



**MICHAEL
FARADAY
SCHOOL**



**WRITTEN STATEMENT OF
BEHAVIOUR PRINCIPLES
JANUARY 2026**

Our Belief

At Michael Faraday Primary School, we believe that children are born good and want to do well. Every child deserves dignity, respect, safety and a sense of belonging. We understand behaviour as a form of communication, and recognise that behind every behaviour is a need. With the right relationships, consistent support, clear strategies, and high expectations, every child can learn, grow and succeed.

We are an inclusive, nurturing school community where positive behaviour flourishes through strong relationships, trust, and a sense of belonging. Clear routines, boundaries and the explicit teaching of emotional regulation and behaviour strategies underpin this approach. Our whole-school ethos is: "Catch the children being good" and "Make the right choices even when you think no-one is watching."

Core Principles

The governing board, staff, and leadership team of Michael Faraday Primary School agree that children should always be treated with dignity, respect, and fairness. They are born with emotions and must be taught strategies to understand and regulate them.

Behaviour develops through consistent tools, modelling, relationships, and support, and positive behaviour choices grow from trust and belonging. Every child can learn and improve with the right support in place.

Behaviour is a form of communication; understanding the underlying need guides our response.

The school community has a shared responsibility to 'catch children being good' and reinforce positive behaviour, and adults model the behaviour we expect from children at all times.

Rights, Safety and Inclusion

Every pupil has the right to feel safe, valued, and respected, and to learn free from disruption. Behaviour must never place the physical or emotional safety of any member of the school community at risk. Michael Faraday is an inclusive school where all members are entitled to learn and work free from discrimination, harassment, victimisation, or prejudice, in line with the Equality Act 2010. Behaviour expectations apply equally to all, while support is adapted to individual needs.

Positive Behaviour and Relationships

The emphasis is always on an pro-active approach - encouraging positive behaviour, not simply reacting and responding to negative behaviour.

We promote positive behaviour through:

- High expectations
- Strong relationships
- Clear routines and boundaries
- Explicit teaching of behaviour and emotional regulation
- Modelling
- Praise, recognition and celebration
- Restorative approaches

Children are supported to make the right choice, rather than simply being corrected for the wrong one.

Intrinsic motivation is valued, alongside recognition and celebration of positive conduct, effort and attitude.

Boundaries, Consequences and Responsibility

Clear boundaries are essential for children to feel safe and secure. We address the behaviour, not the child, and use the language of 'consequence' rather than 'punishment'. Consequences are designed to support reflection, teach responsibility, repair harm, and promote learning and growth. Children are supported to turn behaviour around, not labelled by mistakes.

Restorative and Reflective Practice

Michael Faraday uses a Restorative Justice approach, based on respect, responsibility, repair, and re-integration. When behaviour incidents occur, the focus is on understanding what happened, the impact on others, taking responsibility, making amends, learning from the situation, and rebuilding relationships. This approach supports children to develop emotional intelligence, empathy, accountability, and resilience.

Support and Early Intervention

Behavioural needs are addressed early and proactively, with graduated, personalised support based on individual needs. Strategies may include regulation tools, reflection and coaching, environmental adjustments, individual behaviour plans, targeted interventions, and support from the SENCO and SLT. The school works with external agencies where appropriate to ensure effective support.

Serious Incidents and Safety

Violence, harmful behaviour, intimidation, or threatening behaviour will not be tolerated. The Headteacher and Senior Leadership Team are responsible for ensuring the safety and welfare of all pupils and staff. In exceptional circumstances, statutory powers - including suspension, permanent exclusion, reasonable force, or search - may be used only when necessary to protect safety. Decisions always balance the needs of the individual child with the safety and wellbeing of the wider school community.

Partnership with Families

We work in partnership with parents and carers to promote consistent expectations between home and school. Families are actively involved in behaviour support, reflection, and improvement processes. Parents are expected to reinforce positive conduct, support restorative approaches, and encourage children to take responsibility for their actions. By working together in a consistent, respectful, and supportive way, school and families ensure that every child has the opportunity to develop socially, emotionally and academically.

Governance and Accountability

The Governing Board sets the strategic principles for behaviour and discipline, while the Headteacher oversees day-to-day implementation. Governors monitor behaviour, inclusion, safeguarding, equality, and exclusions to ensure policies are applied fairly, consistently and lawfully.

Scope of Application

This statement applies to all pupils: on the school site, during school activities, on educational visits and trips, during extracurricular activities, and when representing Michael Faraday Primary School in the community.

Monitoring and Review

This statement is monitored regularly by the Governing Board, reviewed every three years, and updated in line with statutory guidance and school development priorities. The governing board remains committed to ensuring that behaviour at Michael Faraday Primary School is positive, inclusive, restorative, consistent, supportive, and safe, giving every child the opportunity to thrive within a caring, respectful, and aspirational school community.