

We are here to ignite a lifelong love of learning.

We do this to empower every child to become a curious, confident, and resilient citizen.

POSITIVE BEHAVIOUR POLICY

September 2026

Schools must have policies and procedures in place that promote good behaviour and prevent poor behaviour. A school's behaviour policy should be seen as an integral part of its curriculum, as all schools teach values as well as skills and knowledge. The policy must be based on clear values such as respect, fairness and inclusion, and reflect the school's overall aims and its social, moral and religious education programmes. These values should be the basis for the principles underlying the school's behaviour policy.

UNCRC Article 28: Children have the right to a primary education. Discipline in schools should respect children's dignity.

OLDCASTLE PRIMARY SCHOOL



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Our School Values - Inspire, Motivate and Educate

We are an ambitious school where learning values underpin excellence; individuals are valued; achievements celebrated and where our pupils, staff and community are happy and safe and learn together through a lively and innovative curriculum.

At Oldcastle School, we are here to ignite a lifelong love of learning and empower every child to become a curious, confident, and resilient citizen. Our purpose underpins every aspect of school life, creating a supportive environment where our entire community grows as happy, proud, and responsible individuals. We believe education is far more than standard classroom learning; it is about providing a foundation for life by actively nurturing each pupil's unique potential.

We achieve this by embedding three core values into our daily behaviours: we **Inspire** to build confidence by teaching children to lift others up and lead by example; we **Motivate** to foster resilience, encouraging pupils to tackle big challenges and embrace mistakes as steps toward mastery; and we **Educate** to spark curiosity, transforming learners into active knowledge-seekers who question, explore, and share. Together, these values guide our interactions, shape our culture, and empower our pupils to take ownership of their choices, learning, and growth.

Our school aims to:

- Provide the highest academic standards in all aspects of the curriculum, continually monitoring and reviewing our teaching practice
- Foster pupils' enthusiasm and develop their knowledge and understanding to enable them to be 'successful learners'
- Provide an environment that is secure, happy, stimulating and challenging
- Develop pupils' confidence and self-esteem, ensuring that each individual is effectively motivated to do his/ her best
- Be aware that each child has unique qualities, and provide the environment for those qualities to be developed
- Give a context to our children's learning, by providing breadth and balance and cross-curricular links where possible
- Work in genuine partnership with parents and the wider community, appreciating cultural diversity
- Prepare our children for life in society and to show respect and tolerance towards others and behave responsibly
- Be proud of our Welsh heritage, and enjoy learning through the medium of Welsh

School rules enable the school community to function safely, to promote successful learning and to encourage responsible behaviour. This document outlines clearly the expectations the school has of every pupil.

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What behaviours do we expect at Oldcastle?

(Developed by our Pupil Voice and Junior Leadership Team)

All pupils have the responsibility to...	All pupils have the right to...	All pupils will show respect by...
→ Take part in lessons → Allow others to work uninterrupted → Ask for help when needed → Try their best	Learn	→ Working both independently and together → Contributing ideas → Following instructions carefully → Work to the best of their ability
→ Listen carefully to each other → Tell someone if they have a problem	Be heard	→ Speaking respectfully and kindly → Taking turns to speak and listen
→ Take care of themselves and others → Show control and make positive behaviour choices → Keep your hands and feet to yourself to refrain from hurting others	Feel safe and valued	→ Being polite and honest → Being sensitive to others in what they say and do → Accepting and appreciating differences
→ Move around the school in a calm and orderly way → Show respect for their own property and the property of others → Tell an adult if something is damaged or dangerous	A safe environment	→ Moving around school calmly and quietly → Being careful with property → Inform class teachers/ other members of staff if something looks or feels dangerous

The **Four Purposes of the Curriculum for Wales** and the **UNCRC/UNCPRD** underpin all of our work at Oldcastle. We want all of our children to be aware and fully understand their rights as children and adults, and proactively promote pupil voice.

We strive for our pupils to become:

- ★ Ambitious, capable learners
- ★ Ethical, informed citizens
- ★ Enterprising, creative contributors
- ★ Healthy, confident individuals

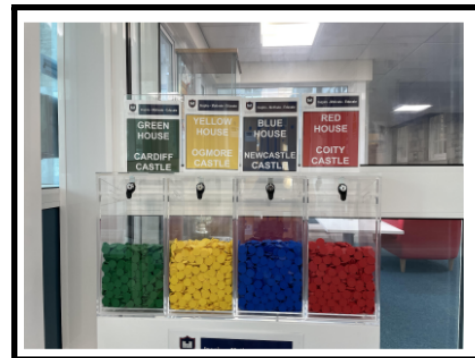
How do we promote positive behaviour at Oldcastle?

At Oldcastle Primary School, we pride ourselves on working as a team. Each pupil in our school is part of a house - Tŷ Glas, Tŷ Coch, Tŷ Gwyrdd and Tŷ Melyn. Each pupil within each house can earn tokens for their house.

At the end of each week the House Captains collect the tokens from each class and they culminate in the token holders by the Main Office.

At the end of each half term, the tokens are counted by our House Captains. The total amount of tokens are then announced during a whole-school assembly and rewards are provided termly.

All staff at Oldcastle understand how our pupils should behave. Staff will praise and give tokens for positive behaviour, effort, taking pride in their work, showing care and respect and being a positive representative of Oldcastle.



How are our pupils rewarded for demonstrating positive behaviour?

Rewards are decided by the Junior Leadership Team and are placed in order of first, second, third and fourth place, depending on the total number of tokens earned.

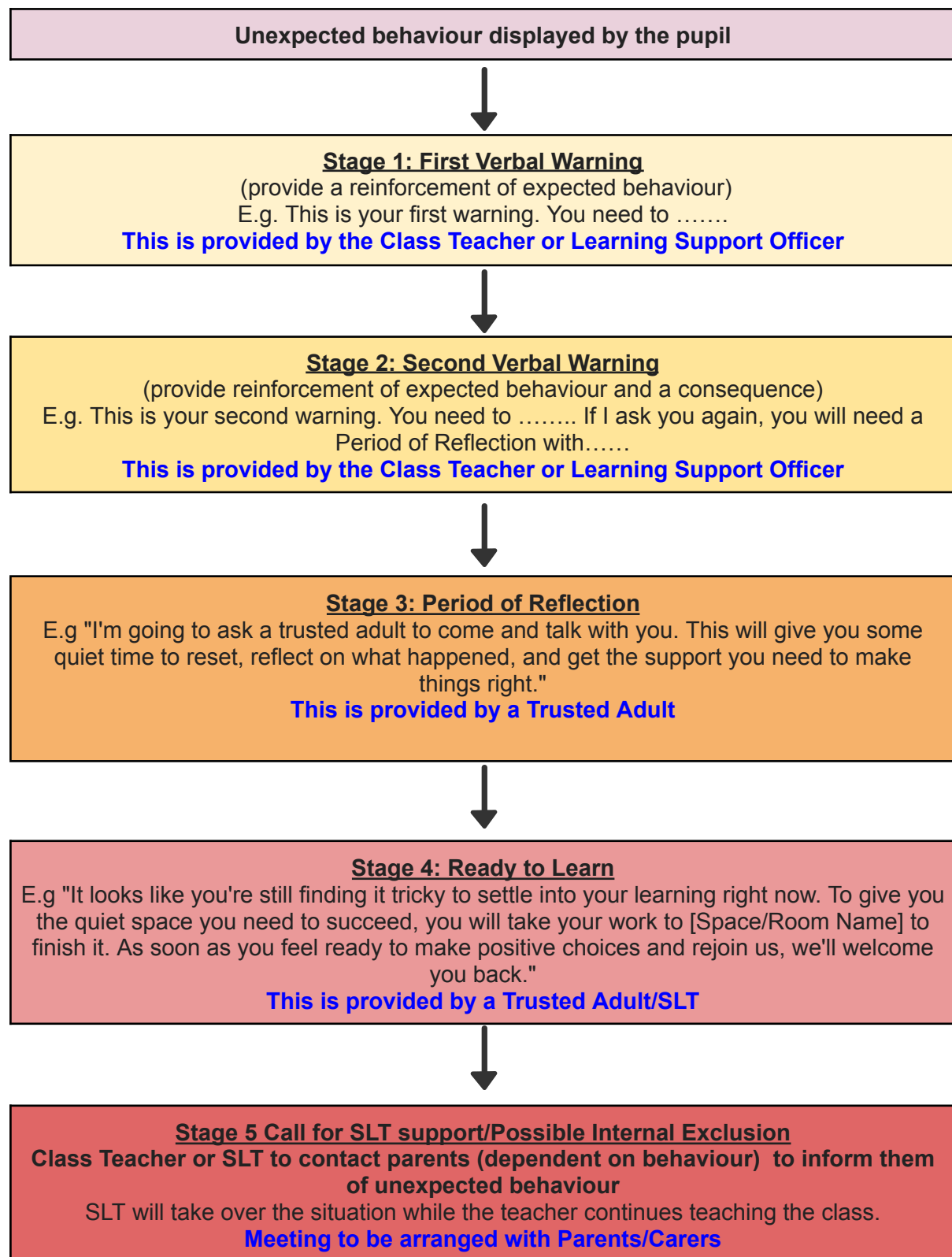
Examples of rewards have been:

- Breakfast with the Headteacher
- Taking Barney for a walk
- Watch a movie in the 4D room
- Smoothie-Making
- Games on the yard
- Scooters, bikes and skateboard afternoon
- Baking cakes

These rewards are decided on a term-by-term basis by the Junior Leadership Team and the Senior Leadership Team.

What happens if a pupil does not behave as we expect?

It is rare that pupils at Oldcastle do not behave as we expect. On these occasions, staff follow a consistent and thoughtful approach.



Note: If a pupil displays dangerous and/or aggressive behaviour, staff must ensure that all other pupils are in a safe place and call for urgent support from SLT.

What happens if a pupil persistently displays unexpected behaviours?

Exclusions are used as a last resort and only when all other strategies and reasonable adjustments have been tried and exhausted. Exclusions, either fixed-term or permanent, can only be imposed by the Headteacher or, in the Headteacher's absence, the most senior teacher in charge.

A decision to exclude a learner should be taken only:

- In response to serious breaches of the school's behaviour policy, and
- If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Exclusion will not be imposed without careful consideration, unless there is an immediate threat to the safety of others in the school or the pupil concerned. The best interests of the child, in line with the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), need to be at the core of any decision to exclude and of any subsequent exclusion procedures.

Inclusion, Additional Learning Needs (ALN), and Exclusions

We are fully committed to inclusion and to making reasonable adjustments under the Equality Act 2010 and the UNCRPD. We recognise that pupils with Additional Learning Needs (ALN) or other neurodivergent profiles may face unique challenges in regulating their behaviour and may require tailored support, individual plans, and environmental adaptations.

A diagnosis or additional needs does not mean a pupil is exempt from the school's behaviour expectations or from exclusion. While we always evaluate whether a behaviour is linked to an unmet need and ensure all reasonable adjustments have been implemented, every child and staff member has the right to a safe, orderly environment. Where reasonable adjustments have been exhausted, and a pupil's behaviour continues to pose a serious risk to safety or severely disrupts the education and welfare of others, exclusion remains a necessary last resort for any pupil.

Pre-Exclusion Checklist

Before deciding whether to exclude a learner, either permanently or for a fixed-term, the Headteacher should:

- Ensure that an appropriate investigation has been carried out.
- Consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be.
- Take account of the school's Behaviour and Equal Opportunities policies, and the Equality Act 2010 (including an assessment of whether reasonable adjustments were in place for pupils with ALN).
- Allow the pupil to give their version of events.
- Check whether the incident may have been provoked, e.g., by bullying, a meltdown triggered by environmental factors, or harassment.
- If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision (e.g., a member of the discipline committee).
- Keep a detailed written record of the incident, all prior reasonable adjustments, and actions taken.

Following any fixed-term exclusion, the school will work collaboratively with parents, pupils, and relevant professionals to develop a reintegration plan that supports the pupil's successful return to school and addresses underlying needs.

The school will always refer to local and national guidance when considering exclusion, alongside the Equality Act 2010. Further guidance can be found:

- [Exclusion from school](#)
- [Equality Act 2010](#)
- [THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD | Unicef](#)
- [UN Convention on the Rights of Persons with Disabilities \(2006\)](#)

How will the school support pupils with Additional Learning Needs (ALN)?

The first response to progress and behaviour which is less than expected would often be to provide targeted teaching towards a pupil's areas of weakness. Oldcastle staff would be expected to put in place differentiated teaching or other targeted interventions designed to secure better progress and behaviour, where appropriate for all pupils at a whole class, group or individual level. This is a fundamental element of high-quality, but routine, teaching at Oldcastle.

A judgment must be made in each case as to what it is reasonable to expect a pupil to achieve. Slow progress, unexpected behaviour or low attainment does not necessarily mean that a learner has ALN. All children identified as having ALN will be supported on an individual basis in line with the procedures in the ALN Code for Wales (2021), ensuring that the pupil is fully supported by Oldcastle staff, parents and professionals.

What are the roles and responsibilities of all staff?

At Oldcastle, it is everyone's responsibility to promote and sustain positive behaviour. Staff should role-model expectations and apply consistent approaches.

All staff have the responsibility to...	All staff have the right to...	All staff show respect by...
Plan and prepare stimulating and relevant lessons	Expect pupils to complete work to the best of their ability	Making sure work is adapted for individuals' needs
Keep pupils safe	Expect pupils to do what they ask the first time	Listening to pupils' concerns Listening to parent concerns
Support pupils to develop academically, socially, morally, spiritually and culturally	Expect pupils to treat them with mutual respect	Being sensitive to others' beliefs and needs Knowing pupils and their families well
Apply consistent approaches to behaviour management	Expect pupils to adhere to school expectations	Being consistent in their approach and sharing the consequences of actions
Record and monitor behaviour incidents	Be trained appropriately in monitoring and recording processes	Keeping information confidential and on a need-to-know basis

It is expected that all staff and visitors at Oldcastle Primary School will role-model the behaviours that we expect of the pupils. This means that staff and visitors should demonstrate a calm, caring and respectful attitude towards every member of our school community. All staff will receive regular training on trauma-informed practice, de-escalation techniques, and managing behaviour linked to emotional and social needs to ensure a consistent, empathetic approach.

Strategies for ensuring a calm classroom environment include:

- Use the school's Teaching Model consistently
- Speak using a calm voice, avoiding the use of raised, sharp or loud voices
- Provide pupils with choices (if appropriate to individual children) or
- Provide pupils with one clear instruction to avoid ambiguity
- Use positive praise for expected behaviour i.e. token reward system / verbal praise
- Have clear, high expectations of all pupils
- Know pupils well and appreciate their individual needs
- Use a visual timetable to allow pupils to understand and follow routines
- Have clear procedures and follow the behaviour policy consistently



What are the roles and responsibilities of the governing body?

- Agree to the expected behaviours of pupils of Oldcastle Primary School
- Monitor that the school's Behaviour Policy is implemented fairly and consistently and is regularly reviewed
- The governing body will regularly review behaviour data, evaluate the impact of the behaviour policy, and challenge school leaders to ensure continuous improvement and alignment with school values and statutory requirements
- Ensure that the school's behaviour policy adheres to legislation set out in the UNCRC / UNCRPD and the Equality Act 2010

What are the roles and responsibilities of the Senior Leadership Team?

- Ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- Model respectful behaviour in front of children
- Regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unexpected behaviour
- Guide and support staff in behaviour management
- Act as a point of escalation where it is deemed necessary
- Provide additional targeted support for children with social, emotional, behavioural and mental health concerns
- Work alongside parents to secure and promote positive behaviour
- This behaviour policy supports our school improvement priorities by fostering an environment where adaptive learning, digital frameworks, and cross-curricular skills can flourish through positive, respectful interactions

- The school is committed to monitoring behaviour incidents for any patterns related to protected characteristics and will take proactive steps to ensure equity and fairness in the application of behaviour management.

What are the roles and responsibilities of parents and carers?

- Support the school's Behaviour Policy principles, ethos and work in partnership should any challenges arise
- Demonstrate respectful behaviour and promote a positive attitude towards school
- Praise and promote pro-social behaviours through positive feelings as a result of positive experiences
- Work with school staff to implement strategies at home which promote consistency between home and school
- Keep in touch with school staff to inform of any changes such as moving house, new sibling etc. so that staff can monitor emotional wellbeing and behaviours

How does the school record instances of unexpected behaviour?

Oldcastle Primary School uses My Concern to record all instances of unexpected behaviour. All Designated Safeguarding Officers have been trained accordingly. The Designated Senior Persons monitor all records and provide support as required. The Senior Leadership Team will support staff to identify strategies to promote positive behaviour with individual pupils.

Meetings about behaviour, safeguarding and wellbeing are frequent and information is shared between staff members.

All data regarding staff and pupils is stored securely in accordance with General Data Protection Regulations (GDPR). There are strict legal guidelines in place as to how data should be both 'controlled' and 'processed', which the school is fully aware of and complies with.