1.1 Policy Title, Version, and Review Cycle

Positive Behaviour Support Policy	
Version	**1**
Approval date	**19/1/26**
Review date	**January 27**

This policy will be reviewed annually, or more frequently if required by changes in legislation, statutory guidance, or school circumstances, in accordance with statutory requirements.

1.2 Approval and Oversight

This policy has been formally approved by the Governing Body. The named policy lead is Sue Ward who is responsible for overseeing the implementation, monitoring, and review of this policy. The Governing Body holds overall responsibility for ensuring the policy is fit for purpose, compliant with statutory requirements, and effectively implemented across the school. The Headteacher is responsible for day-to-day management, ensuring all staff are aware of and adhere to the policy, and reporting to the Governing Body on its effectiveness.

1.3 Policy Status and Accessibility

This policy is a statutory requirement under the Education and Inspections Act 2006 and must be published on the school's website. Printed copies are available on request from the school office. The policy is made accessible to all staff, pupils, and parents/carers through induction, regular training, and communication channels such as newsletters and meetings. Alternative formats are available to ensure accessibility for all members of the school community

2.0 Policy Statement and Rationale

2.1 Vision and Values

At Newton Burgoland Primary School we are committed to creating a positive, inclusive, and safe learning environment where every pupil can thrive, achieve, and develop as a valued member of our community. Our approach to behaviour is rooted in our school ethos and the promotion of British values, including respect, tolerance, democracy, and the rule of law. We believe that positive behaviour is essential for effective teaching, learning, and personal development, and that all members of our community should be treated with dignity and respect. Our policy aligns with the principles of the 2014 National Curriculum, supporting the development of responsible, resilient, and confident learners.

2.2 Aims and Objectives

The aims of this policy are to:

- Promote positive behaviour, self-discipline, and respect for others.
- Safeguard the welfare and wellbeing of all pupils and staff.
- Foster an inclusive environment where diversity is celebrated and everyone feels valued.
- Ensure that all pupils, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential.
- Prevent bullying, discrimination, and all forms of harassment.
- Provide clear, consistent expectations, rewards, and consequences.
- Engage parents, carers, and the wider community in supporting positive behaviour.
- Meet our statutory duties under the Education and Inspections Act 2006, Equality Act 2010, Children and Families Act 2014, and the SEND Code of Practice.

2.3 Legal and Statutory Framework

This policy is underpinned by key legislation and statutory guidance, including:

- Education and Inspections Act 2006 (duty to promote good behaviour and discipline)
- Education Act 2002 (duty to safeguard and promote pupil welfare)
- Equality Act 2010 (duty not to discriminate against pupils with protected characteristics)
- Children and Families Act 2014 (duties regarding pupils with SEND)
- DfE ‘Behaviour in Schools: Advice for Headteachers and School Staff’ (2022)
- DfE ‘Exclusion from maintained schools, academies and pupil referral units in England’ (2023)
- SEND Code of Practice: 0 to 25 years (2015)
- Ofsted Education Inspection Framework
- Relevant Local Authority guidance

We are committed to meeting all statutory obligations, including the requirement to have a written behaviour policy, make reasonable adjustments for pupils with SEND, record and report serious incidents and exclusions, and ensure our policy is inclusive and accessible. We believe that this document should be a working document that is fit for purpose, represents our school’s vision and enables consistency and quality provision across the school.

3.0 Roles and Responsibilities

3.1 Governing Body/Trust Board

The Governing Body is responsible for approving this policy, ensuring it complies with statutory requirements, and monitoring its implementation and effectiveness. Governors receive regular reports on behaviour, exclusions, and the impact of interventions, and are involved in policy review and decision-making, particularly in relation to exclusions and appeals. The Governing Body ensures that the policy is reviewed at least annually and that it reflects current best practice and legal requirements.

3.2 Headteacher

The head teacher and SENDCo are responsible for:

- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring how staff implement this policy to ensure rewards, interventions and sanctions are applied consistently to all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so that they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data recorded on Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Staff

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly on Arbor as per the published protocol;
- Challenging pupils to meet the school's expectations.

3.4 Pupils

Pupils will be made aware of the following age appropriately

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the School Behaviour Policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard;
- The pastoral support that is available to them to help them meet the behavioural standards.

3.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the School Behaviour Policy and reinforce it at home, where appropriate;
- Support their child in adhering to the School Behaviour Policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions and reintegration meetings);
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture;
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to address behavioural issues.

3.6 SENCO

The Special Educational Needs Coordinator (SENCO) is responsible for ensuring that pupils with SEND receive appropriate support, including reasonable adjustments to behaviour expectations and interventions. They work closely with staff, pupils, families, and external agencies to identify needs, develop individual behaviour support plans, and monitor progress. The SENCO ensures that the graduated response outlined in the SEND Code of Practice is followed and that staff are trained to meet the needs of all learners.

4.0 Promoting Positive Behaviour

4.1 Whole-School Approach

Newton Burgoland Primary School adopts a whole-school, proactive approach to behaviour support, focusing on prevention, early intervention, and the creation of a positive, inclusive culture. Our approach is informed by evidence-based models such as Positive Behavioural Interventions and Supports (PBIS), restorative practices, and trauma-informed approaches. We recognise that behaviour is a form of communication and seek to understand and address underlying needs. All staff are trained to use

consistent strategies, build positive relationships, and create predictable environments where pupils feel safe and valued.

We prioritise the teaching of social, emotional, and behavioural skills alongside academic learning. This includes explicit instruction in self-regulation, problem-solving, and conflict resolution, as well as the use of visual supports and structured routines. Our approach is inclusive, recognising and celebrating diversity, and ensuring that all pupils, including those with SEND, are able to participate fully in school life.

4.2 Expectations and Routines

Clear, consistent expectations and routines are established for all areas of school life, including classrooms, corridors, playgrounds, and communal spaces. These expectations are communicated through assemblies, displays, visual systems and regular reminders. Staff explicitly teach and model expected behaviours.

Examples of school expectations include:

- Treating others with kindness and respect
- Listening and following instructions
- Taking care of property and the environment
- Moving safely and calmly around the school
- Using positive language and actions
- Wearing correct uniform
- Completing homework including reading

Routines are reinforced through consistent practice, visual timetables, and clear transitions. Staff use positive language to prompt and remind pupils, and adapt routines as needed to meet individual needs.

4.3 Rewards and Recognition

Positive behaviour is celebrated and reinforced through a range of rewards and recognition systems, tailored to the needs and preferences of our pupils. These may include:

- Verbal praise and encouragement
- Stickers, certificates, and achievement assemblies
- Special responsibilities or privileges
- Positive notes or phone calls home

Staff are encouraged to recognise effort, improvement, and acts of kindness, as well as achievement. Rewards are used consistently and fairly, with an emphasis on intrinsic motivation and the development of self-esteem. The school regularly reviews its reward systems to ensure they are meaningful and inclusive for all pupils. The school supports all pupils to understanding what it means to be Noticeably Newton:



4.4 Pupil Voice and Participation

Pupil voice is central to our approach to behaviour. We encourage pupils to share their views, contribute to decision-making, and take on leadership roles in promoting positive behaviour. Pupil feedback is used to inform policy review and improvement, ensuring that our approach remains relevant and effective.

5.0 Responding to Behaviour Concerns

At Newton Burgoland Primary school we recognise that all behaviour is a form of communication and that there are three basic functions of behaviour:

Fight	Fright	Freeze
Work refusal	Absence	Non-responsive
arguing	Elopement	Delayed response
aggression	Day dreaming	Refusing to move
yelling	Head down	Rigid position
Acting silly	Hiding face	Wont' start a task
Hyperactivity	disengaging	Startle response
defiance	avoidance	Zoning out
Somatic impulsivity	Somatic reactivity	Somatic shutdown

Somatic = body

Behaviour support must focus on the needs of the children, recognise the difficulties they may face and offer positive approaches to support positive behaviour. Responses to behaviour should never be threatening, nor should they exacerbate the situation.

We recognise that the above behaviours are 'red' behaviours for pupils with additional needs and that at 'red' pupils need support to regulate. That at this point the thinking brain is not in control. We also recognise that that pupils with additional needs need to be supported to recognise their emotions and to independently regulate from 'orange' to green.

5.1 Early Intervention and Support

Early identification and intervention are key to preventing escalation and supporting positive outcomes. Staff are trained to notice early signs of distress or disengagement and to respond with empathy and understanding. The school uses a graduated response, as outlined in the SEND Code of Practice, to assess needs, plan interventions, and monitor progress. This may include:

- Check-ins and mentoring
- Social skills groups
- Emotional regulation programmes
- Adapted routines or environments
- Involvement of the SENCO or external agencies

Staff work closely with pupils and families to identify triggers, agree strategies, and review support plans. Interventions are evidence-based, regularly reviewed, and adapted as needed.

5.2 Consistent Responses and Sanctions

Where behaviour falls short of expectations, staff respond in a fair, proportionate, and consistent manner, taking into account individual circumstances and needs. Sanctions are used as a last resort and are always accompanied by opportunities for reflection and repair. Examples of sanctions may include:

- Verbal reminders or warnings
- Loss of privileges or playtime
- Restorative conversations
- Time in a calm space to reflect
- Meetings with parents/carers

All significant behaviour breaches and sanctions employed are recorded in accordance with school procedures, and patterns are monitored to identify underlying issues or disproportionality. The school follows statutory guidance on exclusions, ensuring that decisions are lawful, reasonable, and proportionate, and that all necessary documentation and notifications are completed.

5.3 Restorative and Repair Approaches

Restorative practices are used to address harm, repair relationships, and support re-engagement. Staff are trained to facilitate restorative conversations, encouraging pupils to reflect on their actions, understand the impact on others, and agree steps to make amends. Restorative approaches are used alongside sanctions, not as a replacement, and are tailored to the age and needs of the pupils involved.

Examples of restorative practices include:

- Mediation between pupils
- Apologies and acts of kindness
- Collaborative problem-solving

Restorative approaches are embedded in the school culture and are supported by staff training.

5.4 Reasonable Adjustments and SEND

The school is committed to making reasonable adjustments for pupils with SEND and other vulnerabilities, in line with the Equality Act 2010 and the SEND Code of Practice. This may include adapting expectations, routines, or environments, providing additional support, or using alternative strategies. Individual behaviour support plans are developed in collaboration with pupils, families, and external agencies, and are regularly reviewed to ensure they remain effective.

Staff receive training on understanding and responding to a range of needs, including autism, ADHD, attachment, and trauma. The SENCO provides guidance and support, and ensures that all interventions are evidence-based and person-centred.

Although, we recognise that extreme behaviour maybe as a result of unmet need or trauma the school will not tolerate violence towards others or property, disruption to learning over time or behaviour which compromises safety. Suspension or exclusion will be considered for extreme behaviour whether or not pupil has additional needs.

5.5 Use of Reasonable Force and Physical Intervention

The use of reasonable force is only ever considered as a last resort, to prevent harm to pupils or staff, prevent serious damage to property, or maintain good order. All staff are trained in de-escalation and positive handling, and are aware of statutory guidance on the use of reasonable force. Any use of physical intervention is recorded in detail, reported to the Headteacher, and communicated to parents/carers as soon as possible.

Following any incident involving reasonable force, support is provided to both pupils and staff, and a review is conducted to identify lessons learned and prevent recurrence. The school's procedures are in line with DfE guidance and local safeguarding protocols.

6.0 Exclusion and Alternative Provision

6.1 Exclusion Procedures

Exclusion is a serious sanction and is only used in response to significant breaches of the behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others. The decision to exclude is taken by the Headteacher, following a thorough investigation and consideration of all relevant factors, including the pupil's age, needs, and any mitigating circumstances.

All exclusions are carried out in accordance with DfE statutory guidance (2023) and the school's legal obligations. Parents/carers are notified in writing, and the Local Authority and Governing Body are informed. The school provides work for the duration of the exclusion and arranges a reintegration meeting on the pupil's return.

Records of exclusions are maintained and monitored for patterns or disproportionality. The school ensures that all reasonable adjustments have been considered before any exclusion is imposed.

6.2 Support for Pupils at Risk of Exclusion

The school is committed to preventing exclusion wherever possible, through early intervention, targeted support, and multi-agency working. Pupils at risk of exclusion are identified through behaviour monitoring and staff referrals, and are provided with additional support, such as:

- Pastoral mentoring
- Individual behaviour support plans
- Access to specialist services (e.g., Educational Psychology, CAMHS, MHRT)
- Family support and engagement

Parents/carers are involved in all decision-making, and regular reviews are held to monitor progress and adapt support as needed. The school works closely with the Local Authority and external agencies to explore alternatives to exclusion and ensure that pupils' needs are met.

6.3 Alternative Provision and Reintegration

Where a pupil requires alternative provision, the school follows clear procedures to ensure that placements are appropriate, high quality, and supportive of the pupil's needs. The decision to access alternative provision is made in consultation with parents/carers, the Local Authority, and relevant professionals.

A reintegration plan is developed to support the pupil's return to mainstream education, including a phased timetable, mentoring, and regular reviews. The school maintains close contact with the alternative provider and monitors the pupil's progress and wellbeing throughout the placement.

7.0 Inclusion, Equality, and Safeguarding

7.1 Inclusive Practice

Newton Burgoland Primary is committed to promoting equality, diversity, and inclusion for all pupils, staff, and families. We ensure that our behaviour policy and practice do not discriminate against any individual or group on the basis of race, sex, disability, religion, sexual orientation, or any other protected characteristic, in line with the Equality Act 2010 and the Children and Families Act 2014.

We celebrate diversity and ensure that all pupils feel valued, respected, and able to participate fully in school life. Our curriculum, assemblies, and displays reflect and promote inclusive values, and we challenge all forms of prejudice, discrimination, and stereotyping.

7.2 Safeguarding and Wellbeing

Positive behaviour support is integral to our safeguarding and child protection arrangements. All staff have a duty to safeguard pupils and promote their wellbeing, and are trained to recognise and respond to signs of abuse, neglect, or exploitation. Behaviour concerns that may indicate safeguarding issues are reported in line with the school's safeguarding policy and local procedures.

We recognise the impact of trauma, mental health, and adverse experiences on behaviour, and provide appropriate support and referrals to specialist services where needed. The school promotes emotional wellbeing through its curriculum, pastoral support, and access to interventions.

7.3 Addressing Disproportionality

The school monitors and analyses behaviour data to identify and address any disparities in incidents, sanctions, or exclusions, particularly in relation to pupils with SEND, those eligible for free school meals, and pupils from minority ethnic backgrounds. Where disproportionality is identified, the school takes

targeted action to review practice, provide additional support, and ensure that all pupils are treated fairly and equitably.

Regular reports are provided to the Governing Body, and actions are reviewed as part of the school's equality objectives and improvement planning.

8.0 Training, Monitoring, and Evaluation

8.1 Staff Training and Professional Development

All staff receive training on behaviour management, de-escalation, restorative practices, SEND, and trauma-informed approaches. Training is provided as part of induction, ongoing professional development, and in response to emerging needs or changes in guidance. The school encourages staff to share best practice, reflect on their own approaches, and seek support where needed.

Specialist training is provided for staff working with pupils with complex needs, and opportunities are available for staff to access external courses, networks, and resources.

8.2 Monitoring and Recording

The school maintains robust systems for recording, monitoring, and analysing behaviour incidents, interventions, exclusions, and the use of reasonable force. Records are kept securely and in accordance with data protection requirements. Behaviour data is reviewed regularly by the Headteacher and Governing Body to identify trends, evaluate the impact of interventions, and inform improvement planning.

Staff are supported to use recording systems consistently and accurately, and are provided with feedback and guidance as needed.

8.3 Policy Review and Evaluation

This policy will be reviewed annually, or more frequently if required, in consultation with staff, pupils, parents/carers, and the Governing Body. The review process will include analysis of behaviour data, feedback from stakeholders, and consideration of new guidance or best practice. The policy is updated to reflect changes in legislation, statutory guidance, or school context, and is communicated to the whole school community.

9.0 Communication and Engagement

9.1 Policy Communication

The Positive Behaviour Support Policy will be communicated to all staff, pupils, parents/carers, and the wider community through the school website, induction processes, staff meetings, assemblies, newsletters, and parent events. Key aspects of the policy will be summarised in pupil and parent information leaflets, and visual displays are used throughout the school to reinforce expectations and routines.

Staff are supported to communicate the policy in accessible and age-appropriate ways, using visual aids, social stories, and translation services as needed.

9.2 Parental and Community Engagement

The school values the partnership with parents/carers and the wider community in promoting positive behaviour. We provide regular opportunities for parents to engage with the school, share their views, and contribute to policy development. Induction workshops, drop-in sessions, and information sessions are offered to support new parents in understanding and reinforcing the school's approach.

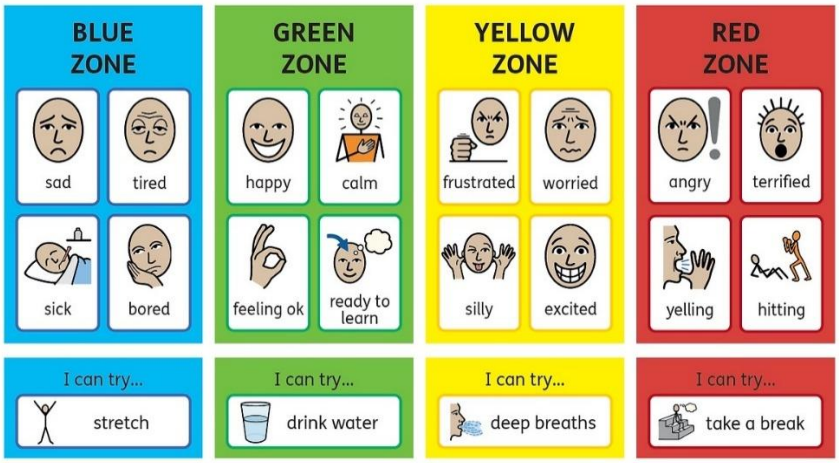
The school works closely with external agencies, including health, social care, and voluntary organisations, to provide holistic support for pupils and families. Multi-agency meetings and joint planning are used to coordinate interventions and ensure that all needs are met.

10.0 Appendices and Supporting Materials

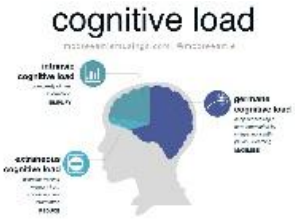
10.1 Key Definitions and Terminology

- **Positive Behaviour Support (PBS):** An evidence-based approach that focuses on teaching and reinforcing positive behaviours, preventing challenging behaviour, and supporting pupils to achieve their potential.
- **Restorative Practice:** Approaches that focus on repairing harm, restoring relationships, and building a positive community.
- **Reasonable Force:** Physical intervention used as a last resort to prevent harm, damage, or serious disruption, in accordance with statutory guidance.
- **Graduated Response:** A cycle of assess, plan, do, and review, used to identify and meet the needs of pupils with SEND.
- **Exclusion:** The formal removal of a pupil from school, either for a fixed period or permanently, in line with statutory procedures.
- **Dysregulation:** a student struggles to control their emotional and behavioural responses, often becoming overwhelmed by feelings like frustration or anxiety, leading to intense outbursts (meltdowns, aggression) or shutdowns, which hinder learning and social interaction, and are common in neurodivergent students (ADHD, Autism).

Zones of Regulation



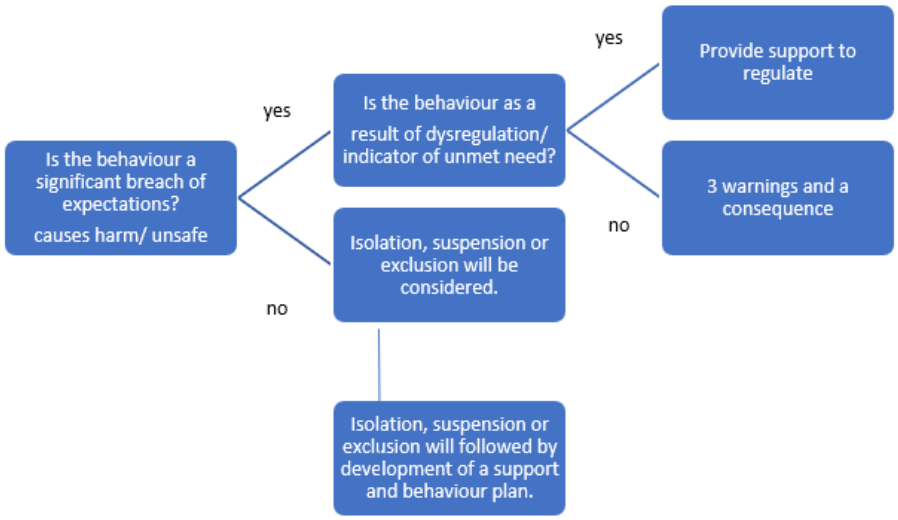
10.2 Classroom Pedagogy to Promote Positive Behaviour

	Insight based in evidence	Strategy	What does this look like?
Pupils can only focus on learning if they feel safe	**Emotional dysregulation increases cognitive load.** **Consistency reduces cognitive load** 	**Meet and greet**	All pupils are greeted positively by name at the start of the day by the adults in school.
		Safety check	All pupils have the opportunity to tell adults if they feel unsafe at the start of the day and if needed after lunch.
		Visual timetable	All classes display a visual timetable, if needed pupils have their own.
		Pre-empt change	Changes to routines are indicated in advance to pupils, where possible.
		Access to aids for concentration	All pupils may access: fiddle toys, sloped boards, now and next boards, target boards, time out, pastoral support, emotional regulation charts as needed.
		STAR	All adults expect star sitting
		Signal for silence	All adults use the signal for silence
		Repetition of expectations	All adults reinforce expectations – walking in school, no jewellery or makeup, book bags nor rucksacks,
		Least invasive correction	All adults support pupils to maintain good behaviour by prompting quietly
		Be seen looking	All adults can be seen actively monitoring for acceptable behaviour
		Strong start	Lessons start promptly
		Environment and resource management	Classrooms are free from clutter and resources are well maintained and ready for use.
		Engineer efficiency	Resource management promotes an efficient start to learning
		Narrate the positive	Praise is used to reinforce expectations
		Lining up/ cloakroom/ toilet/ water bottles/ playtime/ assembly	Expectations are reinforced and consistent
		relationships	All adults work to foster strong relationships with pupils finding out about children's interests and families.

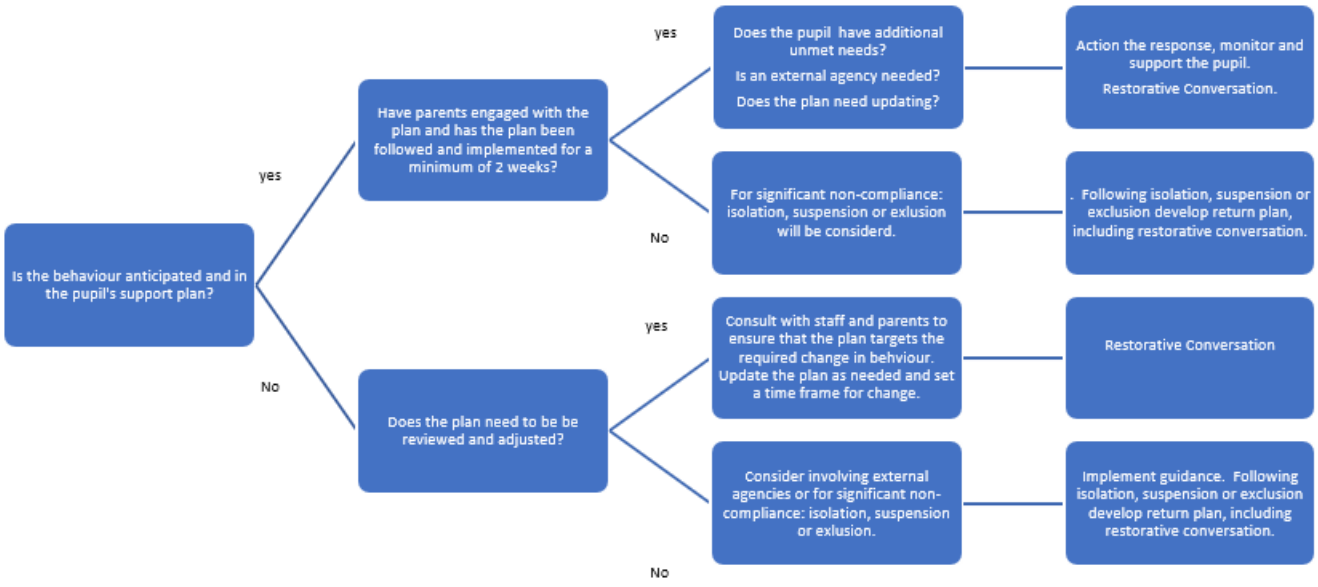
Where pupils do not meet these expectations and disrupt learning (repeated low level disruption) a behaviour plan will be put in place to target the unacceptable behaviour. If this behaviour is as a result of deregulation then the school will work with the pupil to learn to manage deregulation.

10.3 Behaviour Flowchart

In the event of unacceptable behaviour which disrupts learning, causes harm or compromises safety



In the event that the dysregulated behaviour continues or of repetition of unacceptable behaviour a behaviour support plan will be developed with all staff working with the pupil and with parents. Note that this is a working document.



10.3 Example Behaviour Support Plans

See appendix 1

10.4 Incident Recording Forms

From January 26 incidents will be recorded on Arbor

10.5 Staff Training Log

This is to be developed during 25/26.

10.6 Pupil and Parent Information Leaflets

These are to be developed during 25/26.

11.0 References

- Education and Inspections Act 2006
- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- DfE 'Behaviour in Schools: Advice for Headteachers and School Staff' (2022)
- DfE 'Exclusion from maintained schools, academies and pupil referral units in England' (2023)
- SEND Code of Practice: 0 to 25 years (2015)
- Ofsted Education Inspection Framework (EIF 2019, updated 2023)
- Relevant Local Authority guidance
- Behaviour Hubs Programme (DfE)
- National Autistic Society guidance on behaviour
- British Psychological Society guidance on supporting neuro diverse pupils
- School's Safeguarding and Child Protection Policy

APPENDIX 1

BEHAVIOUR SUPPORT PLAN			
PUPIL NAME		REVIEW DATE	
ADDITIONAL SUPPORT NEEDS		STAFF WORKING WITH PUPILS	
START DATE		END DATE	

CHALLENGING BEHAVIOUR	TARGETS
WHAT DOES IT LOOK LIKE?	WHAT ARE WE WORKING TOWARDS
WHAT TRIGGERS IT?	HOW DO WE GET THERE?

STRENGTHS AND INTERESTS	DISLIKES

STRATEGIES FOR POSITIVE BEHAVIOUR	EARLY WARNING SIGNS/PRO-ACTIVE RESPONSES
HOW DO WE MAINTAIN POSITIVE BEHAVIOUR?	HOW DO WE PREVENT AN INCIDENT?
PHRASES TO USE	WHAT TO LOOK OUT FOR
REWARDS, MOTIVATORS	HOW TO RESPOND (REMINDERS, ALTERNATIVE ENVIRONMENT
MOVEMENT BREAKS	DISTRACTION – WHAT WORKS?
	WHAT SITUATIONS/TIMES ARE LIKELY TO TRIGGER A REACTION?

REACTIVE STRATEGIES	SUPPORT AFTER AN INCIDENT
HOW DO WE DIFFUSE THE SITUATION?	HOW DO WE HELP THE PUPIL REFLECT AND LEARN FROM THE INCIDENT?
WHAT TO DO AND WHAT NOT TO DO	IS THERE ANYTHING THAT STAFF CAN LEARN ABOUT WORKING WITH THIS PUPIL?
PHRASES TO USE	AT WHAT STAGE SHOULD ANOTHER MEMBER OF STAFF BE INFORMED? WHO SHOULD THIS BE?
CALMING TECHNIQUES	

LOG OF INCIDENTS			
DATE	DESCRIPTION OF BEHAVIOUR	TRIGGER FOR INCIDENT	ACTION TAKEN