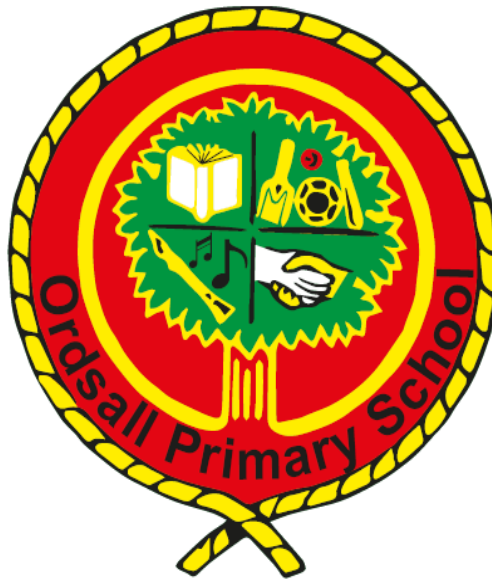




Play, Learn and Grow...Together!

Ordsall Primary School

Behaviour Policy

Date reviewed: September 2026

Reviewed by: Karl Hopkinson (Headteacher)

Approved by: Governing Body

Next review: September 2027

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Statement of intent

Ordsall Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, as outlined in the school's [Code of Conduct](#), alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education (KCSIE)'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) 'Restrictive Interventions, including Use of Reasonable Force in Schools'

This policy operates in conjunction with the following school policies:

- School Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Restrictive Interventions Policy
- Child-on-child Abuse Policy
- Child Protection Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing body will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the governing body on the implementation of this policy.

The SENCO will be responsible for:

- Collaborating with the governing body, headteacher and SLT to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.

- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Following the school's [Code of Conduct](#).
- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the school in enforcing this policy.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Managing behaviour

At Ordsall Primary School, staff are reminded to follow the following steps:

- Use positive behaviour management strategies first by noticing, recognising and reinforcing positive behaviour through praise, RESPECT slips and the school's rewards system.
- Follow the school's graduated response of **Reminder** → **Warning** → **Consequence**.
- Give pupils opportunities to make positive choices.
- Use calm, consistent language and avoid confrontation.
- Apply consequences fairly and proportionately.
- Restore relationships and support pupils to return successfully to learning.

Staff responsibility for managing behaviour

All members of staff are responsible for managing the behaviour of pupils in their care and for responding appropriately to unacceptable behaviour that they witness. Staff should take ownership of behaviour incidents and, for the majority of incidents, manage these themselves using the school's graduated response of **Reminder** → **Warning** → **Consequence**.

Routine incidents of unacceptable behaviour should not normally be referred to, or pupils sent to, a member of the Senior Leadership Team (SLT). The member of staff dealing with the behaviour is responsible for applying an appropriate and proportionate consequence, supporting reflection and restoration, and enabling the pupil to return positively to learning.

SLT involvement should normally be sought where:

- behaviour is sufficiently serious to require immediate senior involvement, including serious violence or aggression, discriminatory or abusive behaviour, serious bullying, deliberate significant damage, or behaviour that presents a significant risk to the safety of the pupil or others;

- an appropriate consequence has been issued by the member of staff and the pupil's unacceptable behaviour continues or escalates;
- there is repeated or persistent behaviour where the usual graduated response and support strategies have not resulted in improvement and a higher level of intervention is required; or
- there are safeguarding or other exceptional circumstances which require senior involvement.

Seeking advice or support from a colleague or member of SLT is always appropriate where a member of staff is concerned about a situation. However, this does not remove the responsibility of the member of staff to manage routine behaviour within their role.

4. Graduated response to unacceptable behaviour

At Ordsall Primary School, all staff are expected to respond to unacceptable behaviour calmly, consistently and fairly. The majority of behaviour incidents will be managed using the graduated response below.

Step 1 – Reminder

The adult reminds the child of the expected behaviour, referring to the school's Code of Conduct where appropriate. The reminder should be calm, clear and respectful, giving the child the opportunity to make the correct choice.

Step 2 – Warning

If the behaviour continues, the child receives a clear warning that their behaviour is unacceptable and that a consequence will follow if it continues. Staff should again remind the child of the expected behaviour and give them the opportunity to make a better choice.

Step 3 – Consequence

If the behaviour continues following a reminder and warning, an appropriate and proportionate consequence will be applied. Wherever possible, consequences should be logical and linked to the behaviour displayed. Examples include:

- completing unfinished work during another appropriate time
- repairing or restoring any damage caused
- apologising or repairing relationships where appropriate
- spending time away from peers to regulate behaviour
- temporary removal from an activity or classroom

The member of staff managing the incident is responsible for determining and applying the appropriate consequence. A pupil should not normally be referred to SLT simply because they have reached the consequence stage of the graduated response.

Where an appropriate consequence has been issued and the pupil continues to display unacceptable behaviour, does not comply with the consequence and the behaviour continues, or the behaviour escalates, the incident may then be referred to SLT for further support and an escalated response.

Serious behaviour may be referred to SLT immediately without progressing through each stage of the graduated response.

Consequences should be immediate where possible, proportionate to the behaviour displayed and designed to help the child make a better choice in future.

Following the consequence, staff will support the child to reflect on what happened, restore relationships where appropriate and help them return positively to learning.

Staff should avoid entering into lengthy discussions or negotiations during an incident. Behaviour should be addressed calmly and consistently, with restorative conversations taking place once the child is calm and ready to reflect.

5. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Support

Within school, support measures are in place to help children with emotional and behavioural difficulties and all children in this category will have individual plans which identify the support they are given in school.

Support is provided in many ways:

- Support at break times.
- 1:1 support in the classroom.
- Small group support in and out of the classroom.
- Through our Emotional Literacy Support Assistants (ELSAs).
- Through our Pastoral and Wellbeing Lead.
- Individual strategies or alternative arrangements for certain times in the school day.

De-escalation and restrictive interventions

In all cases of serious misbehaviour, staff use their communication skills in speaking directly to the individuals involved in an attempt to de-escalate the situation. If this fails and there is evidence that there is an imminent risk of injury to themselves or others, damage to property, or behaviour that compromises good order and discipline, then staff may need to use physical intervention to ensure the safety of all.

All members of staff are aware of the regulations regarding the use of restrictive interventions, as set out by the Department for Education and the school's Restrictive Interventions Policy, and the school provides staff with opportunities to access the appropriate training and updates to support this work. Unless it is a situation of imminent danger, staff will use restrictive interventions in certain situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

After several occurrences of restrictive interventions, an individual handling plan and a risk assessment is written and discussed with parents/carers. Individual plans are reviewed and may involve outside agencies if parents agree.

Implementing sanctions

The majority of behaviour incidents will be managed using the school's graduated response of **Reminder** → **Warning** → **Consequence**.

Consequences should always be proportionate, reasonable and, wherever possible, directly related to the behaviour displayed. The purpose of a consequence is to support children in learning from their behaviour and making better choices in the future, rather than simply acting as a punishment.

Staff should use professional judgement when determining the most appropriate consequence, taking account of:

- the nature and seriousness of the behaviour
- the child's age and stage of development
- any SEND, medical or safeguarding considerations
- previous behaviour patterns
- the context of the incident

Serious incidents involving violence, aggression, discriminatory behaviour, bullying, deliberate damage, abusive behaviour or behaviour placing others at risk may result in staff bypassing the graduated response and implementing an immediate higher-level consequence.

Where possible, consequences will be logical and related to the behaviour displayed, for example completing missed work, repairing harm or damage, restoring a relationship, or spending an appropriate period of time away from an activity or peers.

Staff are expected to take responsibility for implementing appropriate consequences for the behaviour they manage. Referral to SLT is not, in itself, a routine consequence. SLT involvement will normally follow where an appropriate consequence has been issued and unacceptable behaviour continues or escalates, or where the nature or seriousness of the initial behaviour warrants immediate senior involvement.

Online behaviour

The school recognises that inappropriate behaviour can occur both offline and online. Where a one-off online incident occurs that does not constitute bullying but affects pupil wellbeing or the school environment, it will be responded to in the same way as any offline incident in accordance with this policy. Sanctions and support will be applied proportionately, with a focus on helping pupils understand the impact of their actions and prevent recurrence.

Lunchtimes

At lunchtimes, positive behaviour is acknowledged through verbal praise or the issuing of a RESPECT slip which identifies the school value that has been demonstrated.

Behaviour during lunchtimes which is not in line with the school's [Code of Conduct](#), such as verbal abuse to members of staff, bullying, fighting, insolence, damaging school property, and continuous defiance is not acceptable. Members of staff supporting at lunchtimes, typically Midday Supervisor Assistants (MDSAs), are asked to follow these steps when dealing with these issues:

Step 1 – Reminder

Reminder of the expected behaviour, with reference to the school's [Code of Conduct](#).

Step 2 – Warning

A clear warning that the behaviour must stop and that a consequence will follow if it doesn't.

Step 3 – Consequence

A 2-minute period of reflection standing alongside the supervising adult.

Step 4 – Escalated Consequence

A 10-minute period of reflection spent inside and supervised by a member of staff.

Step 5 – SLT Referral

Where behaviour continues following the escalated consequence, or is sufficiently serious to warrant immediate senior involvement, the incident is referred to SLT for further support and an appropriate response.

Any violent or threatening behaviour will not be tolerated by the school and may result in some of the steps above being bypassed. It may also result in a suspension in the first instance.

When using restrictive intervention in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Trips and visits

It is expected that all children will follow the Behaviour Policy, including times when they taking part in a school trip or visit. Risk assessments will be carried out if the behaviour of individual children poses a health and safety risk to themselves, others or staff on a trip and, if necessary, parents will be informed by a member of SLT that their child will be unable to accompany their class on a trip.

Bullying

The school does not tolerate bullying of any kind. If we discover that bullying has taken place, we will act immediately to stop any further occurrences of such behaviour as outlined in our Anti-bullying Policy.

Repeated or persistent misbehaviour

Where there is repeated or persistent misbehaviour, parents will be informed of what is happening and will have the opportunity to meet and talk with the staff at school. The child will be given the opportunity to make the right choices and will be encouraged to think further about their behaviour. If the behaviour continues, the child will receive an escalated consequence. This may involve being

asked to work in a different class or meeting with a member of SLT. Further guidance can be found in our [Hierarchy of Support Strategies](#).

Staff will monitor and keep a record of children who display persistent misbehaviour using CPOMS. Where misbehaviour continues, relevant strategies will be put into place with guidance and advice from appropriate external agencies or professionals.

Mobile phones and personal devices

Pupils are not permitted to use or have access to mobile phones or other personal internet-enabled devices during the school day.

Any pupil bringing a mobile phone to school must stop using the device as soon as they enter the school site. Mobile phones must be switched off and handed to the class teacher at the start of the school day for safe storage. Mobile phones must not be kept in pupils' bags or personal belongings during the school day.

Phones will be returned to pupils at the end of the school day and should not be used until the pupil has left the school site.

Where there are exceptional circumstances relating to a pupil's individual needs, alternative arrangements may be agreed by the headteacher.

Leaving school without permission

Staff should never run or chase after a child who leaves the school premises without permission as this is likely to exacerbate the situation. Instead, they should follow the steps below, starting at step 9.

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

1. The member of staff who has noticed the absent pupil will inform the headteacher immediately.
2. The office staff will also be informed as they will act as a point of contact for receiving information regarding the search.
3. A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher.
4. The following areas will be systematically searched:
 - a. All classrooms
 - b. All toilets
 - c. All shared areas, e.g. art room, library and corridors
 - d. The school bungalow
 - e. The school grounds
5. Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
6. If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified.
7. The school will attempt to contact parents using the emergency contact numbers provided.
8. If the school is unable to contact anyone on the emergency contact list and the pupil has not been found after 10 minutes, the police will be contacted.

9. If it is known or suspected that a pupil has left the school site, parents and the police will be contacted.
10. The absent pupil's teacher will log an incident on CPOMS, describing all circumstances leading up to the pupil going missing.
11. If the absent pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
12. When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
13. Parents and any other agencies will be informed immediately when the pupil has been located.

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with this policy.

6. Suspensions and exclusions

- A **"suspension"** is defined as the temporary removal of a pupil from the school for behaviour management purposes. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An **"exclusion"** is defined as the permanent removal of a pupil from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or staff in the school.

Internal suspensions

Internal suspensions will be organised for children whose behaviour is endangering the health and safety of others at particular times of the day, e.g., playtimes, or when they are causing constant and consistent disruption to the learning of other pupils in class. It may be that their behaviour has deteriorated to the point that they are no longer responding to their class teacher. In this case, they will be removed from their class and will spend either the day or part of the day with another member of staff completing work set by their class teacher. During the day they will not have contact with any of the other children in school. These internal suspensions may escalate to a suspension that requires temporary removal from the school.

Suspensions and exclusions

The Headteacher may issue a suspension when there has been an extreme case of misbehaviour and after a full investigation of all the evidence. They are used to demonstrate to the child, their parents and their peers that certain offences are taken very seriously by school and will not be tolerated, as well as to ensure the safety of others in school.

Extreme misbehaviour may include, but is not limited, to the following:

- Violent physical attack.
- Creating a serious risk to the health and safety of themselves and/or others.
- Serious deliberate damage to property.

- Serious and persistent defiance.
- Serious and persistent verbal abuse.

Any suspensions will be conducted in line with the appropriate guidance from the Local Authority.

The Headteacher's decision to exclude, instead of suspend, a pupil is typically taken when a child's behaviour constitutes either a significant breach of school rules, a significant risk to the safety, welfare of education of themselves and/or others, or when previous disciplinary measures have been taken and have been unsuccessful.

7. Effective classroom management, praise and rewards

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year by sharing the school's [Code of Conduct](#) and ensuring the rules and routines of the class are understood by all pupils.
- Remind children of the school's [rewards system](#).
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Praise and RESPECT slips

Rewarding children for their successes is vital in the process of promoting good behaviour. At Ordsall Primary School, there are a number of ways in which good behaviour is rewarded. The system used encourages not only collective and individual rewards, but all the development of equality and democracy. The whole system is designed to not only link together but to offer a hierarchy of rewards for children to aspire to receive, individually or as part of a wider group.

Verbal or written praise and feedback is used to acknowledge and promote positive behaviour. This may be for producing a good piece of work or modelling the expected standards in behaviour. At times, children may be identified for requiring praise from another member of staff.

Additionally, a child may be rewarded with a RESPECT slip which links to and acknowledges when a child has demonstrated one of the school's values (Respect, Effort, Support, Passion, Enrichment, Compassion, Teamwork).

Whole school rewards

Whole school praise and rewards are done through the school's [rewards system](#), including Wall of Success, Star of the Week, Attendance rewards and the Team Point system. These systems reward children positively for their behaviour, choices, and their demonstration of the school's RESPECT values.

8. Monitoring and review

This policy will be reviewed by the headteacher and governing body on an annual basis. They will make any necessary changes and communicate these to all members of staff and relevant stakeholders.



Our Code of Conduct



We are good learners and we do our best so that we can be proud of our work and ourselves.



We listen carefully so that we can learn from each other.



We are caring, kind, cooperative and helpful so that we can make our school a safe and happy place.



We move quietly around school so that others can work and to avoid accidents.



We settle our disagreements peacefully by talking about them so that we do not hurt each other.



We look after the school and its equipment so that we have what we need to learn and can work in a pleasant environment.



We look after other people's property so that all our belongings are safe.

Play, Learn and Grow...Together!



Rewards System

We all like to be told that we are doing well and, at Ordsall Primary School, we have many ways to say 'well done' to our children, so that they are rewarded for all their efforts.

At Ordsall, we concentrate on trying to be 'the best that we can be', and children that strive to do this are acknowledged for their effort in a variety of ways.

Praise and RESPECT Slips

Verbal or written praise and feedback is used to acknowledge and promote positive behaviour. This may be for producing a good piece of work or modelling the expected standards in behaviour.

Additionally, a child may be rewarded with a RESPECT slip which links to and acknowledges when a child has demonstrated one of the school's values (Respect, Effort, Support, Passion, Enrichment, Compassion, Teamwork).

Team Points

When you move into Year 1 at Ordsall Primary School, you are placed into one of four teams: Jupiter, Mercury, Neptune or Saturn.

During the year, everyone gets the chance to earn Team Points for themselves through the following:

- Being Star of the Week = 3 Team Points.
- Being on the Wall of Success = 3 Team Points.
- Reading at home three times during the week = 1 Team Point.
- Practising your weekly spellings = 1 Team Point.
- Practising on NumBots or Times Tables Rock Stars = 1 Team Point.
- Demonstrating the school's RESPECT values = 1 Team Point.

Once a Team Point has been awarded, then it cannot be taken back. Also, Team Points can only be awarded once, i.e., two members of staff cannot award a Team Point for the same thing.

Team Rewards

At the end of each month, the team point totals are added up to find the winning team in each class, the winning teams in Phases 2 and 3, as well as the five highest scoring children in the class.

Each month there are a range of rewards given:

- The highest scoring team in a class will decide together, using democracy, the prize that they would like. This may be some extra playtime, a drink and a biscuit at breaktime, some time on the iPads etc. All members of that team in their class will then get to enjoy that reward.
- The highest scoring team in the phase will receive a point on the scoreboard.
- The five highest scoring children in each class will receive a certificate.

At the end of the year, all the points on the scoreboard are added up and the teams are ranked into 1st, 2nd, 3rd and 4th. Each team will receive a reward for their efforts.

Individual Rewards

Individual children will then be able to count up the number of certificates they have accumulated across the year and they too will be able to claim an individual prize.

All prizes are confirmed at the start of each academic year.

Star of the Week

Every week, a child in each class is awarded a Star of the Week certificate which is presented and celebrated in assembly. Star of the Week certificates are given to children that demonstrate the school's RESPECT values.

Wall of Success

Children may be given a 'brick' to be placed on the Wall of Success as a result of their individual effort and hard work on a task during the week. These are displayed in the school hall so they can be shared and celebrated with the entire school community.

Attendance

The school will acknowledge outstanding attendance and punctuality in the following ways:

- End of year 100% attendance certificates.
- Termly 96%+ (school target) attendance certificates.
- Weekly acknowledgements for children that have attended school for every session that week.
- Weekly attendance assembly, with the winning class receiving a reward, e.g., additional playtime.
- Children receiving a raffle ticket for each week they fully attend, leading to an increased chance of winning a termly prize.
- Weekly class trophy for the class with the highest attendance in each Phase.

Graduated Behaviour Response

Behaviour	Adult Response	Outcome
Expected behaviour	Praise, RESPECT slips and rewards	Positive behaviour recognised and reinforced
Reminder	Calm reminder of the expected behaviour	Opportunity to make the right choice
Warning	Clear warning and reminder of the consequence	Final opportunity to change behaviour
Consequence	Logical, proportionate consequence	Reflection, restoration and return to learning
Repeated or persistent behaviour	Parent contact, support strategies and, where behaviour continues, SLT involvement	Graduated support and intervention
Serious behaviour	Immediate SLT involvement, restrictive intervention (where lawful and necessary), suspension or permanent exclusion where appropriate	Safety restored and appropriate action taken

Hierarchy of Support Strategies

