



CASTLE COURT
SCHOOL

BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

Reviewed: August 2026

Due for review: August 2027

Document owner: P Dunsford (Acting Deputy Head and DSL)

Approved: 16/10/26 by Board of Governors

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 and deputy section leaders are Miss Thompson, Mr Bambrey, Mrs Munns, and Mrs Speer 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 75 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.

What We Hope to Achieve

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally (Behaviour in Schools, DfE, 2024)

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:

- Communicate the school's approach to behaviour to all members of the community so all are clear on the values, attitudes, and beliefs which the school seeks to promote and the social norms and routines

that will be encouraged throughout the school community.

- Ensure behaviour expectations are transparent to all pupils, parents, and staff members
- Provide reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- Explain which behaviours are permitted and prohibited.
- Promote, among pupils, self-discipline and proper regard for authority.
- Share with parents the school's behaviour management system, Trackits, to allow clear understanding of the framework Castle Court applies to every child who attends this setting. The school views the partnership with home as vital in reinforcing expected standards of behaviour.
- Provide detailed information to parents to allow for consistency of message to pupils, especially in cases where poor behaviour needs to be addressed through sanctions. We believe this is vital so that the school and parents are aligned.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline and explain the system of rewards and sanctions and examples of where these will be applied.

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.'

All behaviour can be seen as a form of communication and we believe that for most pupils, behaviour is a choice. This policy will provide a framework in supporting children to make the 'right' choices by following Castle Court's core values.

Castle Court School has high expectations of pupils' conduct and behaviour and we want all members of the school community to work together to ensure pupils learn in a calm, safe, and supportive environment. KCSIE 2026 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. It aims to promote a culture where everyone feels happy, 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. Equally, the importance of mutually respectful relationships is central to our behaviour policy. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, to contribute to and maintain the school culture. In the summer of 2026, pupils were asked about their experience of behaviour and provided feedback on it to support the evaluation, improvement and implementation of this policy. Our school expects all staff to be treated with politeness and courtesy with recognition that ongoing misbehaviour will negatively impact teachers' ability to perform their core role of educating children. Disruption is not tolerated, and proportionate action will be taken to restore acceptable standards of behaviour where required.

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 one another, all staff 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 and when asked, follow instructions
- Work and play together sensibly and kindly, sharing and taking turns
- Encourage each other to behave in a positive manner and be proud of their own and others' achievements

At Castle Court School routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Aspects of behaviour expected from pupils are made into commonly understood routines, for example, lining up outside classrooms or entering assemblies quietly or clearing plates from tables at lunchtime. These routines are simple for everyone to understand and follow.

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, all parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us. Castle Court School seeks to reinforce the whole school approach by building and maintaining positive relationships with parents, for example, by keeping them updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Strategies for Promoting Positive Behaviour

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour will be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. There is then positive reinforcement when expectations are met, while sanctions are required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

To encourage positive behaviour, staff will;

- Use positive language and reframing wherever possible
- 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 and the Trackit explanation posters as a framework for the agreed expectations of behaviour
- 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'
- Be respectful towards each child
- Seek to use the 'Track It Light' behaviour system fairly and consistently
- 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
- Use older children, especially Year 8 Leaders, as positive role models to demonstrate examples of positive behaviour
- Listen to a child when they speak and if that is not possible within a lesson or around the school, arrange to speak to them at an appropriate time/place.
- Take time to investigate incidents of poor behaviour, seeking advice from colleagues and referring to the school's Trackit explanation posters before deciding on the level of sanction.
- Put greater emphasis on rewards than sanctions
- Reward children for 'constant' good behaviour and not just those meeting the expected standards of behaviour
- Implement personalised systems for individual children if necessary

- Monitor the number of orange and red Trackits received by pupils and communicate with parents so they are made aware of these and discussions can take place on how to address ongoing issues.
- 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, liaise with the SENDCo and Learning Support Team to compile a one-page profile for individual children so that their behaviour needs are communicated with the wider staff.

Rewards and Sanctions

The school seeks to ensure that all rewards and sanctions are 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 for meeting the expected standards. All sanctions given will be appropriate with the behaviour displayed, examples of which can be found on the school's Trackit explanation posters and whole group sanctions will generally be avoided as these can penalise pupils unfairly. Castle Court's Trackit behaviour system is designed to be displayed on classroom whiteboards and visible to pupils 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 posters around school.
- Verbal praise - identifying the behaviour being celebrated. Exp: Thank you for following the Castle Court Way by listening attentively and with respect.
- Written comments in books, and/or 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. Other staff working with the child will be notified, to ensure consistency.

Behaviour Management at Castle Court- Track It Lights.

At Castle Court, we have been using the behaviour management system 'Trackit Lights' since September 2022. This is 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 Cs values such as collaboration and communication whilst also praising them for use of PSB skills including leadership, independence, and reviewing and improving. Fundamental to the system is **recognition of our pupil's demonstrating effort, a positive attitude, and going over and above what is expected of them.** It is **not** designed to simply reward achievement or the amount/quality of work produced.

'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 7Cs 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. Points awarded are visible the next day as the system syncs overnight.

Track-it points are accrued across different lessons and count towards ongoing house totals. Each week there is a different focus on one of the 7Cs or PSB skills. These are shared with the pupils each week during Friday's 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. Form tutors can also set pupils challenges (such as the class getting to a certain number of points in a half term). Pupils have a say in deciding rewards for achieving such targets. In recognising that our older pupils in Years 7 & 8 are motivated in different ways, we have in place a system whereby individual pupil totals count towards them participating in collective rewards each term such as movie nights, school discos and offsite trips.

If a pupil is demonstrating poor behaviour, in lessons or across the school site, verbal or non-verbal warnings for non-adherence will initially be given by the teacher. However, if these continue, a child will receive an 'Orange' Trackit. In years 3-5, this will result in that pupil having to spend time with their teacher at break time. In the senior years, 6-8, it will result in a break or lunch time reflection with the teacher who issued the sanction or the section leader. The Trackit system is designed to help children **self-regulate and reflect on their behaviour choices**. Therefore, at this 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 need to alter their behaviour and adhere to the expected standards.

'Green' Trackits that have already been awarded will never be deducted from pupil totals but equally, orange ones that have been given will not be rescinded. Pupils who improve their conduct within the same lesson can have the highlighted colour removed from their name as a way of recognising their change in attitude. All pupils' behaviours are then reset at the start of each new lesson, allowing each pupil a fresh start.

Where, very rarely, improvements do not occur following an 'Orange' sanction (or when there is one-off, serious breach of our behaviour policy) pupils will be given a 'Red' Trackit. This will be communicated to them. In years 2-5, the consequence will be a lunchtime detention with the section or deputy section leader. In years 6-8, a red will result in an after-school detention. In both cases, pupils will engage in **restorative practice**, where they will discuss the root cause of their behaviour and seek to repair any damaged relationships with staff and/or peers.

For years 7 & 8, the type of consequence will involve a discussion with the child or children involved. They will be presented with two options. Option 1 involves the idea of restorative practice, where they can contribute one hour after school and x4 sessions of 25 minutes in school to give back positively to the Castle Court Community. If completed, their attendance at the next collective senior reward event will not be impacted by the red they have received. Option 2 involves the pupil(s) serving a more traditional after school detention with the consequence that they will **not** be able to attend the next senior reward event.

By offering this choice, it allows the child the opportunity to rectify their mistakes by showing that good can come out of getting things wrong. This restorative practice encourages accountability, empathy, and collaboration by working with the pupil to learn from errors rather than them feeling like the sanction is being imposed on them. Parents can view sanctions given to their child in Edulink. When a 'Red' has been received, the member of staff who has given this sanction will communicate with parents, explaining what behaviour has occurred.

If a pupil receives multiple oranges over a short period of time for repeated low-level disruption, this will equate to a red trackit. If they are all in the same subject, the teacher involved will communicate with parents. If the oranges are given by different teachers, tutors will communicate with parents to make them aware that there is an ongoing problem and to find out if there are any extenuating circumstances behind the behaviour. If a child receives 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 report card and will also have an after-school detention with the Deputy Head or Head.

We believe that Track-it Lights allows the children to see their successes very clearly during all lessons, as well as allowing the staff to easily reward the positive learning behaviours and attitudes we see every day in school. 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.

For more information, please see our Trackit explanation posters on our website for the types of behaviours that would result in green, orange, or red sanctions being given.

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 at 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.

Responding to Misbehaviour

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 to Castle Court staff.

- Verbal or non-verbal warnings. These may refer to the teacher's expectations and how these are not currently being met.
- The giving of an Orange Trackit where the above warnings have not resulted in a change in behaviour. This is a formal sanction and is recorded on our system. Receiving an orange will result in either a break time (Years 2-5) or lunch time (Years 6-8) reflection. Please note that although parents will be made aware of an orange being received by their child, via the behaviour tab on Edulink, staff are not expected to email or call to explain the reasoning for giving of this sanction. This is in place to manage teacher workload. The matter will be dealt with during the school day. If the teacher feels that a pupil begins to adhere to the expected standards of behaviour within that lesson, their name can be taken off orange by pressing the X button on the screen. The sanction will, however, not be rescinded.
- 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 removal from the class to give the child time to self-regulate, to enable the lesson to continue without interruption and/or for a staff member to briefly hold a conversation with the pupil about their behaviour before they are asked to return.
- The giving of a Red Trackit where the above de-escalation techniques have not worked following the giving of an orange or there is a one off, serious breach of our behaviour policy. This will result in a lunchtime detention for pupils in Years 2-5 and an after-school detention for pupils in years 6-8. In both cases, **this will be a restorative process** where pupils reflect on the choices they have made. Communication of a Red Trackit will be via a phone call home or face to face conversation with parents during which the member of staff who issued the red will explain the reason for the sanction.
- During break or lunchtime reflections and after school detentions, there will be targeted discussions with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate. Staff will always ensure reasonable time is given for the pupil to eat, drink and use the toilet during such sanctions.
- If a pupil receives multiple 'Oranges' over a short period, for repeated low-level disruption, it will equate to a red. If they are all in the same subject, the teacher involved will communicate with parents. If the oranges are given by multiple teachers, tutors will communicate with parents to make them aware that there is an ongoing problem and to find out if there are any extenuating circumstances behind the behaviour.
- If a child receives 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 report card and will also have an after-school detention with the deputy head or head.
- Loss of privileges or position of responsibility (e.g. captain of a sports team, school leader role)
- Permanent removal from a lesson. The use of removal should allow for continuation of the pupil's education in a supervised setting. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from a lesson. Removal should be used for the following reasons: a) to maintain the safety of all pupils and staff and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space. Removal from a lesson should be distinguished from the use of separation spaces (sometimes

known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

- If poor behaviour continues (or for a serious, one-off breach of the school's behaviour policy), a pupil may be internally suspended with the child expected to complete their work in isolation away from their class for a whole day. **Only the Head has the authority to decide on this level of sanction.**
- 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 suspension can be given. This is where a pupil is asked not to attend school. An external suspension can last between 1 - 45 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.**

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, internally or externally, with the Chair of Governors notified of any external exclusions. Parents have a right to make representations to governors and the right to an independent appeal.

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 was provoked.
- Allow the pupils 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.

Reintegration

The school and its staff will consider carefully how to reintegrate pupils following removal from lessons, internal suspensions and/or external exclusions. This may involve time spent discussing the root causes of the behaviour with form tutors, section leaders and/or the Assistant Head- Pastoral, or reintegration meetings between the school, pupils, parents and, if relevant, other agencies. The school will consider what support is needed to help the pupil meet the expected standards of behaviour.

Preventing recurrence of misbehaviour and supporting pupils following a sanction

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

Castle Court School adopts a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of internal suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It might be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities involving our ELSA team for example. All incidents of misbehaviour are communicated to the relevant form tutors, section leaders and the Assistant Head- Pastoral. During weekly briefings, all staff are kept informed of pupils who are persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions that the school might consider include:

- Regular communication and engagement with parents and carers
- Ongoing review of the pupil's conduct, via report cards, with staff involved in teaching, supporting or supervising them across the school;
- Consideration of interventions such as ELSA to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills;
- Providing one-to-one mentoring or coaching.
- Consideration of underlying factors in terms of whether appropriate provision is in place to support any SEND that a pupil may have. A 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; and considering whether the support for behaviour management

being provided remains appropriate.

Castle Court School will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider whether pastoral support, early help intervention or a referral to children's social care is appropriate.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

Castle Court School will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. As a school, we will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement to be made by staff based on the facts of any given situation and their knowledge of that child. The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools will refer to the Equality Act 2010 and schools' guidance. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Restrictive Interventions by Staff

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Further information about this is given in the school's Restrictive Interventions policy as well as our Child Protection and Safeguarding policy.

Use of reasonable force to search pupils

The Head and the staff they authorise have a statutory power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. The above staff also 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 on them (see list below). 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.

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 from 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 each 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)

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** item (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** item 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 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. The school operates as a mobile phone-free environment by default, in accordance with the DfE's statutory guidance on Mobile phones in schools (2026). Pupils should not have access to their mobile phones throughout the school day, including bus travel to and from school, during lessons, the time between lessons, breaktimes and lunchtime. A pupil may bring a mobile phone to school, but permission must first be sort by parents from 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) If a pupil is found to have a mobile phone on them during the school day or to have used a device on the school buses, sanctions in line with the above list can be applied.
- Other electronic devices (such as Ipads, games consoles or Kindles) other than the pupil's school ProBook
- sweets/cakes and other food items (for example if a child wishes to bring in their own packed lunch or snack). In such cases, in line with the school's allergy policy, parents must seek permission in advance from the school's Allergy Lead and/or Designated Safeguarding Lead to ensure inclusion and safety for all pupils onsite with allergies. These procedures apply to the school-led breakfast club, main break and lunch time offering and after school provision.
- chewing gum
- matches/lighters.
- vapes and e-cigarettes.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Off-site behaviour

Castle Court School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for **misbehaviour** causing embarrassment, offence and/or harm include:

- **when 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)
- **when travelling to or from school** (e.g., on school minibuses)
- **when wearing school uniform and representing the school (at taster days, exams or performances)**
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

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.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Castle Court School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where the school suspects a pupil of criminal behaviour online, we will follow DfE guidance on suspected criminal behaviour in terms of whether an incident should be reported to the police. When an incident involves nude or semi-nude images and/or videos, staff will refer the incident to the designated safeguarding lead (or deputies).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are ultimately responsible for this behaviour. However, incidents that occur online will affect the school culture. Castle Court will therefore sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Child on Child Sexual Violence and Sexual Harassment

Castle Court School is clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff are made aware of the importance of challenging all inappropriate language and behaviour between pupils.

Castle Court School will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We will advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships. Where relevant, pupils who fall short of these behaviour expectations will be sanctioned.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it.

Further details of the school's stance on Child on Child Sexual Violence and Harassment can be found in the schools Child Protection and Safeguarding policy.

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.

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.

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.

Most 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

Mrs Louise Speer, as Section Leader, is responsible for behaviour management issues. She is supported by Mr Dunsford, Assistant Head (Pastoral)

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:

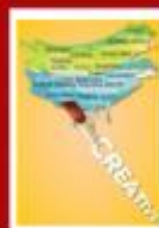
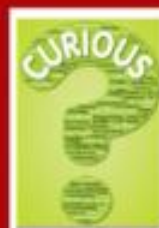
- Walking around the school site and showing consideration to others
- Saying thank you/ good morning/ good afternoon
- Holding doors open for others
- Shaking hands with an adult at the end of the day
- Following instructions from staff
- Listening to others
- Displaying good table manners

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

