

PROMOTING GOOD BEHAVIOUR POLICY

This policy refers to Wellington Prep School

Head	Vics Richardson
Author	Vics Richardson
Date Reviewed	August 2026
Date of Next Review	August 2027
Website	Yes

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1. Aims

At our School we want our children to achieve their full academic potential through self-motivation and independent study skills, and to develop strategies for social development, awareness, caring attitudes, personal fulfilment and happiness.

Learning good behaviour is an essential aspect of these aims, both in developing good relationships with others and for children's self-esteem.

We reward and recognise good behaviour, and we set clear boundaries for acceptable and non-acceptable behaviour; boundaries which are fair, reasonable, clearly stated, and reinforced with kindness where possible and firmness when necessary.

All staff are aware of the high expectations which the School asks of its children. These can be achieved only with a team effort and by setting a good example at every opportunity. Consistency in approach and expectations is vital. Aspects of behaviour overlap into the curriculum in areas such as RS and PSHEE, and much can also be achieved through class, group and individual discussion.

When promoting good behaviour, it is also important to see each child as an individual within the framework of the School Rules. Children of different ages and at different levels of development will respond in different ways to different strategies. Different approaches may also be used according to circumstances.

All staff have a shared responsibility to promote, manage and encourage high standards of behaviour.

2. Our Golden Rules

Wellington Prep School has Golden Rules that have been agreed by the children through our School Council and our staff. These are:

- We respect our own and other people's property
- We listen carefully, work hard and play well
- We treat others as we would like to be treated
- We are honest but not hurtful
- We are aware of others and use our manners

We make the most of our gifts – our brains, our bodies and our time.

These rules are simplified for children in the Early Years Foundation Stage.

Good manners are very important at our School. All children are expected to behave with respect and courtesy to others. These values are inculcated from an early age and are never taken for granted. At lunchtimes, we ensure that table manners are appropriate.

3. Our General School Rules

The following ground rules provide a clear basis for how children are expected to behave. They are a framework for the School's reasonable expectations of how every member of the School should behave towards one another. This framework is not exhaustive, but its spirit is clear and the School expects all members of its community to subscribe to it.

- Children are expected to behave with respect and courtesy at all times. They should move about the school quietly and calmly. Children should walk briskly, but not run,

between lessons and always aim to arrive punctually. Children must remain 'in bounds' at all times.

- Manners are very important and children should always allow an adult to pass before them at a doorway etc. Children should learn how to greet an adult and how to address each other in a friendly and polite way. The teachers should give frequent examples to the pupils. As a matter of principle, there is no place for shouting or raised voices within the school building (with obvious exceptions such as Drama, etc.).
- Abuse, bullying, teasing and discrimination are not tolerated. Staff should model, expect and enforce appropriate behaviour among the children. Further detail on these areas is contained in the respective school policies.
- Children are expected to apologise for any wrong action. Usually, a simple and sincere 'I'm sorry' is all that is needed. A letter of apology may be required in more serious circumstances.
- Children are expected to listen without interrupting when being spoken to by an adult or another child. If a child wishes to ask or answer a question in a lesson, they must wait quietly until addressed, knowing that their view will be heard.
- All members of the school community should take pride in their work and appearance, and respect their own and other people's property. Lending/borrowing other than within school and any form of swapping, buying and selling are not permitted without parents'/teachers' consent. Children must take care of the school buildings and all school resources.
- Children are asked to behave both in and out of school in such a way as to give the best possible example and impression of the school. This applies to the School Bus, to outings, trips, fixtures and all other circumstances.
- School uniform is compulsory. Children should be encouraged to be proud of what it represents, being part of 'belonging' to our community. They should be neat and tidy at all times, with short haircuts being an appropriate, smart length and long hair, tied back with appropriate ties in school blue colour.

Staff are expected to treat children with respect, courtesy and fairness at all times and should refrain from any form of methods based on fear or victimisation. All staff should be aware of children's rights and the provisions of the Children's Act (1989 and 2004).

Please note that these rules and expectations of behaviour run right across the school day and extend to school transport, not least in the interests of safety.

4. Rewards

All children are expected to understand and follow our Golden Rules and other school rules, and there are incentives to encourage them to do so.

The first, and arguably the most powerful, is the use of praise and recognition of high standards of behaviour. This builds self-esteem and reassures children that "quietly getting it right" gets noticed. Rewards of direct praise, class rewards (e.g. stickers) and informing parents of children's success are all routinely used.

The second is the award of House Points. House points accumulate towards the termly House Points Cup, awarded to the House with the highest termly total.

Particular acts of kindness, good behaviour and conspicuous effort are also recognised by class teachers who award "Star of the Week" to one child in their class each week. This involves the child receiving their certificate in our Celebration Assembly on Fridays and visiting the Prep Head at break time with other recipients for star cookies and juice. As well as the positive recognition in school, the names of each week's "Stars" are published in 'The Eagle'.

At the end of each of the Autumn half-terms and the full Spring and Summer terms, the children who have most conscientiously followed and exemplified the Golden Rules are nominated by teachers. Winners of Golden Leaf Awards are presented with special badges and certificates in Celebration Assembly and their names are hung on the 'Golden Tree.'

Sports Colours (Full and Half Colours) are awarded in the School's main competitive sports at the end of each term to those children in Years 5 and 6 who have achieved certain criteria. The criteria for the awarding of colours relates to the level of commitment an individual has shown, as well as levels of achievement and frequency of representation in a school team (see Addendum 1 for more details).

Music Colours (Full and Half Colours) are awarded for particular efforts and achievements in the School's musical activities. The criteria for the awarding of colours relates to the level of commitment an individual has shown, as well as levels of achievement (see Addendum 1 for more details).

The Annual Prep School Prizegiving is a focus for recognition of those pupils who have made outstanding progress or effort and/or achieved academic/ sporting/artistic excellence. It is held at the end of the summer term and is one of the highlights of the School Year.

5. Sanctions

While we strive to recognise and reward good behaviour, inappropriate behaviour is addressed firmly. All sanctions are aimed at prompting reflection and correcting a child's behaviour, resulting in a happier and safer school community.

Our emphasis is on developing a gradual understanding of right and wrong, as well as personal responsibility. We strive to work very closely with parents/guardians to ensure consistency and sensitivity.

5.1 Levels of sanction

Within the school we have a consequences staircase.

Level 1 – The most common sanction is a simple verbal reprimand. This will typically be for an act of thoughtlessness or carelessness, such as shouting out.

Level 2 – Loss of some break time. This will typically be when a verbal reprimand has been ignored or a child's behaviour falls short of one of our Golden Rules (e.g. failing to tell the truth, roughness, continuing to shout out). The child will be made aware where their behaviour has fallen short. The child's class teacher will implement this sanction and inform the appropriate Head of Section verbally.

Level 3 – Loss of a privilege or school responsibility. This is used when a child's behaviour falls significantly short of our Golden Rules or General School Rules (e.g. disobeying a teacher's direct request, inappropriate language, intentional and/or persistent unkindness). This may be the loss of the opportunity to represent the School or attend an extra-curricular activity. At this stage the class teacher will investigate the incident and inform the Head of Section of their findings. The class teacher will also record the incident on iSAMS. At this stage a child may also go onto a daily report to monitor their behaviour. Parents will also be contacted at this stage by either the class teacher or the Head of Section.

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Level 4 – A Head's Punishment is used when a child's behaviour is in danger of causing suffering to another child or children (e.g. threats of violence, physical intimidation, foul or abusive language), or if there is a refusal to accept authority and modify behaviour. This sanction will be administered by either the Head or one of the Heads of Section. The nature of the punishment will reflect the offence but examples include tidying duties, missing morning and lunchtime breaks for a sustained period, working in isolation for a day, etc.

In such cases parents will be informed of the breach of discipline and the sanction, as well as being invited in to School to discuss the incident(s) and surrounding issues with the appropriate member of staff (usually the Prep Head and/or one of the Heads of Section). The evidence and outcomes will be recorded on iSAMS by the member of staff who administers the punishment (the Head or Head of Section).

Level 5 – A suspension (temporary exclusion). Full details are in the School Exclusions Policy.

Level 6 – A Permanent Exclusion. Full details are in the School Exclusions Policy.

5.2 Lines of resolution

	<i>Investigation conducted by</i>	<i>Sanction administered by</i>	<i>Examples of sanction</i>
Level 1	Class teacher*	Class teacher*	The most common sanction is a simple verbal reprimand
Level 2	Class teacher*	Class teacher*	Loss of some break time
Level 3	Class teacher*	Head of Section	When a child's behaviour falls significantly short of our Golden Rules or General School Rules
Level 4	Head of Section	Head of WPS/ Head of Section	At levels 4, 5 and 6 the nature of the offences becomes more serious, as do the consequences.
Level 5	Head of Section	Head of WPS	In order to ensure that these incidents are investigated and resolved in line with this Promoting Good Behaviour Policy,

Level 6	Head of Section	Head of WPS	the sanction will be administered by either the Head or the Head of Section, based upon the investigation and evidence that was gathered and presented by another member of the School's Management team.
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** or member of staff with responsibility for the child when the incident occurred.*

The records that are kept are used to monitor children's behaviour and the effectiveness of sanctions. Any patterns of behaviour that might indicate bullying are dealt with in line with the School's Anti Bullying Policy (which can be accessed on the Parent Portal).

While different levels of sanction and misdemeanour have been outlined above, such incidents are rarely black and white. Therefore, we ask parents for their support in this important area of school life. Any disciplinary steps are best taken as soon as possible after any necessary investigation has been completed following an offence.

It is important that children report any concerns or worries as quickly as possible to an adult in school or to a friend, who will then alert an adult. If concerns are raised at home with a parent, they will be investigated as soon as is practical.

While each case is unique, staff are expected to be consistent when dealing with inappropriate behaviour, just as children are expected to respect the authority of all Prep School staff.

Children are NEVER punished physically or humiliated in any way. Occasionally, it may be necessary to restrain a child in an emergency in order to prevent injury or damage to property (see Section 9, below).

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in

school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy and Child Protection Procedures.

6. Notes on behaviour in Years 3 to 6

Children in the Prep Years are taught by Prep and Senior School staff and will be awarded Merits as part of the Senior School rewards system, *in addition to* the Prep School rewards and sanctions detailed in sections 4 and 5 above. Merits are recorded on My School Portal.

Merits are awarded to Prep Years children for a high standard of work, behaviour and/or effort.

- Merits awarded by Prep School staff will equate to a discretionary number of House Points (to be decided by the awarding member of staff, usually between 3 and 5)
- Merits awarded by Senior School staff will equate to 3 House Points
- A 'Super Merit' may be awarded by Senior School staff or the Head in recognition for an *outstanding* contribution. This award will be celebrated in a Prep assembly.

7. Notes on behaviour in Years 1 and 2

Children are encouraged to keep the School Golden Rules and gently reminded of them through assembly, story and circle times and adult role modelling.

Children are encouraged to behave well and respect the feelings of others and feel valued members of the school community. This is carried out through the following positive methods:

- Ensuring children have a clear understanding of what is acceptable and unacceptable behaviour. Unacceptable behaviour could be either verbal, or physical towards others, or property/equipment
- Discussion with the children of simple class/school rules and boundaries
- The development of a caring ethos in the school community

- Positive reinforcement of good behaviour/work through a reward system which includes house points, whole-class rewards and stickers
- Continually increasing moral awareness and thinking of others through assemblies, PSHEE and circle time activities

In addition to the reward systems section 4, the Infants and Early Years also use stickers and Class Rewards (jewels in a pot, patches on Elmer etc.). Whole Class Rewards are given to the class when as a whole they do something particularly well, such as line up perfectly, work quietly, move round school sensibly, etc.

If unacceptable behaviour occurs, it is dealt with in the following ways:

- A quiet but firm word to the child telling them that their behaviour is not acceptable and why, referring to the Golden Rules and warning of the consequences of continued misbehaviour
- If the inappropriate behaviour continues, withdrawing a child from the activity for a short period of time
- If there is a persistent problem, the staff will discuss methods of working this with each other and the parent/carer
- In the rare case when a problem has not been resolved by this stage, the sanctions staircase detailed in Section 5 (above) will be implemented.

8. School Uniform

Appropriate and correct school uniform is to be worn at all times unless specific permission has been granted (e.g. recovering from an accident, a non-uniform day). Uniform must be named and labelled in the prescribed manner (for full details please see the uniform list which can be accessed via the following link:

<https://resources.finalsite.net/images/v1713529449/wellingtonschoolorguk/muktgcv7anx5yxf8wqfu/Uniformbooklet-PrepSchool.pdf>

All school staff will monitor, and if necessary question, the appearance of all children. If a child's uniform is incomplete or inappropriate the following steps should be taken.

1. If a child comes to school with incorrect or missing uniform then a chat with the child and/or parents or a polite letter home should resolve the issue, which may be due to lost kit or a delay in obtaining an item of uniform.
2. If there is no response, then the matter will have to be taken to the Head of section will consult with the class teacher on the best course of action.

If uniform is unnamed, the School can take no responsibility for its safe return.

8.1 Lost and found items

Lost and found items are kept in the large tubs by the double doors to the playground.

Children or parents may come at a convenient time to search for missing items. After a period of time has elapsed (typically half a term), items that are unnamed and unclaimed will be given to an appropriate charity.

9. Physical Restraint

Occasionally, for reasons of safety, a member (or members) of staff may need to exercise physical restraint. This will be a very rare event and will only occur in an emergency to prevent personal injury (either to a child/children or an adult/adults) or serious damage to property.

Such an incident would be documented and parents will be advised of the circumstances that led to restraint being applied. Staff will always use the minimum level of force necessary to protect a child from harming themselves or others, or from inflicting damage to property.

Please see the Use of Restrictive Interventions Policy at Appendix A for further details.

Addendum – Sports Colours

Awards for each major school sport are made at the end of each term or the end of the academic year, where appropriate. Full colours are a specially made enamelled badge, bearing the name of the sport, and half colours are a certificate. Only Year 6 pupils are eligible to receive colours.

The basis on which children are able to earn sports colours is to achieve a consistently high level of performance combined with a very positive approach towards training, team commitments, teamwork and the wider demands of the sport. As well as displaying high

levels of achievement, children should be ambassadors of our school and sporting behaviour.

Addendum – Music Colours

Awards for particular contributions in Music can be made at the end of each term. Full colours are a specially made enamelled badge and half colours are a certificate. Only Year 6 pupils are eligible to receive colours.

The basis on which children are able to earn colours is to achieve a consistently high level of performance combined with a very positive approach towards practice and contributing to the wider musical life of the School.

Addendum – Drama Colours

Awards for particular contributions in Drama can be made at the end of each term. Full colours are a specially made enamelled badge and half colours are a certificate. Only Year 6 pupils are eligible to receive colours.

The basis on which children are able to earn colours is to achieve a consistently high level of performance combined with a very positive approach towards practice and contributing to the wider musical life of the School.

Appendix A



USE OF RESTRICTIVE INTERVENTIONS POLICY

This policy refers to both Wellington Senior School and Wellington Prep School

Nominated Safeguarding Governor	Sarah Merry
Head	Alex Battison
Author	Sam Dean – Designated Safeguarding Lead
Date	April 2026
Date of Next Review	March 2027
Website	No
This policy will be reviewed every 12 months or according to statutory change.	

1. Introduction

- 1.1. The purpose of this policy is to explain how Wellington School, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with the Department of Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used and how we reduce their use over time.

2. Scope

- 2.1. This policy applies to EYFS, Prep, and Senior School pupils and should be read in conjunction with the Promoting Good Behaviour policies.

3. Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g. removal of a mobility aid).

Seclusion: a non-disciplinary, time limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal. Staff will use proactive strategies wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture by publishing it on the website as an annex to the Promoting Good Behaviour policies.

The School will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety. Predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring that there is a visible staff presence at transition points; structured starts/finishes to lessons; the use of visual timetables and cues and creating quiet zones.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and Head will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

4. When restrictive interventions may be used

- 4.1. The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g. first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

- 4.2. Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:
- i. Causing injury to themselves or others;
 - ii. Seriously damaging property where this creates a risk to safety; or
 - iii. Posing an immediate risk of disorder that presents a risk of harm.
- 4.3. Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.
- 4.4. Before intervening, and while an intervention is ongoing, staff will always consider:
- Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
 - Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?
 - Welfare and context: Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?
- 4.5. Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.
- 4.6. All our staff are trained in the circumstances in which reasonable minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).
- 4.7. Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

5. Recording and reporting

- 5.1. Every member of staff must advise the Head, Head of Prep or, in their absence, the Designated Safeguarding Lead, immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.
- 5.2. Incidents will be recorded as soon as practicable, and where possible the same day. The record will include the names of staff and pupils involved; details of the pupil's needs / SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.
- 5.3. Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing the child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and there is any risk that reporting the incident would likely result in serious harm. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is practicable.
- 5.4. The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.
- 5.5. As required under the National Minimum Standards for Boarding Schools, Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.
- 5.6. In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

6. Support following an incident

- 6.1. The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and staff involved led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff and any witnesses as needed.
- 6.2. As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

7. Seclusion

- 7.1. Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.
- 7.2. Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary and end as soon as the immediate risk reduces.
- 7.3. All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties.

Restrictive Intervention Incident Log Form

1. Basic Incident Details

Incident ID: _____

Date: _____ Day: _____

Time Started: _____ Time Ended: _____

Duration: _____

Location: _____

2. Pupil Information

Pupil Name: _____

DOB / Year Group: _____

SEND Status: ☐ EHCP ☐ SEN Support ☐ None

Primary Needs: _____

Known Triggers / Risk Factors:

Behaviour Support Plan in Place? ☐ Yes ☐ No

3. Staff Involved

Staff Directly Involved (names & roles):

Additional Staff / Witnesses:

Lead Staff Member: _____

4. Description of Incident

Antecedents (what happened before):

Description of Behaviour:

5. De-escalation Strategies Attempted

- ☐ Verbal reassurance
- ☐ Distraction / redirection
- ☐ Offering space / time out
- ☐ Removal of audience
- ☐ Sensory strategies
- ☐ Other: _____

Details / Effectiveness:

6. Restrictive Intervention Used

Type of Intervention: _____

Technique Used: _____

Degree of Force: ☐ Minimal ☐ Moderate ☐ Significant

Start Time: _____ **End Time:** _____

7. Justification

Why was intervention necessary?

Why was it proportionate?

8. Injuries and Medical Attention

Injuries to Pupil: ☐ Yes ☐ No

Details: _____

Injuries to Staff: ☐ Yes ☐ No

Details: _____

Medical Attention Required: ☐ Yes ☐ No

Details: _____

9. Post-Incident Support

Support Provided to Pupil:

Support Provided to Staff:

Restorative Actions Taken:

10. Communication and Reporting

Parents/Carers Informed: ☐ Yes ☐ No

Date/Time: _____ Method: _____

Senior Leadership Notified: ☐ Yes ☐ No

Recorded in Behaviour System: ☐ Yes ☐ No

11. Follow-Up Actions

- ☐ Behaviour plan reviewed
- ☐ Risk assessment updated
- ☐ Staff training required
- ☐ Multi-agency referral

Details:

12. Signatures

Staff Completing Report

Name: _____

Signature: _____ Date: _____

Senior Leader Review

Name: _____

Signature: _____ Date: _____