using appropriate language, body language, picture or visual system.

- Greet and identify yourself and use the individual's name.
- Assume an open, non-threatening stance and facial expression. Our stance, body language, facial expressions and how we say things have a direct effect on the responses we get.
- It is important for you to communicate appropriately your intentions before and during activities and interaction.
- At all times communicate **with** pupils - avoid discussing pupils or their situations in front of them.
- Your voice is a powerful instrument, use it to best effect. Tone and volume are important.

What is meant by physical interaction with pupils?

The nature of the school's work can require a significant level of personal contact with pupils including during the following times:

- Personal care routines
- Positive management of challenging behaviours
- As a last resort, physical intervention, if the pupil is a danger to themselves or others around them.

Personal Care of pupils

Pupils working towards independence with their personal care skills (toileting, dressing/undressing, personal hygiene) will be following a programme. You must follow the guidance of these programmes.

IF IN DOUBT ASK!

At all times sensitivity and care must be taken to ensure that pupils understand what is required and are given time to meet expectations.

You will however need to balance the need for privacy and dignity against the need to protect pupils and yourself in vulnerable circumstances. It is important that staff teams make sure that pupils and staff are not in situations where they could be vulnerable.

The emphasis should be on staff providing the minimal level of assistance and intervention, compatible with the particular circumstances of the pupil's needs.

There may be occasion where a distressed pupils needs comfort and reassurance which may include comforting as a parent would. Adults should ensure that what would be considered normal and natural in such circumstances does not become unnecessary and unjustified contact and should be appropriate to the age and size of the young person.

Individual physical support to access aspects of the curriculum**Motor Skills/Physiotherapy/Occupational Therapy**

For many pupils, motor skills and or physiotherapy exercises are an essential component of their Individual Plans. Staff will often need to be in close physical contact with pupils.

At all times staff will need to listen carefully to the advice and instructions of teachers and/or therapists. Great care should be taken to follow verbal, demonstrated and written programmes and instructions in meticulous detail.

6. Procedures and Practice**Specific inappropriate and challenging behaviours and the methods used to address them:**

- It is important to note that our schools educational approach aims to decrease students' anxiety levels and therefore reduce the frequency of their behavioural difficulties.
- Techniques used to manage behavioural outbursts are never used separately, but always as part of an integrated approach to ensuring the safety of the individual and others.
- The educational approach addresses students' behaviour within a context, rather than in isolation. This

assists the student to develop an understanding of WHY a positive behaviour is more appropriate.

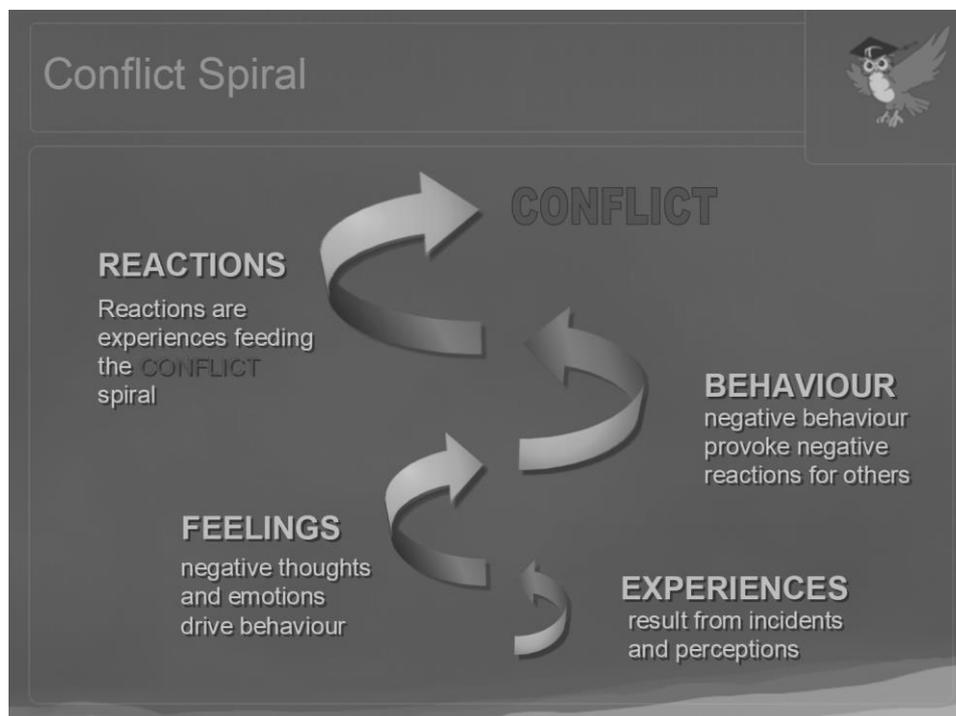
At Sketchley School, Forest House and Progression House we believe that the majority of inappropriate and challenging behaviours are a student's response to:

- Increasing anxiety or frustration
- Their inability to communicate wishes and needs
- An increasing uncertainty
- Difficulties within the environment
- Physical over-stimulation
- Unmet physical, sensory or emotional needs
- Difficulties in relations between children or between children and staff
- An inability to understand the demands made of them

"Behaviour is Communication"

7. Understanding Behaviour, and behaviour support planning

The way all of us react and behave in different situations is driven by the feelings and emotions generated from our experiences. Positive experiences evoke positive feelings, which in turn generate positive and productive reactions and behaviours. Likewise negative experiences produce negative feelings and emotions, which in turn generate negative reactions, and often inappropriate and sometimes challenging behaviours.



It is therefore essential that we provide and promote positive experiences and feelings in school in order to create an effective learning environment.

How can we create positive experiences and feelings for pupils?

Effective communication

- Our pupils communicate in many different ways. Communicate carefully with pupils, using appropriate language, written instructions, picture or symbol system.
- Get to know the pupils well as individuals and build positive relationships.
- Greet and identify yourself and use the individual's name.
- Assume an open, non-threatening stance and facial expression. Our stance, facial expressions and how we say things have a direct effect on the responses we get.

- It is important for you to communicate your intentions before and during activities and interaction.
- Be precise about the aims and expected outcomes of lessons - share information with the pupils, let them know what is expected, how it will be achieved and how it will be assessed.
- Be positive but realistic, plan for success, SMART targets, Specific ,Measurable, Achievable and Realistic
- Be organised!
- Ensure the pupils know what you expect of them
- Prepare pupils for changes in routine.
- Say what you mean and do what you say.
- Don't be afraid to say sorry.
- Ask for support - a problem shared is a problem halved.
- Give responsibility wherever possible
- Use humour - it can build bridges
- Keep calm - it reduces tensions
- Listen - it earns respect
- Be consistent
- Ensure you can do what you say you are going to do.
- Follow up problems to their conclusion – yourself if possible.
- Be firm but fair.
- Notice positive behaviour and comment whenever you can.
- Be aware of the quieter pupils – notice their work and give praise.

Encouraging and rewarding positive behaviour

At Sketchley School, Forest House and Progression House we have a positive approach to maintaining and improving high standards of behaviour, rewarding effort and application and to build self-esteem. Look for opportunities wherever possible to praise and reward effort, compliance and good behaviour to encourage students to behave well in the future. We encourage and reward pupils generally by:

- Earning agreed rewards
- Positive use of praise by voice, facial expression
- Giving choice
- Telling pupils when we are pleased with them and why
- Letting them help; in assembly, in the dining room, do those things they enjoy
- Showing examples of good work to the class
- Choosing a 'reward' activity
- Messages to parents/carers
- Giving stickers, certificates, awards etc.

Each pupil's Progress File is central to the promotion of their self-esteem and is a record of success through their school life. Awards are given for:

- Achieving a new skill
- Working very hard
- Being a good helper
- For concentrating and listening well
- For being brave

- For kindness to others
- For making good progress
- For good work
- For trying hard
- For something 'well done' etc.

Celebrating success

Everyone appreciates recognition of their efforts and achievements. At our schools we celebrate the successes of the pupils in the following ways:

At Class level - praise, personal target charts, stickers, tick charts, or other immediate reward so pupils know the reason they are receiving it. Parents are notified in home/school diaries.

At whole school level – Recommendations are asked for before each whole school assembly. Staff recommend pupils who deserve recognition for outstanding work, attitude, progress etc. Students are awarded special certificates at the whole school assembly and these are taken home. A copy is retained for the pupil's Record of Achievement or Progress File.

Beyond School – Pupils receive recognition for their achievements outside of school. These may take the form of externally accredited certificates, sports trophies and certificates, medals or prizes. Recognition of pupils who gain these achievements is shared with staff and their peers when back in school.

8. Managing and discouraging inappropriate behaviours

Staff will work in partnership with those who know the pupil best to help identify and understand:

- The factors that influence the pupil's behaviour, in other words, why the pupil behaves as he or she does.
- What the consequences of their inappropriate behaviours are to their learning and that of others.
- What risks their inappropriate behaviours may present to themselves, others and property.

Risk Assessment and Personal Handling Plans

At times some of our pupils present challenging behaviours. It is vital that we adopt the correct approach to dealing with these behaviours for the individual and then implement them consistently. To ensure this the class teacher in conjunction with those people who know the individual best will assess the risks posed by the behaviours and then draw up a **Personal Handling Plan** (PHP) to address the behaviours.

The risk assessment is part of and will inform the Positive Handling Plan. This identifies triggers and early warning signs that indicate inappropriate behaviours may develop. It will also provide strategies for the individual and for staff to reduce or modify the inappropriate behaviours and to empower the individual to take control of their own conduct. Staff must become familiar with the PHPs of the pupils they work with and follow them precisely. **If in doubt ask** the class teacher, Behaviour Manager or Autism Team Leader. **There may be aspects of physical intervention included in these behaviour plans. Only those staff who have undergone the relevant Team Teach Training should participate in the physical interventions outlined in the PHPs.**

This approach will help ensure that early preventative intervention and resolution is the norm and should reduce the need for sanctions (or consequences). In the incidence of extreme behaviours sanctions may be appropriate but careful use must be made of them.

Agreed sanctions are:

- Temporary loss of privilege.
- Staff will try to communicate with the pupil, in order to establish what the issue is, and if they can help in any way to resolve it.
- Restriction of leisure activities until any damage has been repaired, or apologies have been made to the appropriate people.
- Loss of break by the giving out of minutes (up to 5 minutes).
- Time out - this should only be used as a part of an agreed behavioural programme, and only to allow pupils under close supervision, to calm down.
- Exclusion - only to be used in very extreme and exceptional circumstances.

Once a sanction is completed, the incident should be put behind them. Every lesson and every day is a new start. This does not mean forget about the consequences. Staff should use the debrief structure to help the individual to learn from their actions in order to help them move on. This should be done at the right time by an appropriate member of staff. Trying to rationalise what has happened and why with an individual is best done when pupils and staff can reflect calmly.

If need be, then the school will use a restorative justice approach, whereby the child will repair what has been broken, tidy mess that has been made, or saying sorry to someone they have hurt. In this way the pupils will learn the consequences of their actions.

The Children Act specifically prohibits the use of the following:

- Corporal punishment - the intentional application of force as a punishment which includes biting, pinching, slapping, rough handling, striking with or without an implement or throwing missiles at a child.
- Deprivation of food and drink.
- The use or withholding of medication, medical or dental treatment.
- Intentional deprivation of sleep (applies to residential facilities).
- Requiring students to wear distinctive or inappropriate clothing as a punishment.
- The use of accommodation to restrict physically the liberty of any child as a form of punishment. This is only permitted in premises approved by the Secretary of State for use as secure accommodation.
- Imposition of fines.
- Intimate body searches.

9. Code of Conduct for use of Physical Contact

Physical contact can be positive or negative. All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to support, guide, encourage or comfort a pupil and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

The aim of this Code of Contact is to make a clear statement that can be a common reference point for staff, parents, visiting professionals and the Local Authorities who are our commissioners. Hopefully, it will support other work to promote child protection and also to minimise the risk of any adult being the victim of false allegations. The Children Act makes it clear that the welfare of a child is the most important factor in the way adults behave towards them. Sadly, a few students will always challenge the authority of staff. We expect this, but if that challenge becomes violent or another pupil is at risk, staff have an obligation to act.

- We cannot expect to 'legislate' for all physical contact, but in the everyday life of a special school there **WILL** be situations that legitimately involve some physical contact with pupils either in the classroom, around school or in the general management of behaviour.
- If pupils are not comfortable with physical contact, this should be respected whilst opportunities to develop contact should continue to be offered at an acceptable level.
- We acknowledge that pupils with autism and/or other associated learning difficulties may need and seek physical comfort, although age appropriate issues should be taken into consideration. In response, staff must be careful not to arouse inappropriate responses and be aware that children can misinterpret words and actions.

At Sketchley School, Forest House and Progression House it is acceptable to:

- Support a hand to give physical guidance for a set task, e.g. writing, puzzles, learning to control scissors, crossing a road, in PE.
- Guiding a pupil from one room to another - holding a hand if necessary, but preferably a Team Teach 'Friendly hold'.
- Guiding a student to their seat – as above.

- Encourage participation in activities. e.g. games.
- Ensure a pupil's safety, apply minimal force necessary. However, if the pupil becomes distressed then staff should not persist but try another approach where it is safe to do so.
- Praise, encourage and celebrate success by physical contact e.g. a pat on the back, arm around a shoulder/side ways 'appropriate hug'.
- Use Teamteach holds listed on the young persons PHP

Positive remarks should always outweigh the negative many times over.

The following are inappropriate in our setting:

- Humiliating
- Shouting
- Over reacting - the problem will grow
- Blanket punishments
- Punishing what you can't prove 'beyond reasonable suspicion'
- Sarcasm

10. Intervention Strategies

Before using physical intervention always consider the following:

- Have you exhausted non-physical methods of intervention?
- Have you had regard for the pupil's level of understanding and age?
- As far as possible, have you made your intentions clear to the child?
- Have you discussed and agreed with parents the range of acceptable responses to their son/daughter's challenging behaviour?
- How important is the outcome? Does the benefit of achievement involving physical intervention outweigh not achieving without physical intervention occurring?
- Is there another adult present?

The use of the following may exclude the need for physical intervention.

- Planned ignoring - sizing up which behaviour needs intervention and which to ignore.
- Change of staff
- Giving a signal - '**the look**', catching the child's eye or pointing to him/her when aware that misbehaviour is contemplated or beginning.
- Coming closer and touching - having the pupil near an adult or giving a pat on the shoulder while making a limiting demand.
- Showing interest - a student may be diverted from misbehaviour if an adult shows interest in the task.
- Humour - kidding the pupil out of it - not sarcasm.
- Offering help when the pupil is about to become frustrated.
- Regrouping.
- Changing activities - when tension mounts or interest flags.
- Friendly appeal

a) Appeal to a personal relationship

- b) Warning of consequences 'that's dangerous'
 c) Peer group reaction "what will the others think?"

- Limiting of space and tools - putting away or controlling the use of objects that are being used dangerously or that could become a potential hazard.
- Time out. Pupils are made to face away from the group, or sit distant from the group alone.

11. Physical Intervention

Physical intervention should be avoided wherever possible and where it is needed it should be only the minimum required. There are times when physical intervention is appropriate but it must be used in ways that maintain the safety and dignity of all concerned as far as this is possible. Section 550A of The Education Act 1996 under the heading *Power to Restrain Pupils* allows teachers and other authorised staff of a school to use reasonable force in accordance with the following:

- The young person should be in immediate danger of harming himself or others, in danger of seriously damaging property or of committing an offence.
- The member of staff should have good grounds for believing the above.
- Only the **minimum** force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Staff teams may decide in order to avoid confusion, interrupt, or inflame a situation to use an agreed 'key' word to ask for help. This use of the key word (agreed by all staff in preparation for such an incident) does not alert the pupil with challenging behaviours that you are calling for help. This may help the situation to be kept as calm as possible.
- Once safe, restraint should be relaxed to allow the student to gain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- Whilst holding a pupil, speak calmly as a way of reassurance e.g. "I'm doing this to keep you safe"
- The circumstances and justification for physical restraint should be noted immediately on the Major Incident Log and in the Incident Book and this should then be passed to the Behaviour Manager, Deputy Head Teacher or Principal to be logged in the bound book.
- The restraint should be discussed with the pupil a debrief completed and logged and shared with the parents at the earliest opportunity.

Staff have a duty of care to themselves and to others; the duty of care includes taking reasonable measures to prevent harm. When it appears necessary to restrain a pupil the physical restraint is a form of control that is legally defensible once other alternatives have been employed or considered or when the urgency of the situation does not allow for other methods to be employed. Staff should be aware that they might need to justify their actions if they have used physical intervention.

If physical intervention is necessary, staff should follow the guidelines below to reduce their own vulnerability and to ensure the protection of pupils.

- Staff should have good grounds for believing restraint to be necessary.
- Physical intervention should only be used after other less intrusive methods have been attempted or considered.
- Wherever possible call for assistance and make sure credible witnesses are present.
- Tell the pupil why you are restraining them i.e. to avoid the pupil harming themselves or others or property. It is helpful for witnesses to hear you make these statements.

12. Authorisation of Staff

As far as is possible all staff will receive training in appropriate restraint methods. The current system identified is Team Teach. At Sketchley School, Forest House and Progression House, David Lowe, Marie Breed, Amy Richards and Melissa Cox are our Team Teach Tutors. If you have any queries regarding any aspect of Team Teach speak to them. Staff using restraint must also understand the holds identified within the pupil's Positive Handling Plan. The following is a list of staff that are authorised to have control or charge of pupils and use restraint where necessary:

- Teachers (including licensed or agency teachers).
- Other staff in schools that have substantial opportunity for access to pupils. In our schools this includes contracted classroom support staff and lunchtime staff.

Volunteers or others who are not covered or protected by contracts and conditions of service in the same way as employees should not use restraint or control methods.

Acceptable ways of holding

Staff need to be sensitive to issues of gender and to their own strength and body weight. All acceptable forms of guiding and holding are outlined and taught in detail during staff Team Teach training. Staff must not deviate from or adapt any of the techniques or holds taught.

13. Recording, Reporting and Assessment of Incidents and Accidents

An Incident/Accident/near miss Book is to be kept in reception. The Major Incident logs are in the staff folder in reception and **BOTH** should be completed. They contain Forms that record:

- The Incident, who was involved and who witnessed the situation.
- Any holding and calming strategies used the restraint strategies for the individual pupil.
- How the situation was resolved.
- Debrief and points for future action

Holding of one hand does **NOT** need recording in the Incident Book, but other restraint **DOES** need recording. If injury or severe distress is suspected prompt medical attention must be arranged for all those concerned. The Principal or Senior staff must be informed immediately.

Parents and Carers will be kept informed of times when physical intervention is required. This form is on the back of the major incident log, it should be filled in, photocopied and sent home on the day of the physical intervention. Should the amount of physical restraint required be greater than that identified on the pupils Individual Behaviour Programme, then parents will be informed immediately. Each term the Principal will monitor the number of incidents and determine any appropriate action, e.g.; Contact Educational Psychologist, amend PHP, etc. The bound book will be completed by senior member of staff if a restrictive physical intervention has been used. The student then signs this when calm.

- If another student is the target of aggression, even if no injury is apparent at the time, the **injury section of the management form** must be completed and the Senior Management Team must be informed as soon as possible and on the same day.
- If a child trips or falls due to the environment or another external factor this is an **accident** (e.g. another person was not involved). All accidents must be recorded in the **Incident/Accident /Near Miss Book**, whether or not any injury was apparent at the time, and whether or not First Aid was administered.
- If a staff member is injured in any way during an incident the **Incident/Accident /Near Miss Book** must be completed. If this injury is serious then a RIDDOR form may be necessary; a **supervision session** will be necessary in this instance in order that the affected staff member gains the appropriate support from their line managers.

14. Support and Training

Dealing with challenging behaviour is both demanding and stressful, especially if staff are assaulted physically during the course of an incident. Any assaults should be recorded on the appropriate forms; this ensures that the incident is on record.

It is difficult to devise a framework of support that meets the needs of all staff. As individuals, we all vary on how much support we need after an unpleasant incident. Generally a member of senior staff would expect to talk to staff (and children involved where this is appropriate) in any incidence involving violence. If a member of staff needs time to rest or compose him or herself, then the manager on site will make arrangements for the class group to be supported.

Following any incident where a member of staff feels that their actions have been or may be misconstrued, they must discuss the matter immediately with a member of the senior leadership team. If a situation occurs in the public domain, staff must provide information to the members of public as to how they can contact school should they wish to discuss the situation further.

During the course of an incident, colleagues may feel it appropriate to offer direct support. This should always be

done in a positive way and only if the member of staff involved in the incident requests assistance or they or pupil are in imminent danger (refer to section of policy on **Intervention Strategies**). Senior staff reserve the right to intervene in situations if they deem it necessary.

Support for all those involved should also come when reviewing the incident. As part of an evaluation of the incident all staff should consider how the situation was handled and whether improvements could be made to improve actions in the future.

Team discussions to review and update Positive Handling Plans take place as and when behaviours change but at least on an annual basis. Information is shared in whole school meetings where this is relevant. Individual Positive behaviour support or related courses are offered on whole school or individual basis as required. Other professional development in this area may take the form of visits, reading or focussed discussion.

Contents Checklist (Local Sites may add additional items – this is a core list)			
Aims and ethos	✓	Behaviour support analysis systems	
Local code of conduct	✓	Monitoring arrangements	
Behaviour support planning	✓	Included in section 7	
Training	✓	Included in section 14	
Local sanctions or consequences system	✓		
Local rewards system	✓		
Debrief processes	✓		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
3/9/18	Daniel Morrison	Updated the policy to include the more up to date publications that have been referenced, and checked that the document is still relevant