



CASTLE COURT
SCHOOL

**BEHAVIOUR,
DISCIPLINE AND
EXCLUSION POLICY**

Reviewed: September 2025

Due for review: September 2026

Paul Dunsford

Assistant Head (Pastoral)

Review Schedule:

This policy should be reviewed on an annual basis in the Autumn Term and presented to the Governors' Education Committee for scrutiny and adoption.

At Castle Court School our section leaders are Miss Thompson (Yr 7-8), Mrs Munns and Mr Bambrey (Yr 3-6) and Mr Antell (Nursery – Yr2) who, in their roles as Senior, Middle and Pre-Prep Section Leaders, oversee the day to day running of pastoral concerns within the school and will address matters relating to behaviour and discipline. Mr Dunsford remains named as the author of this policy, although day to day management of issues relating to it are delegated to teachers, form tutors and Section Leaders in their various departments across the school.

Our Vision and Values

After over 70 years, Castle Court's governance and leadership remain committed to our founders' intention of providing all our pupils with a first class, all-round education firmly rooted in Christian principles. These aspirations and values underpin all we do as we seek to encourage every member of the school community, whatever their faith or background, to strive for excellence in all that they do. Above all, we want everyone to feel part of a warm and welcoming family in which we all care for one another.

Our vision is for each pupil to receive an outstanding, all-round, and innovative education in an inspiring and naturally beautiful learning environment. We aim to cultivate a love of learning which enables each child to grow and flourish in all areas of life within a loving; nurturing community rooted in Christian values.

Our curriculum is underpinned by the following key aims:

To provide a 21st century education whereby:

- The child's learning and well-being is at the heart of all that we do.
- The educational experience is knowledge-rich, rigorous, and well-balanced and where academic expectations are continually exceeded.
- Each child is nurtured through outstanding pastoral care so they can flourish inside and outside the classroom.
- Each child is provided with a strong foundation and compass for life – prepared with the skills needed for future success in a global world.

This policy is designed to support the way in which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe, and secure. All adults within the school, including non-teaching staff and visitors, have a duty of care to provide positive role models in all areas of behaviour. Our school has a positive and respectful school culture in which staff know and care about pupils.

What We Hope to Achieve

The importance of good behaviour and discipline is fundamental to all our school's aims. Children are only able to achieve their full potential in an environment that respects the need for order, honesty, trust, and fairness. One of the important aims of this policy and of our school is to promote and develop a self-discipline that will remain with each child throughout their lives. The school aims to promote respect for others: this policy sets out to underpin that aim. This policy aims not only to promote a set of values for the school, but a set of values that our children will take into the community both whilst they are at school and after they leave.

This policy aims to:

- Provide a consistent approach to behaviour management

- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Behaviour

‘Behaviour is the way we act and respond to people and the situations we find ourselves in. It is greatly influenced by culture, attitude, emotions, values, persuasion, and genetics. Sometimes a chosen behaviour is not to react or respond but to opt out.’

We believe that for most pupils, behaviour is a choice, and this policy will provide a framework in supporting children to make the ‘right’ choices in following Castle Court’s core values.

All behaviour is an attempt to meet a need and can be seen as a form of communication.

To aid children in their behaviour, we regularly talk to the pupils about following ‘The Castle Court Way’ (see Appendix 2) This shows how our 7C’s values- -compassion, courage, creativity, collaboration, courtesy, and commitment- can be demonstrated day in, day out at school. They include striving for excellence, showing respect, taking pride in our school and showing leadership.

We believe our children should:

- Treat others and their environment with respect, empathy, and tolerance
- Discuss different behaviours and be aware of their own rights and responsibilities
- Have a say in how they want to be treated in school and be able to express their views in a respectful way by modelling the actions and language displayed as part of our ongoing values work
- Consider the implications of their actions and understand how their words and actions make others feel
- Develop self-regulatory skills, where they can focus their attention, control their emotions, and manage their thinking, behaviour, and feelings.
- Discuss problematic issues which may evoke negative behaviour to enable the continuation of positive behaviour and use strategies to self-regulate
- Respond promptly when asked and follow instructions
- Work and play together sensibly, sharing and taking turns
- Encourage each other to behave in a positive manner and be proud of their own and others’ achievements

Strategies for Promoting Positive Behaviour

To encourage this, staff will;

- Use positive language and reframing wherever possible
- Praise and reward positive behaviour and effort, ensuring praise is specific and meaningful
Examples might include ‘Thank you for following the Castle Court Way by showing respect’
- Model the ‘7Cs’ using ‘The Castle Court Way’ as a framework of what we expect, by being positive role models and having high expectations of behaviour
- Use this policy as a framework for the agreed expectations of behaviour and be consistent in their approach
- Be respectful towards each child
- Use the ‘Track It Light’ behaviour system consistently
- Use other children, especially Year 8 Leaders, as positive role models to demonstrate positive behaviour

- Listen to a child when they speak and if not possible within a lesson or around the school, arrange to speak to them at an appropriate time/place.
- Put greater emphasis on rewards than sanctions
- Reward children for 'constant' good behaviour and not just those meeting the expected standards of behaviour
- Clearly separate the person from the behaviour e.g., use of language... Well done for sharing so nicely ... You're a super person child X, however I am finding your current behaviour unacceptable
- Implement personalised systems for individual children if necessary
- Monitor the number of 'reflections' received by pupils. These are given when they are sanctioned with a red trackit. If these are not working for some children, look at alternative methods of obtaining adherence
- Set up class routines early in the new term, and explicitly model and practice these so children are aware of what is expected of them
- Use knowledge of individual children and their needs when using rewards and sanctions
- Provide children with a sense of safety and security
- Provide a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- Have systems in place to teach appropriate behaviour as well as to respond to misbehaviour.
- Consult with the SENDCO when deciding whether a child needs an Individual Behaviour Plan (IBP)
- Where appropriate write a one-page profile for individual children if extra input is needed and for additional adults to be able to interact with the child appropriately in accordance with their needs, recognising triggers particular to that child

Rewards and Sanctions

All rewards and sanctions should be applied fairly and equitably to ensure that no children are disadvantaged. We recognise the importance of rewarding children for continuous positive behaviour and not just those 'trying' to behave. All sanctions should be appropriate with the behaviour displayed and should be a logical consequence of the action. Whole group sanctions should be avoided as these can penalise pupils unfairly. Castle Court's Trackit behaviour system is designed to be displayed on classroom whiteboards and therefore will be visible to pupils at times within lessons. Staff are asked to address poor behaviour in a calm, non-threatening manner either by using non-verbal means of recording the sanction or by having a quiet, private word with the pupil to avoid public shaming.

Rewards (Consequences of positive behaviours)

- Trackit points using the 'Trackit Light' system. See [Trackit explanation table](#)
- Verbal praise - identifying the behaviour being celebrated. Exp: Thank you for following the Castle Court Way by striving for excellence and challenging yourself.
- Written comments in books, and reading diaries
- Certificates when reaching given numbers of Track It points.
- Face to face conversations with parents at the end of the day.
- Phone calls and/or emails home celebrating not only the effort and achievements of children but also demonstration of our school values-the 7 C's.
- Taking work to the Head (Head's Show Up)
- Recognition in assembly via receiving a 'Head's Weekly Award' along with a house badge.
- Holding of positions of responsibility within the schools (e.g. Year 8 leadership positions, School Council representatives)

We are aware that not all rewards work for all children all the time and therefore staff will implement personalised systems for individual children such as reward charts, when necessary. These will be in consultation with form tutors, Section Leaders and parents and other staff working with the child will be notified, to ensure consistency.

'Track It Lights' Behaviour System

At Castle Court, we have been using the behaviour management system 'Trackit Lights' since September 2022. This was implemented across the school as a means of giving immediate, visual feedback to pupils relating to their classroom behaviour. It rewards the children, on a lesson-to-lesson basis, for displaying our core 7 C's values such as collaboration and communication whilst also praising them for use of PSB skills including leadership and independence. Fundamental to the system is **recognition of pupil's demonstrating effort and a positive attitude, not simply achievement.**

'Green' Trackits are given to those pupils demonstrating positive behaviours. A child's name is selected from an interface which is displayed down the side of each classroom's interactive whiteboard. Teachers' award from one of the given categories which are linked to our 7C's values and PSB skills and pupils receive 1, 2 or 3 Trackit points depending on the selected tab. Parents and guardians can view these points in Edulink under their child's Achievement tab. Track-it points are accrued across different lessons and count towards ongoing house totals. These are shared with the pupils each week in assembly.

When children in Years 2-6 receive 100, 200, 300 or 500 house points they are given either a Bronze, Silver, Gold, or Platinum certificate to recognise their achievements. These certificates are awarded in Section assemblies. For those in Years 7 and 8, we recognise that the pupils have often outgrown rewards such as certificates and badges. Therefore, in discussion with their section leader, we are developing appropriate 'collective' rewards to motivate and encourage pupils to gain trackits.

One or two verbal or non-verbal warnings for non-adherence to our behaviour expectations will initially be given by the teacher. However, if these continue, a child will first receive an 'Orange' Trackit. If the poor conduct is ongoing, this may result in a 'Yellow' Trackit. These can be given verbally or non-verbally by the teacher. The essence of the system is that it is designed to help children **self-regulate and reflect on their behaviour choices.** Therefore, at each stage of the sanction process, pupils are encouraged to work on turning their behaviour around. We do not support public shaming, but the visual nature of the system is designed for teachers to calmly show pupils that they are not adhering to the behaviour expectations of the school.

'Green' Trackits that have already been awarded will never be deducted from pupil totals but equally, orange or yellow ones that have been given cannot be rescinded. Pupils who improve their conduct within the same lesson can have the highlighted colour removed from their name. All pupil behaviours are then reset at the start of each new lesson.

Where, very rarely, improvements do not occur following 'Orange' and then 'Yellow' sanctions (or when there is one-off, serious breach of our behaviour policy) pupils will be given a 'Red' Trackit. This will be clearly communicated to the pupil in an appropriate manner. If a pupil is given a 'red', they will receive a reflection during Friday lunch time with their Section Leader. Here they will engage in **restorative practice.** This will involve pupils having time to look back at any poor choices made, discuss the root cause of their behaviour and how best to repair any relationships with staff or peers which may have been damaged. In this way, we help pupils to develop mutual respect, empathy, consideration, and ultimately, the taking of responsibility. Parents can view all sanctions given to their child in Edulink. When a 'Red' has been given, the member of staff overseeing the pupil at the time will communicate with parents. Wherever possible, this will be done by the end of the day on which the sanction has been given. The staff member will explain what behaviour has occurred and the sanction received. If a pupil receives 5 or more 'Oranges' in a week for repeated low-level behaviours, it will equate to a 'Red'. If they receive 3 or more 'Reds' in a half term, parents will be invited into a meeting with the school, the pupil will be put on a behaviour report card and will also receive an after-school detention with a member of the senior leadership team.

For more information, please see our [Trackit explanation table](#) for the types of behaviours that would result in orange, yellow or red sanctions being given. Form tutors monitor the Track it Light behaviour of their tutees on a weekly basis. Tutors will give additional praise for those exceeding expectations of behaviour but also to intervene if there are patterns of poor behaviour which are causing concern. Section Leaders and The Assistant Head (Pastoral) also monitor the reporting system, generating reports for discussion during pastoral and governor meetings.

Achievements

During Friday's assembly, each form tutor will choose a child to receive a Head's Award. This comes in the form of a coloured badge linked to the House which their child is in. The award is given for pupils showing

excellent effort and achievement linked to our PSB learning skills during that week or for demonstration of the school's 7C's values through their conduct and actions in following 'The Castle Court Way'. Parents will be informed of those children who have received a Head's Award in the weekly school newsletter which is sent out each Friday afternoon.

Show Ups and Head's Commendations

Work considered to be outstanding or of a particularly high standard relative to the ability of a particular pupil may be given a 'Show Up' to the Head. A 'Show-Up' earns 4 green trackit points. The Head takes a keen interest in meeting individual pupils and congratulating them on their work. An email is sent home by her secretary to communicate the 'Show Up' to parents. Each 'Show Up' is also listed in Edulink as an 'achievement'. Where appropriate, the Head may choose to escalate a particular piece of work (or any other contribution to school life) to be awarded a 'Head's Commendation' (worth 6 green points). This is then awarded in a Whole School Assembly.

Pre-Prep

- In PrePrep, staff encourage good and appropriate behaviour, the following of the 7Cs and effort in the PSB strands. A similar system to Track-It Lights is used in Reception and Year 1 but this is age specific and display based involving velcro lights and children being able to move themselves between the colours. Children in Year 2 receive Track-It points in the same way as Years 3-8 which aids with transition into Year 3.

We celebrate such achievements every day with plenty of praise and sometimes some more tangible rewards as listed below. We aim to ensure that each child feels valued, and their efforts are celebrated. The various rewards are listed below:

- Rainbow Reward Chart - the children in Reception raise up to a pot of gold and then receive a reward.
- Stars - the children in Year 1 may receive a star for their star chart.
- Staff may also award a class award if the class have collaborated or made a particular effort in an aspect of school life.
- The Head's Weekly Award is given to one child in each class by the Head, for excellence in one or more aspects of the 7Cs and/or PSB strands. The winner of this award receives 3 track-it points in Year 2. The child has the achievement added to their EduLink profile and parents receive notification of this too.
- Weekly Merit badges are awarded to a member of Year 2 in the weekly Year 1/2 assembly. In Year 1, a piece of work is selected by the teacher, for a child who has put special effort into the activity. The child receives a certificate, and their work is displayed as Work-of-the-week in class.
- Good Manners badges are awarded weekly to a child on every lunch table, by the member of staff who heads the table. This draws pupils' attention to the need to maintain high standards of courtesy at this time of the day.
- Any children who have completed an outstanding piece of work, for their level of ability, may take this for a 'Head's Show up'. Sometimes this might be a group of children or even the whole class. They will receive praise from the Head as well as a communication sent home to their parents.

Sanctions (Consequences of unacceptable behaviours)

On those occasions when children do misbehave in lessons and fail to follow the Castle Court Way, by not showing the care and concern for other people and their property which is expected of them, the following sanctions are available.

- One or two 'polite' warnings. These can be brief verbal or non-verbal reminders about the teacher's expectations and how these are not currently being met.
- Orange, Yellow, Red Trackit Lights are given, in that order of escalation. If the teacher feels that a pupil has turned their behaviour around within the lesson, their name can be taken off orange or yellow by pressing the X button next to their name. The sanction will, however, have been logged.
- Pupil is moved to a different seat within the class at the stage of receiving an orange or yellow. This is to help them to focus and regulate their behaviour.
- Temporary or permanent removal from the class to give the child time to self-regulate and/or

enable the remainder of the lesson to continue without interruption.

- Loss of lunch break on a Friday for receiving a Red Track it. This reflection time will be spent with the Section Leader. A phone call from the pupil's tutor to parents will also be made to explain the reason for the sanction.
- If a child receives 5 oranges in a week, this will equal a red (reflection).
- If a child receives 3 reds in quick succession (within half a term), a meeting will be arranged with parents, and the child will be put onto a daily report card for a designated period. Teachers will sign this at the end of each lesson and make comments on the behaviour of the child during that period. The child will also receive an after-school detention with the Assistant Head-Pastoral.
- If poor behaviour continues (or for a serious, one-off breach of the school's behaviour policy), a pupil can either receive an after-school detention with the Head or potentially an internal exclusion with the child expected to complete their work in isolation away from their class for a whole day.
- In the event of continued non-adherence to the school's expected standards of behaviour (or for an extremely serious, one-off breach of it) an external exclusion can be given. This can last between 1 - 15 days and will go on the pupil's record. Parents have a right to make representations to governors or request a meeting with governors if the number of days excluded in one term exceeds 5 days.
- Permanent exclusion from the school. Only the Head has the authority to decide on this level of sanction. The Chair of Governors will be notified of any external exclusions. Parents have a right to make representation to governors and the right to an independent appeal.

Prohibited and Banned items

Under the DfE (2022) Searching, Screening and Confiscation guidance, the Head and staff they authorise have the right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a **prohibited** or **banned** items (according to the school rules) on their person. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items **banned** under the school rules (Restrictive interventions in schools, April 2026, P6). If pupils are found to have a **prohibited** or **banned** items on their person, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this policy, including permanent exclusion.

The same may apply to pupils who are caught with others who are using a **prohibited** or **banned** item, for example, a pupil found in the presence of another pupil who is using a lighter or matches as it is reasonable to assume that the pupil is condoning the use of this **prohibited** or **banned** item.

Pupils are forbidden to bring the following **prohibited** items on to the school site or on school transport:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in The Schools (Specification and Disposal) Regulations 2012
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Pupils are not allowed to bring the following **banned** items on to the school site:

- mobile phones (unless permission has been granted by the Assistant Head Pastoral. In such cases, the mobile phone should be given in to the Office at the beginning of each day and collected at the end of it)
- other electronic devices (such as Ipads, games consoles or Kindles) other than the pupil's school ProBook
- sweets/cakes (unless permission has been granted in advance by the school)

- chewing gum
- matches/lighters
- vapes and e-cigarettes

Zero-tolerance approach- Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. (KCSiE 2025, P31 Part 1)

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

As a school, Castle Court is aware of the importance of:

- It being more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas, and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. We will ensure we have plans in place to support all the children at Castle Court are protected and any additional needs are taken into consideration as part of this process.

Sexual violence

It is important that Castle Court School is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it **can happen both inside and outside of school**. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/136 as described below:

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/136 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not

reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault). Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting.
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes.
- displaying pictures, photos or drawings of a sexual nature.
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence.
- sharing of unwanted explicit content.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.
- sexual exploitation; coercion and threats, and
- coercing or manipulating others into sharing images of themselves or performing acts they're not comfortable with online.

When, we as a school, consider issues of sexual violence and harassment between children we will seek support from our local safeguarding advisors and children's social care partners.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Different sanctions will be appropriate for different (levels) of sexual harassment and sexual comments. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence will be considered after the allegation has been fully investigated by members of the LT, Head and parents have been informed. The response to the incident will be proportionate.

We will consider:

- The age and the development stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support

Appropriate sanctions may include:

- A verbal warning.
- A reflection and verbal apology to the peer.
- A letter of apology to the peer.
- An after-school detention.
- A period of internal suspension
- Fixed term or permanent suspension

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. Initially these will be logged on our in-school safeguarding system- My Concern.

The school will then seek advice and carry out risk assessments. If the issue/disclosure reaches a certain threshold, parents should be aware that the school has a statutory and legal obligation to report this to Children’s Early Help services, social care and/or the police. Please refer to our child protection and safeguarding policy for more information.

Restrictive Interventions by Staff

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe (Restrictive interventions, including the use of reasonable force, in schools, April 2026, P3)

Restrictive intervention is defined as a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. It is used as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways (Restrictive interventions, including the use of reasonable force, in schools, April 2026, P5)

Other definitions given in the above guidance are as follows:

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff. Examples of occasions when physical contact is generally appropriate include giving of first aid, guiding or escorting pupils (such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate), comforting a distressed pupil, congratulating or praising a pupil, for example a pat on the back or a handshake, demonstrating how to use a musical instrument or demonstrating exercises or techniques during PE lessons or sports coaching.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil’s arms to their sides or removing a pupil’s crutches would both be considered forms of restraint.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

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

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.

Use of reasonable force to search pupils

The Head and the staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a **prohibited** item. A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items **banned** under the school rules. See the [Behaviour, Discipline and Exclusion policy](#) for further details of prohibited and banned items.

The DfES published advice, Restrictive interventions, including the use of reasonable force, in schools, April 2026, P7, states that schools should **not** have a 'no contact' policy and **do not** require parental consent to use force on a student. It also advises schools not to grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. This is because the adoption of a 'no contact' policy could leave staff unable to intervene in circumstances where they may need to protect pupils and/or themselves.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection and physical contact and restraint policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age
- any other material factors, including but not limited to whether: the pupil has SEND difficulties, it would be culturally inappropriate to do so or there are other vulnerabilities such as adverse childhood experiences (ACEs) to consider.

(Restrictive interventions, including the use of reasonable force, in schools, April 2026, P7-8)

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider whether: it is necessary, whether it is proportionate and whether they have considered the pupil's welfare before intervening. See [Restrictive interventions, including the use of reasonable force, in schools, April 2026](#) for more specific detail on these areas.

There are robust recording and reporting procedures in place to detail when restrictive interventions have been used. Further details can be found in the school [Physical contact and restraint policy](#). A review of any incident is always carried out to reflect on the actions of those involved and what can be learned for the future.

The process around how the setting manages concerns where a professional may pose a risk to children and our response to low level concerns can be accessed in section [2.8 Allegations of abuse made against professionals](#)

Off-site behaviour

Sanctions may be applied where a child has demonstrated negative behaviour off site when representing the school, causing embarrassment, offence and/or harm in the process. Examples include:

- Taking part in any school-organised or school-related activity (e.g., residential trips during activities week, sports tours, carol services, theatre trips, weekly matches)
- Travelling to or from school (e.g., on school minibuses)
- Visiting other schools for taster days, exams or performances.

Whilst a child is at Castle Court, they are ambassadors for the school and as such are expected to conduct themselves in an appropriate way. Incidents of poor or anti-social behaviour or bullying (including cyber bullying) which are reported to have occurred off the school premises will be dealt with in line with our agreed sanctions. However, in all cases of misbehaviour, we acknowledge that we can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Malicious Allegations

Please refer to our [Managing Allegations Policy](#) for how we deal with allegations of abuse against staff.

If an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it.

Exclusions

Castle Court School is a welcoming and caring community where everyone is respected and cared for. Therefore, exclusions, either fixed term or permanent, will only take place when:

- Other strategies and sanctions have not been effective.
- Where there has been a single, serious breach of the school rules.
- Where allowing the pupil to remain in the school would seriously harm the education or welfare of other pupils in the school.

Only the Head can take the decision to exclude a pupil. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider the pupil's prior behaviour record and what levels of sanction have previously been given.

The school will consider any special educational needs when deciding whether to exclude a pupil. The Head will ensure that reasonable steps have been taken by the school to respond to a pupil's needs so that a pupil is not treated less favourably for reasons related to their SEN. 'Reasonable steps' could include:

- Developing strategies to prevent the pupil's behaviour.
- Requesting help from external agencies with the pupil.
- Additional staff training.

Informing Parents and Governors

When the decision to exclude a pupil has been made, the Head will immediately notify the parents in person, if possible, or by telephone and will provide the following information:

- The reason(s) for the exclusion.
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent and the date from which the exclusion takes effect.
- For a fixed term exclusion, the period of that exclusion and the arrangements for reintegrating

- the pupil into the school including the date and time the pupil should return to school.
- Information about parents' right to make representations about the exclusion to the governing board.
- How any representations should be made.

This will be confirmed in writing immediately by email and by letter within three school days.

The Head will immediately notify the Chair of Governors of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil.
- Temporary exclusions which would result in the pupil being excluded for more than 5 school days in a term.

Right to Appeal

Parents have the right to appeal against a fixed term or permanent exclusion. Parents must lodge an appeal in writing with the Chair of Governors (who can be contacted via the Head's PA) no later than 10 school days after receipt of the written letter confirming the exclusion.

Conclusion

Routines and expectations regarding children's attitude and behaviour should be applied consistently. Every child is valued equally. The school will not tolerate bullying or harassment of any kind, but not excluding, on the grounds of age, disability, race, religion, sex, sexual orientation, or any other protected characteristic as defined by the Equality Act 2010. Any instances of such behaviour will be dealt with by the Head.

Each day will present opportunities for children to show 'The Castle Court Way', exhibiting qualities of striving for excellence, respect, responsibility, pride, sensitivity, honesty, leadership in their dealings with others. Our School Council and Year 8 Leadership positions give pupils the opportunity to voice their views and be a genuine part in decision making.

Tutor times, school assemblies, house assemblies, section assemblies, CAVE (Character and Values Education) lessons and curriculum time also provide opportunities for pupils to develop their social, emotional and behaviour skills, and consider the effects of poor behaviour on others.

The tutor system and extended CAVE sessions aim to equip pupils with the ability to be aware of their actions and the possible consequences. Pupils are encouraged to make considered choices and to be aware of the needs of others. There is a clear focus on friendships, relationships and what constitutes bullying. Pupils are also given an awareness of the need to make safe choices when on-line and using mobile devices from the outset and this is supported through Internet Safety sessions.

In doing all of this, we want to ensure that Castle Court is a happy, safe, and welcoming community to all and one where everyone feels valued, respected, and included.

Appendix #1 Badgers and Reception (EYFS)

In Badgers and Reception we adhere to the ethos and guidance of the school's Behaviour Policy. The 7Cs underpin all aspects of life at Castle Court and the Castle Court Family. The education pupils receive in the department goes beyond just academic progress; it instils in pupils the key values and qualities which we hope will guide and support them throughout their time at Castle Court and beyond.

In order to accommodate the children's age and maturity in the EYFS, the children learn about and strive to follow the 7Cs. Reception are also introduced to the PSB strands and their basic meaning. New vocabulary around the 7Cs and PSB strands are explained and explored through varied assemblies, stories and use of puppets and role-play. They are also printed in the children's diaries for parents to see.

The majority of children in EYFS display excellent behaviour. New children follow the example of those already in the department. Good behaviour is rewarded by:

- Praise from staff
- Treats such as stickers
- Comments in diaries
- Certificates
- The taking of work to the Head for 'Show-up'
- Weekly Head's Award for Reception, given in Whole School Assemblies

Managing poor behaviour

We know that occasionally children make mistakes in how they behave. If the behaviour affects another child then an apology is expected.

As a consequence of poor behaviour the following actions may be used depending on the situation:

- An explanation of why the behaviour is not acceptable e.g. if they have behaved badly during lining-up time
 - Time out for a few minutes away from the group or class if they have behaved poorly during playtime or activity time.
 - Being moved to sit very close to the teacher at carpet times if they have been distracted or distracting others.
 - Making a card, sorry note or picture in the case of unkind or rough behaviour.
 - In Reception, a child may have their picture moved to the cloud on their visual behaviour system.

If poor behaviour has been more serious i.e. another child has been hurt, both the parents of the child who has hurt and been hurt will be contacted as soon as possible, usually with a phone call by the teacher. We would rather sort out cases of poor behaviour openly as soon as they happen. With young children, poor behaviour is often not pre-meditated and it is necessary to deal with it firmly and then move on quickly.

Behaviour management responsibilities

Mr Graham Antell, as Section Leader, is responsible for behaviour management issues. He is supported by Mr Dunsford, Assistant Head (Pastoral)

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THE CASTLE COURT WAY

STRIVE FOR EXCELLENCE BY:

- Always giving our best
- Taking an active role in our learning
- Making the most of the opportunities on offer
- Being on time to lessons
- Being ready to learn with the correct equipment
- Challenging ourselves
- Reflecting on how we can improve further
- Being willing to learn from our mistakes

SHOW RESPECT BY:

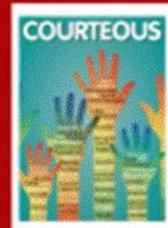
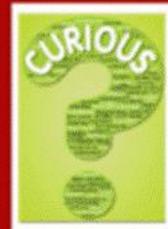
- Walking around the school site and showing consideration to others
- Saying thank you/ good morning/ good afternoon
- Holding doors open for others
- Shaking hands with an adult at the end of the day
- Following instructions from staff
- Listening to others
- Displaying good table manners

TAKE PRIDE IN OUR SCHOOL BY:

- Looking after school property
- Helping to keep the school clean and tidy
- Wearing our uniform correctly
- Celebrating the success of others
- Representing the school well when we have visitors, at events, on trips and on our journeys to and from school.

SHOW LEADERSHIP BY:

- Being good role models to others
- Being humble, honest and kind
- Supporting and helping others
- Caring for the school environment
- Showing the 7Cs in all that we say and do
- Doing the right thing even when no one is watching



THE CASTLE COURT WAY

At Castle Court, we try our best!

WE STRIVE FOR EXCELLENCE BY:

- Trying really hard
- Listening and learning
- Being ready for our lessons
- Trying new things
- Learning from our mistakes

WE SHOW RESPECT BY:

- Being kind and polite
- Saying "please", "thank you" and "hello"
- Walking safely
- Holding doors open
- Listening to our teachers and friends

WE SHOW PRIDE BY:

- Looking after our school
- Putting rubbish in the bin
- Wearing our uniform nicely
- Being happy when others do well
- Being kind when we go on trips

WE ARE LEADERS BY:

- Showing others how to do the right thing
- Being kind and helpful
- Telling the truth
- Helping to keep our school nice
- Doing the right thing - even when no one is looking

