



WESTFIELD HOUSE SCHOOL

Behaviour Policy

Policy Number:	EDU.POL.027	Policy Owner Job Role	Quality Manager
Issue Number:		Ratified By	Quality Director
Issue Date:	01.07.26	Service Type:	Schools
		Applicable Services:	Education
Contributors	Rob Arrowsmith		
Mandatory Policy	Yes		
Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

This policy should be read alongside our:

- Positive Handling and Physical Intervention Policy (EDU.POL.020)
- Safeguarding Children in Education Policy (EDE.POL.002)
- Anti-Bullying Policy (EDU.POL.007)
- Suspension and Permanent Exclusion Policy (EDU.POL.012)
- Searching, Screening and Confiscation Policy (EDU.POL.035)
- Mobile Phone Policy (EDU.POL.040)
- Online Safety Policy (EDU.POL.009)
- Attendance Policy (EDU.POL.005)
- SEND Policy (EDU.POL.022)

Related policies are held within RADAR in the School's policy folder.



2. Introduction

Westfield House School is a special school. Many of our pupils have experienced disruption, trauma or exclusion from previous settings, and their behaviour is often the clearest way they tell us how they are feeling. At Westfield House School we treat behaviour as communication, and we respond with warmth, structure and high expectations rather than blame.

This policy sets out how we promote positive behaviour, how we respond when behaviour falls short, and the standards every member of our community can expect. It is built on the belief that pupils behave well when they feel safe, understood and respected, and when the adults around them are calm, consistent and fair.

Our approach is grounded in Keys Connect, our relational and trauma-informed model. At Westfield House School we build positive behaviour through strong relationships, a sense of belonging and a curriculum that engages every pupil.

3. Aim & Scope

This policy applies to all staff, pupils, parents and carers, and visitors at Westfield House School. It applies in school, on school activities and visits, on the journey to and from school, and to behaviour online or out of school where it affects the school community or another pupil. It aims to:-

- set clear, consistent and high expectations of behaviour which every pupil can understand and meet
- help pupils to develop self-regulation, responsibility and the social skills they need to thrive
- set out a fair, graduated and restorative response to behaviour that falls short of those expectations
- keep pupils and staff safe and make sure any response to behaviour is reasonable, proportionate and the least intrusive option
- meet our duties under the Independent School Standards and current statutory guidance

4. Abbreviations and Definitions

This policy uses the following terms:

- Behaviour curriculum: the routines, expectations and social and emotional skills we teach explicitly so that pupils know how to behave well.



- Restorative practice: a structured conversation that helps a pupil understand the impact of their behaviour, repair harm and put things right.
- Sanction: a reasonable and proportionate consequence applied in response to misbehaviour.
- Suspension and permanent exclusion: a formal decision to remove a pupil from school for a fixed period or permanently, dealt with under our separate Suspension and Permanent Exclusion Policy (EDU.POL.012).

5. Policy Content

5.1 Principles and Approach

At Westfield House School our practice is guided by these principles. All behaviour is communication. We seek to understand the need behind the behaviour, including trauma, attachment, sensory and communication needs, before we respond. Relationships come first. Warm, consistent and predictable relationships are the foundation of good behaviour. Expectations are high and they are the same for everyone, adjusted only where a pupil's needs make that fair. Responses are calm, consistent and the least intrusive that will keep everyone safe. We repair rather than shame. We prefer natural and restorative consequences to punishment that isolates or humiliates. We notice the positive. Strength-based language and genuine praise shape our daily interactions.

5.2 Behaviour in Practice

Behaviour expectations and the behaviour curriculum

At Westfield House School we teach behaviour, we do not assume it. We set out clear, simple expectations and we teach the routines, language and social and emotional skills that help pupils meet them. Expectations are shared with pupils, staff and parents, and they apply across the whole school day.

Recognising and rewarding positive behaviour

We recognise positive behaviour far more often than we sanction. Praise, positive contact with home and our recognition systems reinforce the behaviour we want to see. The local detail of our recognition and reward systems is set out in the school-specific annex at Appendix A.

Responding to behaviour that falls short

Our response is graded, calm and consistent. We start with understanding and early intervention, we use de-escalation and time to regulate, and we follow up with a restorative conversation to repair harm. Sanctions are reasonable and proportionate, and we always consider a pupil's needs before we apply them.



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A record is kept of the sanctions imposed for serious misbehaviour, as required by paragraph 9 of the Independent School Standards. Sanctions are recorded on Arbor and reviewed by leaders to make sure they are fair and effective.

Behaviour support plans

Where a pupil needs an individual approach, we put a behaviour support plan in place. The plan sets out the pupil's strengths, known triggers, proactive strategies and agreed responses, and it is written with the pupil, the family and relevant professionals and reviewed regularly. Schools may use a different name for this document, for example an individual education plan. A template individual risk assessment is in Appendix B and these are updated ongoing and kept on Tutorshare in Student information

Mobile phones and electronic devices

At Westfield House School we are a mobile-phone-free environment by default. Pupils are not to use mobile phones or personal electronic devices during the school day, including during lessons, the time between lessons, breaktimes and lunchtime.

Where a pupil brings a phone or device to school, it is handed to designated staff at the start of the day, kept securely, and returned at the end of the day. Any agreed exception for a medical or special educational need is documented in the pupil's individual plan.

Misuse of a phone or device, including bullying, sharing inappropriate content or accessing harmful material, is treated seriously and dealt with under this policy and the Safeguarding and Online Safety policies (EDU.POL.009). Staff may search for and confiscate a phone in line with section 7.6 below. This approach reflects the Department for Education guidance on mobile phones in schools and the duty under the Children's Wellbeing and Schools Act 2026 to have regard to that guidance.

Searching, screening and confiscation

Staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item, in line with the Department for Education guidance on searching, screening and confiscation. Reasonable force may be used to search only for prohibited items such as knives, weapons, alcohol, illegal drugs or stolen items, never for an item identified only in the school rules. Where a search raises a safeguarding concern, the Designated Safeguarding Lead is informed without delay. Detailed search procedures are set out in our Searching, Screening and Confiscation Policy (EDU.POL.035).



Use of reasonable force and physical intervention

Physical intervention is always a last resort, used only to keep a pupil or others safe, and never as a punishment. How and when reasonable force may be used, the techniques staff are trained in, and how every incident is recorded and reported are set out in full in our Positive Handling and Physical Intervention Policy (EDU.POL.020). The recording and reporting of seclusion and restraint, including the duties under Standards 16A and 32A, is dealt with in that policy and is not duplicated here.

Restrictive practices will be regularly reviewed to ensure they remain lawful, necessary, proportionate and in the pupil's best interests.

Suspension and exclusion

Any decision to suspend or permanently exclude a pupil is taken by the headteacher under our Suspension and Permanent Exclusion Policy (EDU.POL.012). As an independent school we are not bound by the statutory exclusion process that applies to maintained schools and academies, but we have regard to the principles of fairness in the Department for Education Suspension and Permanent Exclusion guidance. Suspension and exclusion are never used to manage a pupil's needs in place of proper support.

Part-time timetables

At Westfield House School a part-time timetable is never used as a behaviour management tool. A reduced timetable is only ever used as a short-term, planned measure to meet a pupil's medical or reintegration needs, agreed with parents and kept under review, in line with attendance guidance and our Attendance Policy (EDU.POL.005).

Behaviour beyond the school gate and online

We may respond to behaviour outside school, including online, where it affects another pupil, a member of staff or the reputation and safe running of the school. Online behaviour, including bullying through phones or social media, is dealt with under this policy alongside our Anti-Bullying and Online Safety policies (EDU.POL.009).

5.3 Recording, Monitoring and Reporting

Behaviour incidents and sanctions are recorded on Arbor (and RADAR if it involves a restrictive physical intervention), including a record of sanctions for serious misbehaviour as required by paragraph 9 of the Independent School Standards.



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Leaders analyse behaviour data to identify patterns across pupil groups, including pupils with SEND and other vulnerable pupils, and use it to target support and improve practice. Behaviour data and the impact of this policy are reported to the Proprietor and Governors on a regular cycle.

5.4 Equality and Inclusion

At Westfield House School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Many of our pupils have special educational needs or disabilities, and we make reasonable adjustments so that expectations and responses are fair for every pupil. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

Follow the behaviour expectations and take part in setting and reviewing them. Reflect on their behaviour and its impact on others and engage with restorative conversations and support plans.

6.2 Staff

Model warmth, curiosity and consistent boundaries, and build positive relationships with every pupil. Teach the behaviour curriculum and apply expectations and sanctions fairly and consistently. Use de-escalation and co-regulation and record incidents accurately and promptly on Arbor.

6.3 Leadership

Set and uphold a positive behaviour culture and make sure expectations are applied consistently across the school. Make sure staff are trained and supported, and monitor behaviour data to improve practice. Decide on suspensions and exclusions under the Suspension and Permanent Exclusion Policy (EDU.POL.012).

6.4 Governance

Hold leaders to account for the behaviour culture and review behaviour data and the impact of this policy.

6.5 Parents and carers

Work with the school to reinforce positive behaviour and engage with communication, support plans and reviews.

6.6 Named leads



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The named lead for behaviour at Westfield House School is John Mallett, Behaviour Lead. The Designated Safeguarding Lead is Shona Cresey.

7. Training Requirements

All staff receive induction and ongoing training in trauma-informed practice, the Keys Connect model and de-escalation. Staff who may need to use physical intervention are trained in an accredited approach, refreshed in line with that accreditation. Our positive handling training is set out in the Positive Handling and Physical Intervention Policy (EDU.POL.020). Training needs are reviewed at least annually and after any significant incident or change in guidance.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Part 3, paragraph 9 (a written behaviour policy, implemented effectively, with a record kept of sanctions for serious misbehaviour)
- The Independent School Standards: Guidance for independent schools, Department for Education, April 2026 (paragraph 9, 3.19 to 3.23)
- Behaviour in Schools: advice for headteachers and school staff, Department for Education, February 2024
- The Children's Wellbeing and Schools Act 2026 (the duty to have regard to national guidance on the use of mobile phones in schools)
- Mobile phones in schools, Department for Education, 19 January 2026
- Searching, Screening and Confiscation: advice for schools, Department for Education, July 2022
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026
- The Equality Act 2010
- Suspension and Permanent Exclusion guidance, Department for Education, July 2026, to which we have regard as good practice



10. Version Control

This document can also be found in the following locations and should be amended in the following (ie. Circle, Radar):

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Westfield House School is the Headteacher Jo Murray.



10.1 Appendices Appendix A: School-Specific Behaviour Annex

The headteacher completes this annex with the local detail that makes the policy true for this school. Everything in this annex is school personalisation.

At Westfield House School the following local arrangements apply:

- **Our school values and how they shape behaviour:**

At Westfield House School, we use a therapeutic, trauma-informed approach to behaviour, recognising that behaviour is a form of communication. We place the pupil at the centre of all decision-making and work to understand the underlying needs behind behaviours, ensuring pupils receive the right support to achieve positive outcomes.

Our approach is underpinned by both PACE (Playfulness, Acceptance, Curiosity and Empathy) and Positive Behaviour Support (PBS). Through PBS, we seek to understand the function and purpose of behaviour, identify triggers, teach alternative skills and implement proactive strategies that promote positive outcomes for our pupils. We focus on prevention, relationship-building and developing pupils' ability to regulate their emotions and behaviour successfully. Whilst maintaining a nurturing and supportive environment, we also have clear boundaries, routines and expectations that help pupils feel safe, secure and ready to learn. We believe that consistency and predictability are essential in supporting pupils to succeed.

Staff are expected to model the behaviours we wish to see in our pupils. Respect is a core expectation throughout the school; however, we recognise that respect must also be demonstrated by adults. Staff model kindness, professionalism, emotional regulation and positive communication, actively teaching pupils what acceptable and unacceptable behaviours look like through daily interactions, restorative conversations and reflective practice.

We understand that every pupil has individual strengths, needs and experiences. Through strong relationships, effective communication and person-centred planning, we strive to ensure that pupils' academic, emotional, social and pastoral needs are understood and met.

Westfield House School promotes a strong and positive school culture, with expectations tailored to pupils' developmental stage and future aspirations.

Key Stage 2

- Developing emotional regulation and communication skills.
- Learning routines, boundaries and expectations.
- Building positive relationships with peers and adults.
- Developing confidence and resilience within a structured environment.



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Key Stage 3

- Increasing responsibility for choices and behaviours.
- Developing self-awareness and self-regulation strategies.
- Building independence and problem-solving skills.
- Preparing for increased expectations within Key Stage 4.

Key Stage 4

- Promoting independence, accountability and personal responsibility.
- Developing employability, social and life skills.
- Preparing pupils for further education, training or employment.
- Supporting successful transitions into adulthood and the wider community.

Across all key stages, pupils are expected to show respect for themselves, others, property and the learning environment. These expectations are consistently promoted and modelled by all staff to ensure pupils are well prepared for life beyond Westfield House School.

Our daily routines, including start of day, transitions and breaks:

• Start of the Day

Pupils are welcomed each morning by a member of the Westfield House School team, who greets pupils from the car park and supports them in transitioning positively into the school environment.

Pupils then attend their form groups, where staff assess individual needs and ensure pupils have the support required for a successful start to the day. Depending on need, pupils may access:

- Breakfast and social interaction.
- Quiet time and regulation opportunities.
- A structured form session.
- Emotional check-ins with trusted adults.
- Preparation for the school day through visual timetables and discussion.

This flexible approach allows staff to respond to individual needs whilst maintaining consistent routines and expectations.

Transitions Throughout the Day

Transitions are carefully planned and supported by staff. Strategies may include:

- Visual timetables.
- Verbal reminders.



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- Transitional objects or support.
- Movement and sensory breaks.
- Individual regulation strategies.

Staff provide additional support where necessary to ensure pupils can move successfully between activities and lessons.

Break and Lunchtimes

Break and lunchtime periods are supervised and structured to promote positive social interactions. Pupils have opportunities to:

- Access outdoor activities.
- Participate in organised games and activities.
- Spend time in quieter spaces when needed.
- Develop social communication and relationship skills.
- Staff are available throughout these periods to support regulation, problem-solving and positive engagement.

End of the Day

Pupils are supported to reflect on their day, celebrate successes and prepare for a calm transition home. Relevant information is shared with parents, carers and transport providers where appropriate to ensure continuity of support.

Our recognition and reward systems:

At Westfield House School, we believe that recognising and reinforcing positive behaviour is key to supporting pupil development, self-esteem and engagement. Our reward systems are individualised, meaningful and linked to each pupil's personal targets and achievements.

All pupils have an individualised points sheet, with targets that are tailored to their specific needs, areas of difficulty and personal development goals. These targets are reviewed regularly by staff to ensure they remain relevant and achievable. Pupils are rewarded for demonstrating positive behaviours, making progress towards their targets and meeting the expectations set for them.

Points collected throughout the week contribute towards rewards within each form group. Form teams celebrate success regularly and may provide rewards for top point scorers or pupils who have demonstrated significant effort, progress or improvement. Rewards are personalised wherever possible to reflect pupils' interests and motivations.



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Form groups may also work towards shared rewards and experiences. Staff will often identify collective behavioural targets or areas for development within a form and agree incentives such as:

- Special activities.
- Enrichment opportunities.
- Additional privileges.
- Educational visits and trips.
- Group celebrations.

Every half-term, pupils are nominated and voted for by staff in recognition of their achievements, progress and contribution to the school community. These nominations contribute towards our annual Celebration Day, where pupils, parents, carers and family members are invited to attend a whole-school awards event. During this event, pupils are recognised through:

- Trophies.
- Certificates.
- Special awards.
- Individual achievement recognition.
- Celebration of academic, social and personal successes.

The Behaviour and Pastoral Teams regularly review behaviour data and reporting systems to identify opportunities for further recognition and encouragement. Using a Positive Behaviour Support (PBS) approach, staff focus on "rewarding the good", ensuring that positive choices, effort, resilience and personal growth are consistently recognised.

Where appropriate, personalised incentives may be implemented based on a pupil's individual interests, strengths and aspirations. This ensures rewards remain meaningful, motivating and effective in supporting long-term positive behavioural change.

Through this approach, Westfield House School aims to create a culture where success is celebrated, positive relationships are valued and every pupil can experience achievement and recognition.



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Key Pastoral and Behaviour Support Roles and How to Refer to Them

Class Teachers

- First point of contact for behaviour support within the classroom.
- Implement behaviour strategies, support plans and classroom interventions.
- Monitor behaviour, attendance and engagement within lessons.

Teaching Assistants

- Provide daily support, emotional regulation and intervention.
- Support pupils during times of heightened anxiety or dysregulation.
- Build positive relationships with pupils through consistent and therapeutic approaches.
- Support the implementation of individual behaviour and pastoral strategies.

Behaviour Team

Westfield House School operates a dedicated Behaviour Team consisting of:

- Pastoral Lead
- Associate Headteacher
- Deputy Headteacher

The Behaviour Team works collaboratively to support pupils across the school and provide a consistent response to behavioural incidents and wellbeing concerns.

To ensure timely support, members of the Behaviour Team operate a rota system, with one member always available on radio communication throughout the school day. This allows staff to quickly access support for:

- Behaviour incidents.
- Emotional dysregulation.
- Pastoral concerns.
- Restorative conversations.
- Risk management and de-escalation support.
- Crisis intervention where required.

Referrals to the Behaviour Team can be made through radio communication, direct contact or discussions with the pupil's class teacher or form team.

Pastoral Team

- Coordinates pastoral support.
- Provides guidance regarding pupil wellbeing.
- Supports staff in developing therapeutic responses to behaviour.



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- Works closely with pupils, families and external agencies to ensure needs are met.

Referrals can be made through discussions with the class teacher, SLT or directly to the Pastoral Team.

Designated Safeguarding Lead (DSL)

- Supports pupils where behaviour may be linked to safeguarding concerns, trauma, adverse childhood experiences or welfare needs.
- Ensures safeguarding concerns are identified, recorded and acted upon appropriately.
- All members of the behaviour team are safeguarding officers.
- Referrals should follow the school's safeguarding procedures.

Senior Leadership Team (SLT)

- Provides strategic oversight of behaviour and pastoral provision.
- Supports complex behavioural cases and risk management.
- Leads on significant behavioural incidents when required.
- Ensures consistency in the implementation of the Behaviour Policy and therapeutic practice across the school.

Headteacher

- Oversees the implementation of the Behaviour Policy and associated procedures.
- Ensures behaviour practice reflects the school's therapeutic, trauma-informed and Positive Behaviour Support approaches.
- Monitors the effectiveness of behaviour systems and interventions.
- Promotes a positive school culture where high expectations are balanced with nurture, understanding and individualised support for pupils.

Local and specialist agencies we work with:

Westfield House School works closely with a range of specialist services to meet pupils' needs, including:

- **Educational Psychologists**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Norfolk SEND and Inclusion Services**
- **Speech and Language Therapy Services**



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- **Occupational Therapy Services**
- **Children's Services and Social Care**
- **Virtual School for Looked After Children**
- **School Nursing Service**
- **Early Help Services**
- **Youth Justice Services** (where appropriate)
- **Police Safer Schools Team** (where appropriate)
- **Local Authority SEND Teams**

Referrals to external agencies are coordinated through the school's pastoral, safeguarding and leadership teams, in consultation with parents/carers and other professionals where appropriate.



10.2 Appendix B: Behaviour Support Plan Template

The behaviour support plan helps staff understand, anticipate and respond consistently to a pupil's behaviour. It is written with the pupil, the family and relevant professionals and reviewed regularly. Complete one row for each pupil.

Section	Details
Pupil name	
Year and class	
Date of last review	
Plan author(s)	
Context and the pupil's story	Background, experiences and how these inform behaviour
Strengths and interests	What the pupil enjoys, their strengths and signs of resilience
Known triggers	Situations, environments or interactions that may lead to distress
Proactive strategies	How we prevent escalation, including adaptations and engagement
Response strategies	How staff respond, including de-escalation and agreed support
Linked risk assessments	Any associated risk assessments to read alongside this plan
Targets	Specific, positive behaviour targets framed as learning
Review dates	Schedule for regular review and update
Signatures	Staff and, where appropriate, pupil and parent or carer

Individual Pupil Risk Assessment

Name:		Date of birth:			
School:		Date:			
Author:					
Who contributed:					
Revision dates:	1.	2.	3.	4.	5.

Assessment of risk	Risk Score	Risk Level	Updated on	Updated by



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1. RISK					
Risk Title:					
Residual Risk Level: (Complete at the end)		Low Med High			
Assessing <u>residual</u> risk: (After all risk control measures have been implemented)					
Likelihood score:		Consequence score:		Residual risk score:	
2. UNDERSTANDING THE RISK					
Risks to whom:					
Previous Occurrences / Historical Information:					
Hazards (potential source of danger):					
Triggers (something that happens before a particular event or situation):					
Indicators (sign or signal):					
Assessing <u>presenting (inherent)</u> risk: (Before any risk control measures have been implemented)					
Likelihood score:		Consequence score:		Inherent risk score:	



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3. CONTROL MEASURES (Including clinical strategies where applicable)

Before:

-

During:

-

After:

-
-

1. RISK

Risk Title:

Residual Risk Level:
(Complete at the end)

Low
High

Med

Assessing residual risk: (After all risk control measures have been implemented)

Likelihood score:

Consequence
score:

Residual risk
score:

2. UNDERSTANDING THE RISK

Risks to whom:

Previous Occurrences / Historical Information:

-

Hazards (potential source of danger):

-

Triggers (something that happens before a particular event or situation):

-

Indicators (sign or signal):

-



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Assessing presenting (inherent) risk: (Before any risk control measures have been implemented)

Likelihood score:		Consequence score:		Inherent risk score:	
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3. CONTROL MEASURES (Including clinical strategies where applicable)

Before:

-

During:

-

After:

-

1. RISK

Risk Title:

Residual Risk Level:
(Complete at the end)

Low
High

Med

Assessing residual risk: (After all risk control measures have been implemented)

Likelihood score:		Consequence score:		Residual risk score:	
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2. UNDERSTANDING THE RISK

Risks to whom:

Previous Occurrences / Historical Information:

-

Hazards (potential source of danger):

-

Triggers (something that happens before a particular event or situation):

-

Indicators (sign or signal):

-



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Assessing presenting (inherent) risk: (Before any risk control measures have been implemented)

Likelihood score:		Consequence score:		Inherent risk score:	
--------------------------	--	---------------------------	--	-----------------------------	--

3. CONTROL MEASURES (Including clinical strategies where applicable)

Before:

-

During:

-

After:

-

4. REVIEW & EVALUATION OF RISK

Role	Name	Comments	Date
		Initial Risk Assessment Created	
		Review	
		Review	
Executive Head/ Head Teacher/ Deputy Head			
Regional Manager (if applicable)			
Clinician / Clinical Team (if residual risk is high)			
Specialist Team (if applicable) self-injurious behaviour			

Read / Shared with (e.g., Staff; Parent, Social Worker; Young Person; YOT & School including date shared):
I have read and understood this risk assessment

Name	Role	Sign	Date
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Appendix 1: Risk Rating Matrix

RISK RATING MATRIX		
Consequence Descriptors		
Rating	Description	Harm/Injury
1	Insignificant	No or only minor personal injury: No lasting impact. Resolved quickly. No impact on others on environment.
2	Minor	Minor injury/harm: First aid needed, temporary impact, minor damage
3	Moderate	Injury: Possible hospitalisation or attendance at hospital, police involvement, impact on others, harm may have implications for the future
4	Major	Single death &/or long-term illness or multiple serious injuries, multi-agency involvement, major damage requiring long term recovery. levels of company exposure
5	Catastrophic	Fatality(les) or permanent disability or ill-health, profound and enduring effects on others and environment, criminal acts, high level of company exposure



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Likelihood Descriptors					
Rating	Description			Harm/Injury	
1	Rare			Highly unlikely, but it may occur in exceptional circumstances. could happen, but probably never will	
2	Unlikely			Not expected, but there is a slight possibility it may occur at some time	
3	Possible			The event might occur at some time as there is a history of casual occurrence at the service	
4	Likely			There is a strong possibility the event will occur as there is a history of frequent occurrence at the service	
5	Almost Certain			Very likely. The event is expected to occur in most circumstances as there is a history of regular occurrence at the service	

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	0	1	2	3	4	5
CONSEQUENCE						

Overall Risk Rating – Colour Key	
	Low (Score of 1-8)
	Medium (Score of 9-15)
	High (Score of 16-25)