Behaviour and Discipline Policy
Seascape Primary School

Date Agreed	September 2026
Date to be Reviewed	September 2027 (or sooner if required)
Signed	**YET TO BE RATIFIED BY THE GOVERNNG BODY**

Introduction

This document is a statement of the aims, principles and strategies for the management of behaviour at Seascape Primary School.

Purpose of the policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

This policy should be read alongside the school's On-line Safety Policy that is based on the Department for Education's (DfE) statutory safeguarding guidance, Keeping Children Safe in Education, and its advice for schools on Preventing and tackling bullying and cyber-bullying: advice for Headteachers and school staff.

Home / School Agreement

The school, parents and pupils are expected to sign a Home /School Agreement (see annex 1) to demonstrate their commitment to the support the implementation of this policy.

Aims

At Seascape Primary School, we strive to ensure that all children are treated fairly by staff and other children alike. We want our learning environment to feel safe and secure, so that children can feel confident to be themselves and develop in their own way.

Our aims are that all children will:-

- Understand what acceptable behaviour is and be educated and informed to make the right choices and use appropriate strategies to self-regulate, managing their feelings independently
- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a responsible interest in caring for their environment.

Leadership and Management work towards the school's aim by:-

- Keeping this policy under regular review, in conjunction with Governors
- Ensuring that staff understand and have received appropriate training in order to apply the policy consistently
- Reporting back to those responsible for governance.

Staff work towards the school's aims by:-

- We use positive, reinforcement- based strategies because these are most effective in creating long- term behavioural change
- We actively build positive relationships with all of our pupils
- Adults, lead and model the learning behaviours we expect to see around school at all times

- Listen and show respect towards each other and the children.
- Adults should at all times be in control of their emotions and should only use a raised voice where necessary
- Rewarding good performance and behaviour. This provides the incentive for children to make the positive decision to choose good behaviour
- Providing a challenging and stimulating programme of study designed to engage pupils in their own learning and enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Enabling children to take increasing responsibility for their own learning and conduct
- Ensuring learning is progressive and continuous
- Being good role models-punctual, well prepared and organised
- Taking quick, firm action to prevent one child inhibiting another's progress
- Providing opportunities for children to discuss appropriate behaviour
- Working collaboratively with a shared philosophy and commonality of practice
- Signing the Seascape Primary School Home /School Agreement

Pupils work towards the school's aims by:-

- Following the school rules
- Learn and then abide by our school values
- Be polite, courteous and respect others
- Listen and show respect to adults and each other
- Making the positive decision to choose good behaviour
- Attending in good health, maintained by adequate diet, exercise and sleep
- Attending regularly
- Being punctual and ready to begin lessons on time
- Being organised-bringing necessary kit, taking letters home promptly, returning homework on time
- Conducting themselves in an orderly manner in line with the Behaviour Policy
- Taking responsibility for their environment and for their own learning and conduct
- Signing the Seascape Primary School Home /School Agreement

Parents work towards the school's aim by:-

- Ensuring that children attend in good health, punctually, regularly and wearing the correct school uniform
- Avoid taking holidays during term time
- Encouraging their children to keep the school rules and praising their child when they receive rewards
- Cooperating fully with the school when their child does not behave well and is given a consequence
- Ensuring early contact with the school to discuss matters, which affect a child's well-being, attendance happiness, progress and behaviour
- Informing the school or providing prompt notes to explain all absences
- Providing support for the discipline within the school
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Taking an active interest in children's learning, where appropriate, giving due importance to homework, hearing reading and assisting in learning of tables and spellings
- Work alongside school leaders with regard to individual risk assessments, where required, in order to support behaviour in school
- Signing the Seascape Primary School Home/School Agreement

Rules, Rewards and Consequences

The underlying principle of the policy is to emphasis what pupils are doing well by use of praise, so that others copy the good example that is being set. Adults should at all times be in control of their emotions and should only use a raised voice where necessary, for effect, on rare occasions.

All children are aware of the rules they are required to follow both in class and around the school. They are also aware that if they do not follow these rules there are consequences. They may be spoken to by the teacher, lose some of their break time to contemplate their actions, be sent to see the Headteacher and in some cases, a parent/carer will be informed, either by phone call or a face to face meeting with staff. Only in extreme cases and having followed all other measures, exclusion may be used as a consequence.

Seascape Primary Core Values:
At Seascape Primary School, our Core Values provide the foundation for our school culture and underpin the behaviours, attitudes and relationships we expect from all members of our community. Our values are **Integrity, Partnership, Accountability** and **Trust**, with **Respect** at the heart of everything we do (Appendix 4).

These values help children to understand not only how we do things at Seascape, but also how they can contribute positively to the wider world. They provide clarity and certainty by establishing a shared understanding of what is expected in school, enabling children to make positive choices, build strong relationships and take responsibility for their actions.

Through explicit teaching, modelling and daily practice, our Core Values help children develop the knowledge, skills and character needed to become responsible, active citizens within their communities. By embracing these values, pupils are well prepared for the next stage of their education and equipped to navigate the opportunities and challenges they will encounter throughout their lives. We believe that when children act with integrity, work in partnership with others, take accountability for their actions, demonstrate trust and show respect to everyone around them, they develop the personal qualities necessary to thrive both in school and beyond.

Seascape Primary School Golden Rules
At Seascape Primary School, our Golden Rules underpin everything we do and help create a safe, happy and respectful learning environment where every child can thrive. These simple expectations are taught, modelled and reinforced consistently by all staff and provide children with clear guidance about how to behave in school.

Our Golden Rules are:

Do Be Kind and Gentle
Do Listen
Do Work Hard
Do Look After Property
Do Be Honest

By following these Golden Rules, children demonstrate respect for themselves, others and the school environment. They help to build positive relationships, support effective learning and ensure that everyone feels valued, safe and included. Staff celebrate and recognise children who consistently demonstrate the Golden Rules, encouraging all pupils to make positive choices and contribute to our school community.

Seascape Primary School Rewards
At Seascape Primary School, we believe that positive behaviour should be recognised, celebrated and rewarded. Our approach focuses on noticing children who consistently make the right choices, follow our Golden Rules and demonstrate our Core Values. Rewards help to reinforce positive behaviours, build motivation and encourage all children to contribute positively to our school community.

<u>Praise and Positive Reinforcement</u>

Positive relationships between staff and pupils are at the heart of our rewards system. Staff actively look for opportunities to recognise and celebrate positive behaviour throughout the school day. Children receive praise and encouragement when they follow the Golden Rules, demonstrate our Core Values and successfully follow the rules, routines and systems of Seascape Primary School.

Praise may be given verbally, through positive feedback, by sharing successes with parents and carers, or through recognition in class and whole-school celebrations. We believe that recognising positive behaviour helps children to develop confidence, self-esteem and a strong sense of belonging within our school community.

Seascape Star Tickets

Children may be awarded a Seascape Star Ticket when they consistently follow the Golden Rules, embrace our Core Values and demonstrate our school expectations through their actions and attitudes.

Seascape Star Tickets are placed into a class prize draw throughout the week. On a Friday, three tickets are drawn from the Seascape Star jar in each class. The winning pupils are invited to exchange their ticket for a prize from the Seascape Rewards Shop.

This system encourages children to consistently make positive choices and celebrate the behaviours that contribute to a successful school community.

Values Champion

Each week, the school focuses on one of our Core Values. Through assemblies, lessons and daily interactions, children learn about the importance of the featured value and how it can be demonstrated through their words and actions.

Throughout the week, staff award Values Stickers to children who consistently demonstrate the focus value. At the end of the week, teachers nominate a Values Champion from their class. The chosen pupil is recognised during the whole-school Celebration Assembly and receives a special certificate and prize in recognition of their effort, commitment and dedication to living the school's values.

Headteacher's Team of the Week

Each week, the Headteacher awards a Team of the Week Certificate to the class that has demonstrated exceptional success, effort or improvement throughout the week. This award may be presented for:

Consistently following the Golden Rules and school expectations.
Demonstrating excellent behaviour and attitudes to learning.
Outstanding attendance and punctuality.
Exceptional teamwork and collaboration.
Producing high-quality work across the curriculum.
Showing resilience and determination when faced with challenges.
Making significant progress in learning.
Representing the school positively during events, visits or competitions.

The Team of the Week award celebrates collective achievement and reinforces the importance of working together to achieve success.

Headteacher's Star of the Week

The Headteacher's Star of the Week is awarded to individual pupils who have gone above and beyond in demonstrating the values and expectations of Seascape Primary School. Children may receive this award for:

Consistently demonstrating the Golden Rules.
Exceptional effort and commitment to learning.
Significant improvement in behaviour, attendance or attitude.
Outstanding kindness, respect or compassion towards others.
Showing resilience and perseverance when facing challenges.
Producing work of an exceptionally high standard.

Being a positive role model for others.
Embodying the school's Core Values through their actions and conduct.

Recipients are recognised during the weekly Celebration Assembly, where they receive a certificate from the Headteacher for their achievements. This prestigious award highlights individual excellence and inspires all pupils to strive to be the very best version of themselves.

Lunch time or break time

Children who break school rules at lunch time and / or break time, will spend playtime or lunchtime with a member of Senior Leadership Team, where school rules will be reinforced.

CONSEQUENCES

BEHAVIOUR LADDER

S7	**Permanent Exclusion** • Continued behaviours from S5/S6 despite interventions • A serious breach or repeated breaches of the behaviour policy where allowing a pupil to remain in school would seriously harm the education or welfare of others such as staff or pupils.
S6	**Suspension** • Continued behaviours from S5 • Physical and/or verbal assault of a pupil or adult • Criminal damage • Persistent bullying • Use or threat of use of an offensive weapon or prohibited item
S5	**Working in another designated area** • Further disruptive behaviour which affects peers • Refusal to comply with staff request • Fighting with other pupils • Disrespect to others and use of inappropriate offensive, abusive language including swearing at other children and staff • Bullying • Behaviour which is characterised by or showing prejudice, discrimination, or antagonism against a person or people on the basis of their membership of one or more protected characteristics such as race, ethnicity, gender, sexual orientation or disability • Attempting to leave school premises
S4	**Loss of their time (RED)** • Continued disruption which affects others inside and outside of the classroom • Lack of effort or engagement in task with refusal to work • Leaving the classroom without staff • Swearing when not in crisis • Continually failing to comply with adult instruction ****From this stage parents will be informed and incidents will be formally recorded**
S3	**Time Out / Reflection / Opportunity for Self-Regulation (AMBER)** • Time limited and proportionate to age • Continued disruption despite warning • Failing to comply with adult instruction
S2	**Verbal warning from staff** • Continued low level disruption • Name calling including non-intentional prejudiced name calling • Failing to comply with adult instruction
S1	**Positive reminder from staff member** • Low level disruption • Silly or inappropriate behaviour • Not engaged in task or listening to instruction • Failing to comply with adult instruction

***Detention at the end of the school day may be used depending upon an individual's needs in agreement with the child's parents in an attempt to avoid suspension.**

The Behaviour Ladder is intended to provide a consistent framework for informing the actions to be taken in response to any behavioural incidents. It is a matter for the professional judgement of the staff, to decide the level of sanction to be applied and at what point it is appropriate to escalate to the next stage in the event of recurring contravention of behavioral expectations.

Blue Clipboard

Blue clipboards are used to record and monitor pupils who reach Stages 1-4 of the school's consequence ladder. This system enables staff to identify patterns and trends in behaviour, ensuring that concerns are recognised at the earliest opportunity and addressed proactively. Information gathered through the blue clipboard process supports effective communication between staff, helps to inform targeted interventions and allows leaders to monitor the impact of strategies put in place. The information may also be used to determine appropriate next steps, including parental engagement, the introduction of additional support measures such as a Positive Behaviour Tracker, referrals to external agencies or the implementation of an individual behaviour plan. The aim of the system is to promote early intervention and ensure that pupils receive the support they need to be successful.

Positive Behaviour Tracker

Where a pupil requires additional support to meet the school's behaviour expectations, a Positive Behaviour Tracker (Appendix 5) may be introduced to provide structured monitoring, encouragement and targeted intervention. The tracker is designed to recognise and reinforce positive behaviours, helping pupils to develop self-regulation, responsibility and successful learning habits. A Positive Behaviour Tracker may be considered for pupils who demonstrate persistent difficulties in following school rules and routines, experience challenges with emotional regulation, display frequent low-level disruption, have identified social, emotional or mental health (SEMH) needs, or require additional support due to SEND. The tracker will include clear behaviour targets, regular feedback and opportunities for celebration of success. Its use will be reviewed regularly in partnership with parents/carers, the pupil and relevant school staff to ensure that support remains effective and appropriate.

The use of suspension/exclusion

The use of suspension or exclusion will be used as a last resort. This is why the Behaviour Ladder outlines the initial intervention strategies that will be considered before a decision to suspend/exclude is taken.

Headteachers should take the individual pupil's circumstances into account and their educational needs before deciding to suspend/exclude. The specific needs of each child will be factored into any decision made.

On the return of a suspension staff will complete a reintegration planning meeting form (see annex 2). This allows the pupil and parents and those receiving the pupil back into school the opportunity to record exactly what the expectations are and any further adjustments that may be necessary to facilitate a successful reintegration into school.

Alternative provision

To avoid exclusion, the school may consider alternative provision, if available, on a case by case basis. Where alternative provision is used, it must be registered with Ofsted.

Pupils with SEN and/or Disabilities

Headteachers will have due regard to pupils with SEN and/or disabilities. Where there is a link between the pupil's SEN and/or disability and their behaviour, the behavior ladder may be adapted to include any individual behaviour plans and consideration given to reasonable adjustments under both the Equality Act 2010 and Children and Families Act 2014. These factors will be carefully considered in determining whether the use of suspension or permanently exclusion is justified and proportionate.

Reasonable Adjustments and SEND Support

In recognition that some pupils with Special Educational Needs and Disabilities (SEND) may require additional support to successfully meet behavioural expectations, reasonable adjustments may be implemented where appropriate. These adjustments will be based on individual needs and may include adaptations to the timing or delivery of consequences. For example, a pupil may complete a consequence at the end of the school day rather than during learning time, where this is deemed more appropriate and prevents the consequence from carrying over into the following day. Any agreed adjustments will be developed in partnership with parents/carers and, where appropriate, the pupil, and will be clearly documented within the child's individual support plan to ensure consistency and fairness in their implementation.

Child-on-child abuse

Child-on-child *abuse* is any form of physical, sexual, emotional and financial ***abuse***, and coercive control exercised between children, and within children's.

In KCSiE it states “All staff should be aware that children can abuse other children (often referred to as child on peer child). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.”

The school recognises, that even if there are no reports within the school community it does not mean it is not happening. Staff are trained to look for signs of this abuse and understand the importance of challenging inappropriate behaviours between peers immediately.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse is most likely to include, but may not be limited to:-

- Child Sexual Exploitation / Child Criminal Exploitation
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Radicalisation
- Abuse in intimate friendships / relationships
- Sexual violence and sexual harassment
- Gang associated and serious violence
- Initiation / hazing type violence and rituals
- Consensual and non-consensual sharing of nudes and semi-nude images and /or videos
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence)

School staff are trained to spot signs of this abuse/bullying and deal with it rapidly and appropriately. We work closely with Clennell Education Solutions to ensure our training is refreshed regularly. Communication between home and school throughout this process is essential to ensure all parties are secure in the knowledge that this issue is being dealt with.

Any behaviour that challenges our Fundamental British Values is passed to either the Designated Safeguarding Lead or Deputy. The advice of the LADO will then be sought if necessary.

Exceptional cases

Out of school activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

In exceptional circumstances, it may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. The Equality Act protects people from discrimination and harassment based on the 'protected characteristics'. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.

When a young person is excluded on these grounds, you should consider providing alternative ways of achieving the same learning outcomes. Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:

- identifying the issue at the earliest stage of planning.
- involving all interested parties.
- establishing a behaviour management plan / risk assessment with agreed action points that may enable inclusion on the visit.
- establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude.
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues.
- ensuring that what is expected of staff is reasonable and within their competence.
- recording this process.

In cases of extreme or repeated poor behaviour, a child may need to relinquish their place in after school activities. Enrichment opportunities are offered on a discretionary basis by the school. If the Headteacher has reason to believe the attendance of any particular pupil would have a detrimental impact on the activity, or the health and safety arrangements of the child or others, then the school reserves the right to withdraw the offer from that pupil.

If a child puts themselves into a dangerous position when undertaking school activities in or outside of school and they refuse to comply with instruction from adults, a decision should be made as to the best strategy to deal with this behaviour. It should be considered whether it is best to:

- 'ignore' the child's negative behaviour and supervise them from a distance
- to try to deescalate the situation and allow the child to self-regulate
- if the child is putting themselves or others at risk of harm, use positive handling in order to escort them to a safe place

Use of Reasonable Force

All staff within the school recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being.

Our policy on the use of restrictive intervention and reasonable force is part of our overall pastoral care.

The DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DfE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible. Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department of Education Teacher Standards.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Communication the school's approach to the use of force DfE guidance states:

Schools do not require parental consent to use force on a pupils.

The Power to Search and to confiscate

Staff are entitled to search pupils where it is believed that a pupil is in possession of a prohibited item and will comply with statutory guidance in carrying out such searches.

Prohibited items will include: -

- vapes, tobacco and cigarette papers
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline within the school.
Further information can be found in the DfE publication , 'Searching, screening and confiscation: Advice for Schools 2022'.

The power to discipline outside of the school premises

This section relates to the school's response to all non-criminal bad behaviour and bullying (including online bullying) which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school may exercise such disciplinary action as it considers appropriate and lawful in response to any inappropriate behaviour when the child is:
- taking part in any school organised or school related activity or
- travelling to or from the school or
- wearing the Seascape Primary School uniform or
- in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Annex 1

Home School Agreement

At Seascape Primary School, we aim to provide an outstanding education for your child.

WE are a school which **INSPIRES** each pupil to believe in themselves so they experience great **SUCCESS** through our commitment to **EXCELLENCE**. Our philosophy is one of boundless aspiration... the sky is the limit!

The school will:	As parent/carer, I/we will:	As a pupil, I will:
• Provide a learning environment that is safe and caring. • Ensure equal opportunities, support and guidance to enable each pupil to attain their full potential. • Report regularly on each pupil's progress. • Inform parents on all aspects of academy life. • Encourage high standards, follow set rules, give mutual respect and attain a sense of responsibility. • Monitor and record progress, attendance, behaviour and discipline, in accordance with the school's policies. • Inform parent/carer of any concerns that may arise and be available, by prior agreement, to discuss any issues.	• Make sure my child will arrive at school on time, in school uniform. • Make sure my child attends regularly and notify the school with reasons for lateness. • Provide reason for absence by 8.45 a.m. • Not take child out of school for family holiday during term time. • Make arrangements for my child's safe return home at the appropriate time. • Support my child's learning ensuring completion of any homework set. • Inform the school regarding concerns which may affect my child's work or behaviour. • Attend parents' evenings as well as other meetings regarding my child's progress. • Treat all school staff with respect	• Come to school regularly and on time with required equipment, in school uniform. • Follow school and class rules; • Always try my best in both class and homework. • Be polite, kind and helpful to others. • Be well behaved and sensible. • Speak quietly and walk quietly through school. • Take care not to hurt anyone by what I say or do. • Respect other people.
Signature Date	Signature Date	Signature Date

Appendix 2
Reintegration

Form - to be completed by Headteacher with the parent and child

Name of Child			
Year Group		**Date of admission to the School**	
Child In Care?	YES / NO	**SEND Category (state if not applicable)**	

Present at the meeting:

Name	Role / Relationship

Brief summary of the suspension from which the child is returning to school.

Date	Number of Days	Reason

Summary of Discussions – Preparation for Return to School

What did school do during the suspension period to prepare for the child's return to school?
-
Are there any additional arrangements / adjustments required for the pupil's return to school? Include parent / pupil voice.
-
Additional Information or comments
-

"Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding".

Pupil Voice **This may take place after the reintegration meeting has ended but must happen on the day of re-integration**
What do you like about school?

What makes you feel angry or upset in school?
When you feel angry / upset, what do you do?
How do the teachers try to help you?
Can you think of any other ways that the adults in school can help you when you are feeling angry or upset?
This time, you were suspended for persistent disruption. What could you do next time so that you won't be suspended again. (Staff may prompt with some strategies.)

Action Plan – include views of parent and child

Agreed Action	By Who?	Target date

Signed	Print Name	Role	Date

We are Seascape and this is how we do thing things around here …

Responding to Adults
Adults across Seascape Primary School will use three methods to get children's attention:

TEAM Stop
Adult raises one hand while saying TEAM Stop
Children mirror this and raise their own hand in silence
Once ALL children are returning the signal in silence, the adult will fold their arms and the children mirror this

Silent Signal '1,2,3'
Adult shows silent fingers 1,2,3
Adult stands at the front of the classroom so that their signal is visible to all children (in one team they will articulate which finger they are holding up as an adaption for a pupil with a visual impairment)
Children respond to the signal and carry out the teacher's request silently (more detail on each step linked to specific routines below)
Adult shakes the tambourine and the children are expected to stop (EYFS only)

Lining Up
When lining up anywhere in school, children are expected to form a '**SEASCAPE LINE**':
Face Forward. Stand in a straight line directly behind the child in front of them
Stand up straight without leaning on furniture or walls
Keep their arms by their side
Stay silent
Go to the back of the line if there is no space

Arriving at school at the beginning of the school day
Teachers stand at the front of the line
Silent Signal implemented:

- 1st finger: line up (as above)
- 2nd finger: children walk into class, put their belongings away, gather resources and stand behind their chairs in silence
- 3rd finger: sit down in silence

Children to begin their morning task straight away
Teachers will ensure every child is addressed by name during registration ('Good Morning X') and children will reply with the teacher's full name 'Good (morning Mr X')
If a child comes in after registration has been completed, the teacher will address the child by name ('Good Morning X') and children will reply with the teacher's full name 'Good (morning Mr X')

Walking around school
Follow the 1,2,3 signal to line up. Face forward
Walk in a straight line – directly behind the child in front of you
Teacher to walk at the front of the line and TA (if present) to walk at the back of the line
Teacher to stop periodically to check children are following all rules and routines

Assemblies
Children walk in TEAM lines as detailed above
They walk into the hall silently and teachers use silent signals only
Children stand in their row until the teacher silently signals with their hands for them to sit down.
Children sit up straight
Children look at the member of staff who is delivering the assembly
Children sit still
Children remain silent unless they are invited to share an idea or a contribution
Children put their hand up if they would like to answer a question
Children follow the 1,2,3 when leaving assembly (one line at a time):

- Finger 1: stand up and make a straight line facing the teacher
- Finger 2: walk silently out of assembly (following the adult from their TEAM and walk back to class silently - as detailed above). The adult will lead children into the class and children will stand behind their chairs/in their carpet spot (depending on age)
- Finger 3: Children sit down

Transitioning within a lesson
From the carpet to the table
1st finger: stand up
2nd finger: stand behind your chair
3rd finger: sit down at the desk

From the table to the carpet
1st finger: stand up
2nd finger: tuck in your chair
3rd finger: sit down on the carpet (each child should have a set space on the carpet)

From the table to line up
1st finger: ensure your desk is tidy (children to do nothing if tables are already clear but must form a neat pile if they have pens/pencils/books on the table)
2nd finger: stand behind your chair
3rd finger: line up at the exit door being used

From the carpet to line up (please note only 2 finger signals required here)

1st finger: stand up
2nd finger: line up at the exit door being used

Lunchtime

Children line up

- In classrooms: as detailed above
- On the yard: adult calls the class name. Children gather in the designated lining up spot. When all of the children have gathered, staff to use 1,2,3 to transition to the hall
  1. Form a straight line
  2. Walk to the hall doors
  3. Enter the dinner hall

Children enter the dinner hall silently and line up at the hatch to collect their lunch (see lining up protocol above)
Children walk in the hall
Once seated, children can use indoor voices
Children to use a knife and fork correctly
Children to clear their own dishes and make sure all rubbish is in the bin
Children to put leftovers in the correct bin
Children will put their cutlery in the correct bowls and place their plate on the trolley
Children to line up at the hall door and wait to be taken to the yard by an adult (see lining up protocol above)
Children use the Class 7 steps to access the yard

On the Yard

Children walk onto the yard from the classroom door
Children know that the terrace must be kept clear
Children to use the allocated cloakroom for toilet access
Children are kind to each other
Children are gentle
Children ask for help from an adult if they need it
At the end of break/lunchtime, children to go the bottom steps of their classroom steps
1,2,3 signal is used to enter the classroom:

- 1st finger: line up (as above)
- 2nd finger: children walk into class, put their belongings away, gather resources and stand behind their chairs in silence
- 3rd finger: sit down in silence

Leaving school at the end of the day

Children will sit on the carpet or at the table (depending on their age)
Children will be sent in small groups to the cloakroom to collect their belongings BEFORE the external door is used
The teacher will stand at the door to the cloakroom to ensure that children in the cloakroom and children in the classroom are supervised
Children attending club will line up at the door between the classroom and the corridor and will be collected before the external doors open (club lists must be accessible for all staff)
The door between the classroom and cloakroom is to be propped open to ensure adequate supervision during exit procedures
When the end of day bell rings, children who walk home in Year 5 and Year 6 will be dismissed first (permissions must be accessible for all staff)
Children will be called one at a time, from the table or carpet, when the teacher sees their adult
Teachers know to keep the external door closed unless they are sending a child out to their parent(s).

Good Manners

Children and adults will greet each other by name and say 'Good morning' or 'Good afternoon' when they pass in the corridor
Children and adults will use 'Please' and 'Thank you' consistently
Children will respond to adults' instructions **'First time every time'**
Children will speak respectfully to all adults and children in school

Positive Reinforcement and Shared Language

Staff at Seascape Primary School will use shared language to reinforce positive behaviours and outline clear expectations for the children which will include:

TEAM
Together Everyone Achieves More
TEAM Seascape
Individual TEAM names

The Golden Rules
Do be kind and gentle
Do work hard
Do be honest
Do look after property
Do listen

'Show me…' to reinforce behaviours including but not limited to:

- **Show me a straight line**
- **Show me straight arms**
- **Show me a silent line**

'I love how you…' to highlight desired behaviours including but not limited to:

- **'I love the way you moved to the back of the line when there was not enough room'**
- **'I love the way you are standing in a straight line'**
- **'I love your straight line TEAM X'**

Our Values



- **Integrity:** *"Doing the right thing, even when no one is watching.".*



- **Trust:** *"Being someone that others can count on."*



- **Accountability:** "My choices, my responsibility—owning it and making it right."



- **Partnership:** *"Working together so we are successful.*



- ***R*espect:** *"Treating people, places, and things with care and value."*

Appendix: 5

Positive behaviour tracker – _____ Date:

Lesson	Positive comment
Registration	
Phonics/Reading	
Handwriting	
English	
Break	
Maths	
Lunch	
Registration	
Core knowledge	
Foundation 1	
Foundation 2	
Class Reader	
Targets: 1. To follow instructions from the adult 2. To complete work given by adults 3. To use my strategies/objects in the right way to help me focus	
End of day comment	

Appendix: 6

References

Link to behaviour checklist
Simple behaviour checklist to help teachers maintain discipline in school - GOV.UK (www.gov.uk)

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies Use of reasonable force in schools - https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies
Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

Link to Exclusions Guidance
School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

Link to Safeguarding
Working together to safeguard children - GOV.UK (www.gov.uk)

Link to SEN Code of Practice
SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Link to Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties
Reducing the need for restraint and restrictive intervention (publishing.service.gov.uk)

Legislative links

Education and Inspections Act 2006 http://www.legislation.gov.uk/ukpga/2006/40/contents
School Standards and Framework Act 1998 http://www.legislation.gov.uk/ukpga/1998/31/contents

Education Act 2002 http://www.legislation.gov.uk/ukpga/2002/32/contents