



**Clarendon School**  
A place of learning for everyone

## Behaviour & Relationships Policy

<b>Name of document</b>	Behaviour & Relationships Policy
<b>Status</b>	
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<b>Approver</b>	CLA Local Governing Body
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# 1. Policy Objectives and Guiding Philosophy

## 1.1 Policy Objectives

The primary objectives of this policy are:

- To provide guidance to all stakeholders on how to support our learners to co- or self-regulate, manage their behaviour, and feel safe and ready to learn.
- To establish a holistic, whole-person, and inclusive framework for understanding regulation, communication, and behavioural needs, informed by Team Teach, Attachment Aware, Trauma Informed approaches, SCERTS, NEST, SPELL, TEACCH and current research.
- To provide clear procedures for the safe and respectful management of behaviours of concern, with an emphasis on proactive strategies and de-escalation.

## 1.2 Key Beliefs: Understanding Behaviour

Our philosophy is built on the core principle of seeking to understand behaviour by exploring its 'why' and underlying function. We strive to move away from judgement and towards curiosity and compassion, seeking the unmet need rather than labelling a child as 'naughty' (Kate Silverton Principle).

- **Learner Intent:** We believe our learners want to succeed. behaviour is a signal of a need for support and skill development, not an indication of defiance.
- **Empathic Response:** A non-judgemental, curious, and empathic attitude is key. Staff must focus on the underlying feelings and emotions driving the behaviour, rather than the behaviour itself.
- **Equity over Equality:** To be fair is to recognise different needs and respond accordingly, rather than treating every situation identically.

- **Relationships are Key:** Strong relationships between staff, pupils, and parents/carers foster connection, inclusion, respect, and value.

## 2. Core Principles for Complex Needs

This policy integrates the best-practice from the following frameworks:

- SCERTS
- SPELL
- Team Teach
- Zones of Regulation
- Trauma Informed practice

to ensure a personalised and therapeutic response for pupils with learning difficulties, autism and other complex needs

### 2.1 The SCERTS and SPELL Frameworks

We utilise the SCERTS and SPELL principles to support behaviour at all Clarendon Centres (Appendix 1 & 2):

SPELL	SCERTS
<ul style="list-style-type: none"> <li>● <b>S - Structure &amp; Predictability:</b> Clear, visual, and consistent routines are paramount to reducing anxiety, a major driver of challenging behaviour. The environment provides a "safe base."</li> <li>● <b>P - Positive Approaches:</b> We focus on building self-confidence, celebrating strengths, and using positive reinforcement to encourage desired behaviour.</li> <li>● <b>E - Empathy &amp; Emotional Regulation (ER):</b> Staff act as the external regulator (Co-Regulation). We maintain calm, regulated</li> </ul>	<p><b>1. Social Communication (SC)</b></p> <ul style="list-style-type: none"> <li>● Joint Attention: Sharing focus and interest with others.</li> <li>● Symbol Use: Using gestures, signs, pictures, or speech.</li> <li>● Goal: To become a spontaneous, functional social communicator.</li> </ul> <p><b>2. Emotional Regulation (ER)</b></p> <ul style="list-style-type: none"> <li>● Self-Regulation: Managing emotions and sensory needs independently.</li> <li>● Mutual Regulation: Accepting support from others to stay calm.</li> <li>● Goal: To stay regulated and "ready to learn," reducing high-stress</li> </ul>

<p>responses, understanding that we are lending our regulated state to the dysregulated pupil ("Wise Owl" Response). Staff will not defend, dismiss, diminish, or deny a learner's feelings.</p> <ul style="list-style-type: none"> <li>● <b>L - Low Arousal &amp; Level of regulation:</b> Environments are designed to minimise unnecessary sensory input (lighting, noise, clutter). We recognise that many instances of distress are rooted in sensory overload or under-load.</li> <li>● <b>L - Links &amp; Communication (SC):</b> We ensure strong partnership with families and utilize every pupil's preferred method of communication (PECS, Makaton, visuals). Breakdowns in behaviour are often breakdowns in communication.</li> </ul>	<p>behaviours.</p> <p><b>3. Transactional Support (TS)</b></p> <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b> Caregivers adjusting their style to match the child.</li> <li>● <b>Environmental:</b> Using visual schedules and sensory tools to help.</li> <li>● <b>Goal:</b> To create a supportive setting that fosters child success.</li> </ul>
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## 2.2 The NEST Framework

We embed the principles of a Nurturing Environment to create a secure 'safe base' for all pupils:

- **Nurturing:** Children are cherished; needs are met through consistent care.
- **Empowering:** Children and families feel heard and able to exercise agency.
- **Safe:** Creating a secure, predictable environment for exploration.
- **Trusted:** Building reliable relationships with consistent adults.

## 2.4 Functional Behaviour and Engagement

We are committed to understanding the underlying function of behaviour—the 'why'—to identify the specific need (e.g., escape, attention, sensory input, access to tangibles).

## 2.5 Trauma Informed Practice (TIP) and Regulation

- **Safety First:** Physical and psychological safety is paramount.
- **Regulation is the Goal:** Staff responses are intended to help re-regulate the nervous system, not punish primitive responses.
- **Collaborative Problem-Solving:** Adults should work alongside the pupil to problem solve issues. The conversation should move from "What's wrong with you?" to "What happened to you?" (Appendix 3 - Emotion Coaching Scripts)

# 3. Supporting Self-Regulation and Positive Behaviour

## 3.1 Role of All Staff

- **High Expectations:** Maintaining clear boundaries and predictable routines.
- **Building Relationships:** Proactively nurture positive connections.
- **Co-Regulation:** Helping learners manage emotions through appropriate adult modelling.
- **Language:** Using calm, respectful language at all times; viewing the child as "struggling," not "bad.". Never using language to frighten, intimidate or control
- **Support Provision:** Provide access to individual plans, sensory supports, and evidence-informed interventions (e.g. art therapy, ELSA).
- **Personal Wellbeing:** Having an awareness of your own stress and wellbeing, and its potential impact on pupils (e.g., implementing "change of face" when needed).

- **Fresh Start:** Ensure that every day begins afresh with belief in the learner.
- **Active Listening:** Using non-verbal cues and paraphrasing to ensure students feel heard.

## 3.2 Role of Parents/Carers and Pupils

Parents/Carers will work in partnership with the school, informing staff of changes at home and supporting school policies and decisions.

## 3.3 Behaviour Support Plans (BSPs - Appendix 4)

A BSP is required for any student who:

- Requires a Restrictive Intervention (RI)/ reasonable force( triggers automatic creation/review within 72 hours).
- Displays a pattern of High-Risk Behaviours.
- Requires enhanced support beyond universal strategies available to all pupils

Behaviour support plans should be reviewed termly, or following a significant behavioural change, with input from all staff who work with the child.

The decision to discontinue a behaviour support plan is made by the behaviour lead at the relevant centre, in consultation with parents, staff, and where appropriate, pupils

## 3.4 Parent/Carer Partnership

- **Prompt Notification:** Parents are informed immediately when a BSP is initiated, updated or discontinued.
- **Active Collaboration:** Where possible, parents and carers are actively involved in drafting and reviewing plans.

## 3.5 Praise, Positive Reinforcement, and Reward

Reinforcement is used purposefully and judiciously at Clarendon School. It is never used for control or comparison. We aim to fade extrinsic reinforcers over time to develop intrinsic motivation for pupils. Strategies include verbal acknowledgement, sharing successes with SLT, and age-appropriate reward systems (e.g., Star of the Week, Kindness Jar, assembly recognition).

## 4. Responding to Behaviours of Concern

### 4.1 Consequences and Skill Teaching

Consequences are an important tool to support our pupils to learn, grow and be included in the community. All consequences for pupils must be purposeful, proportionate and developmentally appropriate. We use Restorative Approaches (appendix 5) scaffolded by adults to help learners reflect, repair, and rebuild relationships, when needed.

### 4.2 Managing Dysregulation

When managing dysregulation, all staff should:

- Avoid confrontational responses (Do not defend, dismiss, diminish, or deny).
- Remain calm (low tone, relaxed posture).
- Withdraw demands if necessary; offer choice or redirection.

### 4.3 Self-Injurious Behaviour (SIB)

SIB is understood at Clarendon School as intense communication of need. Staff should respond quickly but "low key" (calm voice, limited emotion).

Strategies to support SIB include

- Reducing demands
- Removing discomforts

- Using protective barriers to protect the body (e.g. pillows/chewies).

## 5. Restrictive Interventions and Safety

### Procedures

The school's policy in relation to restrictive intervention (RI) and seclusion is informed by, and should be read in conjunction with, the Department for Education's guidance document: [Restrictive interventions including use of reasonable force, in schools](#) (2026)

We are NOT a None contact School

#### 5.1 Restrictive Intervention (RI) (Team Teach)

We do not have 'none contact policy'

Clarendon School distinguishes between Supportive Touch (Caring C's) and RI as follows:

- **Supportive touch** is a physical prompt used by an adult to guide, reassure or steer an individual. It is a non-restrictive strategy, which is carried out with the full consent of the pupil.
- **Restrictive Intervention** is an act that restricts an individual's movement, liberty, or freedom to act independently. RI's must only be used when necessary, proportionate, and the least restrictive option to prevent harm, crime, or serious disorder.

Clarendon School does not routinely log or record instances where supportive touch is used with pupils.

Where a RI is used at Clarendon School, it must be:

- Reported to the senior leadership team immediately
- Recorded on the school's behaviour logging system (CPOMS) within 24 hours

- Notified to parents before the end of the same school day.

Where appropriate, a post-incident restorative debrief should be provided for both learner and staff by a senior leader as soon as possible after the incident.

RI data is tracked by senior leadership to identify patterns and identify opportunities to reduce its frequency and duration. RI data is monitored by the Local Governing Body (LGB) termly. RI data is also shared with the Trust for assurance, trend analysis and to inform Trust-wide training and policy review.

Permanent members of classroom staff at Clarendon School receive Team Teach L2 training as appropriate, on an annual basis. Training records are held centrally by the behaviour leads and members of staff who have not yet been trained, are advised to avoid the use of RI where possible

## 5.2 Seclusion (Regulated Under Schools Regulations 2025)

Seclusion at Clarendon School is prohibited in all circumstances unless there is no other reasonable step that can be taken to mitigate an immediate threat of harm to pupils or staff.

Seclusion is defined as the forced confinement of an individual alone in a room, from which they are prevented from leaving.

In the rare circumstance that seclusion cannot be avoided, the following must be in place

- Constant, direct visual supervision is required - ensuring that the pupil is in your line of sight
- The exact period of time that seclusion was implemented is recorded
- If possible, more than 1 member of staff is present to ensure that procedures are followed correctly.
- It is reported to the senior leadership team immediately

- It is recorded on the school's behaviour logging system (CPOMS) within 24 hours
- Parents are notified before the end of the same school day.

It should be noted that the involuntary removal of a pupil from a space for regulation purposes is **not** defined as seclusion, but rather a restrictive intervention

## 6. Incident Recording and Governance

### 6.1 Data Analysis and Governing Board Oversight

School leaders analyse detailed whole-school behaviour data on a half-termly basis, to identify patterns and trends, and to identify pupils and cohorts who require additional intervention.

The School's Local Governing Body (LGB) monitors the following on a termly basis:

- **Patterns of Behaviour:** Behavioural trends at the school over time
- **Equality & Disproportionality:** Ensuring that interventions aren't used disproportionately with pupils who have protected characteristics (Ethnicity, Gender, Disadvantage).

### 6.2 The Duty of Candour

All staff have a professional obligation to to be open, honest and transparent with parents in relation to behavioural intervention. This duty is particularly pertinent where an intervention has not gone as planned or if accidental bruising or marking occurs.

### 6.3 Incident Recording and Monitoring

CPOMS is used for the recording of all behaviours of concern by pupils, alongside safeguarding concerns.

Behaviour reports on CPOMS must include the following information:

- The date and time of the incident
- Other pupils involved
- The type of behaviour seen
- The location of the incident
- The believed cause / antecedent
- Any restrictive intervention that was used, including the duration
- The action taken and follow ups required

In the event of an incident involving significant use of force, the following protocol must be observed:

- **Recording:** Full details must be logged on CPOMS as soon as possible.
- **Notification:** Senior leaders and parents/carers are to be informed immediately.
- **Post-Incident Support:** A comprehensive debrief will take place, resulting in a documented action plan.

At the Secondary Centre, Class Dojo is used to track positive behaviours  
Any incidents of discrimination or bullying must be responded to in line with the Schools Anti-Bullying policy

## 7 Fixed-term and Permanent Exclusions

The school's policy on fixed-term and permanent exclusions is informed by the most recent DfE guidance from August 2024 - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement](#)

- **Last Resort Principle:** Suspension (fixed-term exclusion) and permanent exclusion are sanctions used only as a last resort when all

other available strategies, practices, and interventions to improve a pupil's behaviour have been exhausted or are deemed inappropriate.

- **Decision-Making:** All decisions regarding a suspension or permanent exclusion are made by the Executive Headteacher in line with their statutory power, and must be in response to a serious breach or persistent breaches of the school's behaviour policy.
- **Reintegration:** All exclusions require a reintegration meeting to be held before or at the beginning of the pupil's return to school to ensure a successful re-entry into school life and a Fresh Start, as per the statutory guidance.

## 8. Out-of-School Incidents

- **Off-Site Activities:** Expectations of our pupils remain the same, whether off-site or on the school premises. Every care and effort is taken to ensure that our pupils are fully supported to integrate with the community during off-site activities. However, where a risk assessment indicates that this is not safe, alternative provisions will be put in place
- **Abconding from the school site:** Where a pupil absconds from the school site, parents and carers will be notified immediately, and school leaders will risk assess the pupil's vulnerability in the community. Where reasonable and appropriate, emergency services will be informed
- **Behaviour incidents outside of school hours:** Where the school is notified of a behaviour incident that has taken place outside of school hours (including online), the school will:
  - Investigate the incident
  - Support families to take appropriate action
  - Inform parents and carers of what has happened

- Consider whether a consequence or restorative conversation is appropriate
- Where appropriate, make a referral to relevant outside agencies (e.g. social care, police, CAMHS)

## 9. Linked Policies

- CLA Anti-bullying policy
- AAT Equalities policy
- CLA Safeguarding and Child Protection Policy
- CLA Online safety policy
- AAT Staff Code of Conduct
- CLA Therapeutic Touch Policy
- Guidance/Trust policy

## Appendices:

1. SCERTS Framework
2. SPELL Framework
3. Emotion Coaching Scripts
4. Restorative Conversations Script
5. Behaviour Support Plan Template

# APPENDIX 1 - The SCERTS Model

## What is SCERTS?

SCERTS is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviors that interfere with learning and the development of relationships. It also is designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.

## The acronym “SCERTS” refers to the focus on:

- **“SC” - Social Communication** – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;
- **“ER” - Emotional Regulation** – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;
- **“TS” - Transactional Support** – the development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning (e.g., picture communication, written schedules, and sensory supports). Specific plans are also developed to provide educational and emotional support to families, and to foster teamwork among professionals.

The SCERTS model targets the most significant challenges faced by children with ASD and their families. This is accomplished through family-professional partnerships (family-centered care), and by prioritizing the abilities and supports that will lead to the most positive long-term outcomes as indicated by the National Research Council (2001; Educating Children with Autism). As such, it provides family members and educational teams with a plan for implementing a comprehensive and evidence-based program that will improve quality of life for children and families.

The SCERTS Model can be used with children and older individuals across a range of developmental abilities, including nonverbal and verbal individuals. It is a lifespan model that can be used from initial diagnosis, throughout the school years, and beyond. It can be adapted to meet the unique demands of different social settings for younger and older individuals with ASD including home, school, community, and ultimately vocational settings.

The SCERTS Model includes a well-coordinated assessment process that helps a team measure the child’s progress, and determine the necessary supports to be used by the child’s social partners (educators, peers and family members). This assessment process ensures that:

- functional, meaningful, and developmentally-appropriate goals and objectives are selected
- individual differences in a child’s style of learning, interests, and motivations are respected
- the culture and lifestyle of the family are understood and respected
- the child is engaged in meaningful and purposeful activities throughout the day

- supports are developed and used consistently across partners, activities, and environments
- a child's progress is systematically charted over time
- program quality is measured frequently to assure accountability

### **How does SCERTS compare to other approaches?**

The SCERTS curriculum provides a systematic method that ensures that specific skills and appropriate supports, stated as educational objectives, are selected and applied in a consistent manner across a child's day. This process allows families and educational teams to draw from a wide range of effective practices that are available, and to build upon their current knowledge and abilities in providing an effective program. One of the most unique qualities of SCERTS is that it can incorporate practices from other approaches including contemporary ABA (e.g., Pivotal Response Treatment, LEAP), TEACCH, Floortime, RDI, Hanen, and Social Stories. The SCERTS Model differs most notably from the focus of "traditional" ABA, an approach that typically targets children's responses in adult directed Discrete Trials, by promoting child-initiated communication in everyday activities, and in drawing extensively from research on child and human development. The SCERTS Model is most concerned with helping persons with autism achieve "Authentic Progress", which is defined as the ability to learn and spontaneously apply functional and relevant skills in a variety of settings and with a variety of partners.

### **Who developed SCERTS?**

The SCERTS Model collaborators include the team of Barry Prizant, Amy Wetherby, Emily Rubin, and Amy Laurent, who have training in Speech-Language Pathology, Special Education, Behavioral and Developmental Psychology, Occupational Therapy and Family-Centered Practice. The SCERTS Collaborators have more than 100 years experience in university, hospital, clinical and educational settings, are actively involved in clinical work, research, and educational consultation. The collaborators have published extensively in scholarly journals and volumes on ASD and related disabilities. A comprehensive two-volume manual provides detailed guidance for assessment and intervention efforts (Prizant, Wetherby, Rubin, Laurent, & Rydell, 2006).

### **Comments from Parents and Professionals:**

"I love SCERTS! It makes sense to me and fits our family's lifestyle. It is a results oriented program. Our family enjoys watching our child accomplish SCERTS objectives on his way to becoming a successful communicator. It is relieving to know that we are focusing on what will best help him on this journey by using the SCERTS grids and transactional supports."

*Sheri, parent of a 5 year old with ASD.*

"The SCERTS Model embodies a framework that is consistent, yet its structure allows for the implementation of a variety of teaching methodologies based on the individual needs of the child. The SCERTS Assessment Process provides all individuals involved (with our students) with a shared understanding when discussing a child's needs, laying the groundwork for consistency within our schools, and coordinated transition between schools".

*Sue, Special Education Director*

### **Where can I find out more about SCERTS and the SCERTS Manual?**

For further information, including published articles on SCERTS and a detailed list of FAQ's, click here: [www.SCERTS.com](http://www.SCERTS.com).






For a listing of research supporting the SCERTS model, click here: [www.scerts.com/research\\_corner.htm](http://www.scerts.com/research_corner.htm).

For further information about the SCERTS manual, click here: [www.brookespublishing.com/store/books/prizant-8183](http://www.brookespublishing.com/store/books/prizant-8183).

Prizant, B., Wetherby, A., Rubin, E., Laurent, A., & Rydell, P. (2006). The SCERTS Model: A Comprehensive

Educational Approach for Children with Autism Spectrum Disorders. Baltimore, MD: Paul H. Brookes Publishing.

## APPENDIX 2 - The SPELL Framework

<h1>S</h1>	<h3>Structure</h3> <ul style="list-style-type: none"><li>• Familiar set ups and environments</li><li>• Predictable routines / activities</li><li>• Clear / consistent language</li><li>• Visually support key information</li><li>• <b>Structure supports autonomy and helps people to feel safe and secure</b></li></ul>	
<h1>P</h1>	<h3>Positive</h3> <ul style="list-style-type: none"><li>• Identify strengths and abilities to help boost self esteem and build confidence</li><li>• Set realistic expectations</li><li>• Encourage new experiences through familiar routines / relationships</li><li>• <b>Positivity supports prioritising well-being</b></li></ul>	
<h1>E</h1>	<h3>Empathy</h3> <ul style="list-style-type: none"><li>• Understand that Autism impacts on a person's interpretation of and experience in the world</li><li>• Familiarise what causes anxiety and develop understanding without judgement</li><li>• Make efforts to understand, respect and relate to alternative point of view</li><li>• <b>We show empathy by validating a person's experience</b></li></ul>	
<h1>L</h1>	<h3>Low Arousal Level of Regulation</h3> <ul style="list-style-type: none"><li>• Calm and focused interactions / environments</li><li>• One voice / allow for processing time</li><li>• Review displays and unnecessary clutter</li><li>• Recognise that everyone needs the opportunity to regulate in a way that suits them and their needs</li><li>• Incorporate regulation into daily routines</li><li>• Know that regulation needs are not 'earned' or 'lost'</li><li>• <b>Preventing overwhelm in physical and social environments should be priority adaptations.</b></li></ul>	
<h1>L</h1>	<h3>Links</h3> <ul style="list-style-type: none"><li>• Build links with individual, their families and carers</li><li>• Communicate with fellow professionals and wider support networks and communities</li><li>• Reflect on and share good practice</li><li>• <b>Effective links support self-advocacy and help make everyone feel included and heard, however they choose to communicate and engage.</b></li></ul>	

## APPENDIX 3 - Staff Emotion Coaching Script

Tune In	Connect & Reflect	End with Solutions
Wow, that really sounds hard	I wonder if you are feeling...?	What would be helpful right now?
Are you ok?	Are you saying that...?	It's ok to feel... but it's not ok to...
You seem a bit down today	It's ok to feel...	When I feel... I like to...
I've noticed...	I would feel... if that happened to me	I think we should go and talk to...

*Reminder: Sometimes it is enough to just give a child space to process the emotion themselves:*

- "Are you ready to talk right now?"
- "Ok. Take 5 minutes to re-regulate, I'll be ready to chat when you are"

## APPENDIX 4 - Restorative Conversation Script

### Restorative Chats Focus on the Relationships



Guidelines

Everyone is calm and ready to talk.  
Everyone gets a turn to speak.  
One person speaks at a time.  
We all listen respectfully.

Facts

Where did the incident occur?  
Who was there?  
What happened?

Feelings

How were you feeling?  
Who else has been affected?  
How do you think they felt?

Repair the  
Harm

What do you think you need to do to  
make things right?  
How can we make things better?

Plan for the  
future

Did you break a school rule?  
What might the appropriate consequence  
be?  
How can we ensure this doesn't happen  
again?

**A restorative chat lets everyone share their  
thinking and feelings to repair harm.**

## APPENDIX 5 - Behaviour Support Plan (BSP) Template

<b><u>Name:</u></b>	<b><u>Photo</u></b>	<b><u>Medical Information:</u></b>
<b><u>Class:</u></b>		
<b><u>Teacher:</u></b>		
<b><u>Behaviour Target:</u></b>		

<b><u>Recommended daily strategies:</u></b>	<b><u>Triggers:</u></b>
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<u>Stages of Crisis</u>	<u>Topography of behaviour</u> (Describe what the behaviour looks/sounds like)	<u>Preferred supportive/intervention</u> (Describe strategies that should be attempted at each stage, including critical friends)
<b>Anxiety/ Escalation</b>		
<b>Crisis</b>		

<b>Recovery/ Depression</b>		
<b>Follow Up</b>		
<p><b><u>Additional information/ Preferred handling:</u></b> (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)</p>		
<p><b><u>Educational visits and clubs:</u></b> (E.g. 1:1 support, flight risk)</p>		

**Notification required:** (in discussion with parents)

**Plan agreed by**

**Name** (child) \_\_\_\_\_ **Signed** \_\_\_\_\_  
If appropriate

**Name** (parent/carer) \_\_\_\_\_ **Signed** \_\_\_\_\_

**Name** (Clarendon staff) \_\_\_\_\_ **Signed** \_\_\_\_\_

<b>RISK LEVEL ASSESSMENT</b>	slightly harmful	harmful	very harmful
unlikely	<i>trivial</i> <b>1</b>	<i>slight</i> <b>2</b>	<i>moderate</i> <b>3</b>
likely	<i>slight</i> <b>2</b>	<i>moderate</i> <b>3</b>	<i>substantial</i> <b>4</b>
very likely	<i>moderate</i> <b>3</b>	<i>substantial</i> <b>4</b>	<i>unacceptable</i> <b>5</b>

<b>Behaviours</b>	<b>Risk level</b>	<b>Control measures to be put in place</b>	<b>Revised risk level</b>