



CONSEQUENCES FOR POOR BEHAVIOURAL CHOICES

In line with the Moorfield Way and Trackit Lights  Trackit Lights

1) **'The look'** and gentle reminder of what is expected.

2) **ORANGE** Trackit Light

3) **YELLOW** Trackit Light

4) **RED** Trackit Light

A Restorative/Reflective conversation to take place with the class teacher unless identified as a serious incident then the conversation will be with the Headteacher or Deputy Headteacher (other members of SLT in their absence). Parents and Carers will be informed by class teacher or SLT.

- **Acts of Aggression**

Straight to Stage 4 consequence.

A Restorative/Reflective conversation to take place with either the Headteacher or Deputy Headteacher (other members of SLT in their absence).

Parents and Carers informed by class teacher or SLT.

Depending on the severity of the act it may be necessary to enact an internal or external exclusion. Each case will be looked at on an individual basis.

- **Refusal to comply with staff directions at any of the above stages**

e.g. refusing to engage and communicate with adults, the Behaviours for Learning Policy or Moorfield Way etc. is also classed as straight to Stage 4 consequence.

Restorative/Reflective conversation to take place with either the class teacher or SLT.

Parents and Carers informed by class teacher or SLT.

Depending on the severity of the act and whether the refusal to comply places any child in a position where there are safeguarding concerns, it may be necessary to enact an internal or external exclusion. Each case will be looked at on an individual basis.

- **SLT to monitor children who repeatedly receive Stage 4 sanctions**

Those pupils who repeatedly have restorative conversations will be subject to internal exclusions and at risk of external exclusions. An internal exclusion will in most cases result in a pupil working with a member of the SLT away from their peers. Next steps will be decided in conjunction with the child, their individual needs, their family, pastoral mentors and, where relevant, any outside agencies. An Individual Behaviour Plan may be the next step in supporting their behaviour for learning needs (see Supporting Children with Specific Needs – appendix 5).