



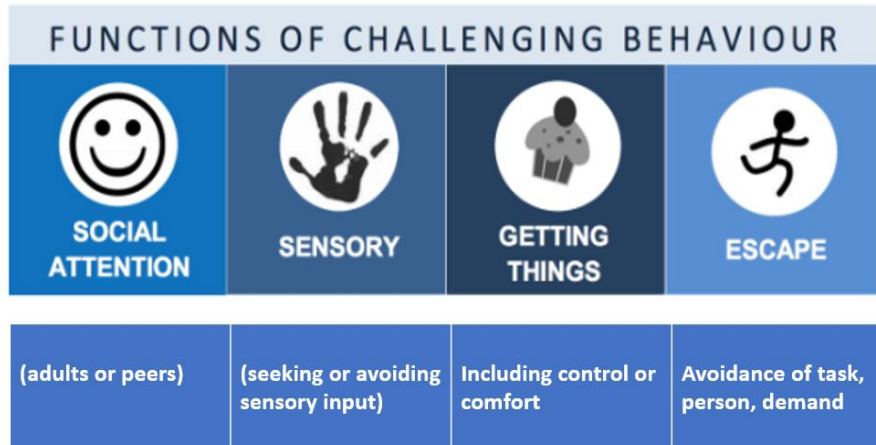
**MICHAEL
FARADAY
SCHOOL**



BEHAVIOUR POLICY

March 2026

- Children should be treated with dignity and respect.
- Children are born good and want to do well.
- Children are born with feelings, but needs to learn strategies to regulate them.
- Children require consistent tools, strategies and support to manage behaviour.
- Our ethos is – catch children being good
- Positive behaviour choices comes from strong relationships, trust and sense of belonging.
- Every child can learn and grow with the right support.
- Behaviour is a way of communicating needs - understanding the underlying need helps guide our response.



WHOLE SCHOOL APPROACH: CATCH THE CHILDREN BEING GOOD

Our motto: 'Catch the children being good' and 'Make the right choices even when you think no-one is watching.'

We focus on encouraging positive behaviour by:

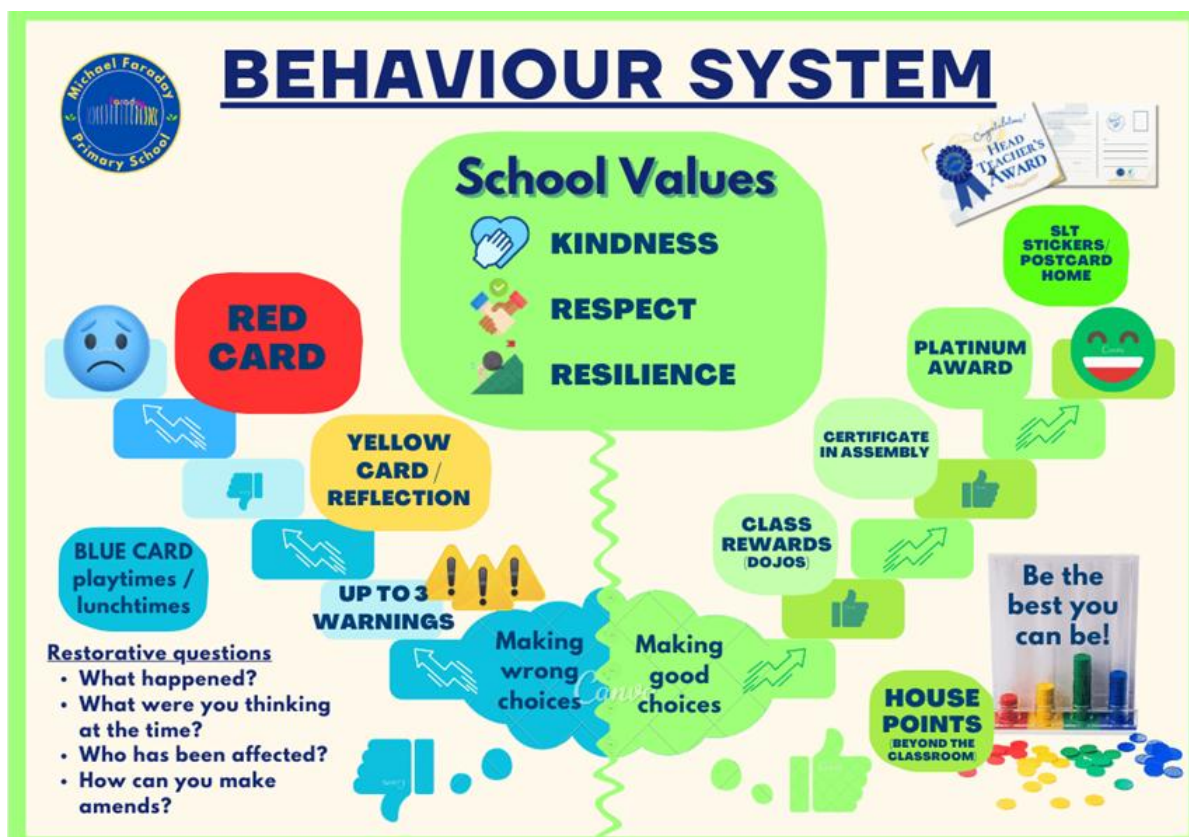
- Giving frequent verbal praise and recognition.
- Using non-verbal cues, reminders and redirection.
- Publicly praising others nearby to influence positively.
- Giving children responsibilities to build confidence.
- Explicitly modelling and naming good behaviour.
- Supporting children to make the right choice rather than simply correcting the wrong one.

Rewards for positive behaviour

While we value intrinsic motivation to learn, we also use the following to celebrate success:

- Verbal praise and class-based rewards (e.g. stickers, ClassDojos).
- Celebration Assembly – Weekly awards for 'Celebration of Conduct' and 'Star of the Week'. Parents are invited.
- Platinum Certificate – Awarded for consistent excellent behaviour and attitude.
- SLT Stickers – Awarded by members of the Senior Leadership Team to recognise children demonstrating our school values or excellent learning.
- Postcards – Postcard sent home from the Headteacher for exceptional effort or conduct.
- House Points (for communal area and outside) – Awarded by any adult, especially for positive conduct in transitions (play, lunch, lining up, PE).
- No sweets or unhealthy food are used as rewards, in line with our Healthy School ethos.

OUR BEHAVIOUR SYSTEM (SETTING THE BOUNDARIES)



Key guidelines

- Address the behaviour, not the child.
- Help children turn behaviour around.
- Use the term "consequence", not punishment.

Traffic light consequence system


Positive praise: Using praise strategically helps children make positive behaviour choices. Praising the behaviour you want to see from a child nearby can often prompt another child to self-correct and choose more appropriate behaviour.

Redirection: a non-verbal cue in the form of a gentle encouragement and reminder of our expectations.

Reminders: A clear, verbal reminder that reinforces the expected behaviour and prompts the child to make a good choice. Reminders are not part of the warning system and should not be confused with behaviour warnings.

Behaviour warnings (up to 3): Yellow card

If positive praise, redirection, and reminders do not result in improved behaviour choices, the child may receive up to three behaviour warnings. Three warnings = yellow card

- Warnings must be given calmly, clearly “this is your first official behaviour warning” and only when earlier strategies have not been successful.
- Warnings can be reversed (earned back) when the child turns their behaviour around. 

EYFS

In EYFS, children will receive up to three verbal behaviour warnings before a consequence is applied. Consequence after 3 warnings (EYFS):

- Time out in a designated calm space (time out mat and sand timer)
- Time out is age-appropriate in length and supportive in approach, guided by the principle of approximately one minute per year of age
- (e.g. 5 years old = 5 minutes)
- After time out, adult supports a reflection conversation

Key Stage 1 and Key Stage 2: Consequence for 3 warnings: Yellow Card

A child who receives three behaviour warnings will be issued a yellow card. The consequence is as follows:

KS1

- 5-minute time-out in a designated time-out spot in or outside the classroom, using a visible 5-minute timer.
- Time-out begins immediately when the third warning is given.

KS2

5/10 minute reflection time at playtime or lunchtime, overseen by the teacher.

If the yellow card is issued in the afternoon, reflection may take place:

- for up to 5 minutes at the end of the day (supervised by a TA while the teacher dismisses the class), or
- at the next playtime (while still aiming to start each day fresh).

Recording

- The yellow card must be recorded on CPOMS as “Yellow Card.”
- No additional detail is required when logging on CPOMS, unless appropriate (i.e. incident that was investigated).

Repeated Yellow Cards

If a child receives yellow cards repeatedly:

- The teacher should also implement a supportive strategy, such as an individual reward card, to help turn behaviour around.
- The teacher should speak to parents.
- SLT/SENCO will monitor the impact of the strategy.
- If concerns continue, SLT/SENCO and the teacher will agree on next steps or an alternative approach.

When teachers apply proactive strategies - anticipating triggers, reinforcing expectations, and “catching children being good” - yellow cards and reflection time are issued thoughtfully, not routinely.

The space outside the classroom should be used proactively to help prevent escalation before warnings are needed.

RED CARD – SLT to make final decision

- ***Reserved for serious incidents and SLT make final decision. It is a professional judgement based on context and investigation.***

Given for: Harmful or dangerous behaviour, including but not limited to:

- Physical assault : Physical assault is any deliberate act of physical contact intended to hurt, intimidate, or control another person. This includes, but is not limited to:
 - Hitting, punching, or slapping
 - Kicking, biting, or spitting
 - Pushing, shoving, or tripping
 - Throwing objects at someone with intent to harm
- Threatening or intimidating behaviour
- Swearing or abusive language towards staff or pupils
- Discriminatory remarks or actions (e.g., racist, sexist, homophobic, or ableist comments)
- Climbing fences in an attempt to get out, leaving the site without permission
- Deliberate damage to property
- Bullying or repeated harassment
- Stealing or misusing property in a harmful way
- Any behaviour that puts self or others at significant risk

Red card incidents are investigated by SLT, who have the time and oversight to consider each case carefully. A restorative approach and behaviour mapping are used to understand and address the behaviour. Consequences are determined on a case-by-case basis, taking into account the intention, context and severity of harm.

- Red Cards apply regardless of SEND if it was physical assault
- Consideration will be given to “joint enterprise” situations.

SLT ensure consistency in decisions, maintaining a clear threshold for red cards. They will inform parents and ensure monitoring and support are provided for all children involved to promote positive behaviour moving forward.

Beyond the behaviour system

At times, a child with a complex need - or sometimes older children (e.g., Year 6) - may not respond to the behaviour system. In these cases, SLT may decide to put a different supportive system in place. For example, a child may be given the opportunity to complete work in another dedicated space to avoid escalation. This is a supportive and proactive approach and does not equal a yellow card.

Teachers are also encouraged to use additional strategies such as:

- a strategic seating position,
- positioning a child against a wall or near a screen for reduced distraction,
- working on the bench outside the classroom during independent learning.

These should be seen as supportive adjustments that help children stay focused.

Strategies to support reflection and behaviour choices

If children continue to make the wrong choices, it suggests that, although they are aware of the boundaries (as indicated by yellow and red card system), they do not yet have the strategies or tools needed to regulate their behaviour and make better choices. It is therefore our responsibility to explicitly teach them these strategies, using the following approaches:

Reflection sheet

A behaviour reflection sheet is a helpful tool to guide a calm conversation after something has gone wrong. It helps the child reflect, take responsibility and think about how to make better choices next time.

Key questions to ask:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected?
- How have they been affected?
- What do you think you could do differently next time?
- What can you do to put things right?

Tips

- Writing down what happened can be a way for some children to calm down.
- Be mindful not to use behaviour sheets as a reason for children to miss their learning. They are best used after playtime or lunchtime, rather than during lessons, unless absolutely necessary.
- Children reluctant to write can do T4W drawings.
- When discussing it with them, keep the tone supportive, not punitive.
- Focus on helping the child learn from the situation and move forward.

Behaviour mapping

Behaviour mapping is a helpful strategy to support children in reflecting on their behaviour and learning to make better choices.

- It involves drawing out the situation together (in a simple Talk4Writing-style map) to talk through:
 - What happened
 - How they were feeling at the time
 - The choice they made
 - What the result was/consequences of their actions
 - How others felt
 - What other choices they could have made
 - How the outcome and feelings of parties involved might have been different with a better choice

This should be done calmly, when the child is regulated and ready to reflect—not during moments of distress or escalation. It helps the child understand the impact of their actions and builds self-awareness over time.

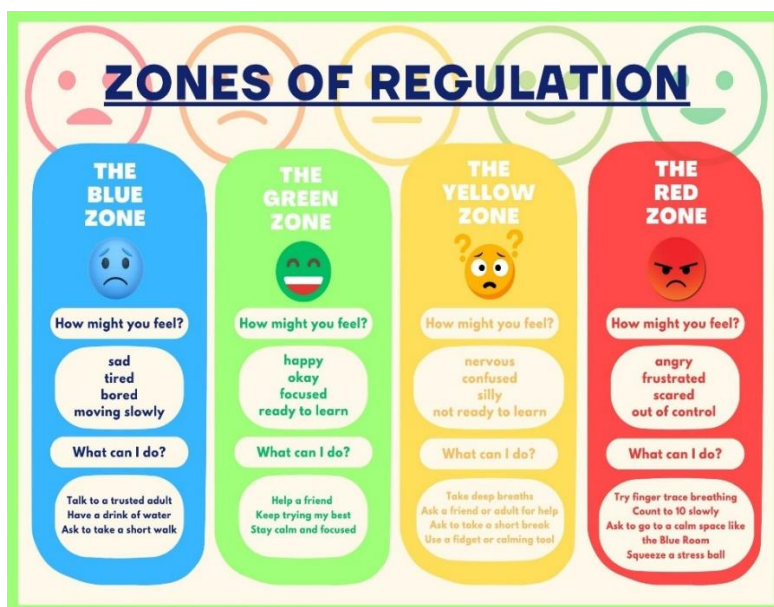
Zones of regulation

The Zones of Regulation is a behaviour and emotional regulation framework that helps children understand and manage their feelings. It uses four colour-coded zones to describe how we feel and how alert we are:

- Blue Zone – tired, sad, bored, unwell
- Green Zone – calm, happy, ready to learn
- Yellow Zone – worried, silly, excited, frustrated
- Red Zone – angry, out of control, panicked

Children learn to recognise which zone they're in and use strategies to move back to the green zone. It encourages self-awareness, emotional vocabulary, and regulation.

It's important that the Zones are not just used as a name chart. If a child places themselves in the blue, yellow, or red zone, this should prompt a supportive conversation to help them understand their feelings and what might help them feel better or more regulated.



Breathing exercises

To help children to regulate behaviour when in red zone, you can encourage them to do the following breathing exercises:

5 finger breathing – hold up hand and use pointer finger of other hand to trace each finger as they breathe. They inhale as they trace up each finger and exhale when they trace down.

Belly Balloon breathing – place hand on belly and imagine they are blowing up a balloon in their stomach – as they inhale, the belly expands like a balloon and as they exhale, the balloon/belly deflates.

Flower and Candle breathing – as you inhale pretend you smell a flower, as you exhale pretend you are blowing out a candle.

4-7-8 breathing

- Breath in 4
- Hold for 7
- Breath out 8

The 5-point scale (usually for identified SEND children)

The 5-Point Scale is a simple tool that helps children recognise and manage their emotions or behaviours by breaking them down into five clear levels.

Each number represents how intense a feeling or behaviour is — for example:

1 = calm and in control

3 = starting to feel upset or frustrated

5 = very angry or out of control

Children can learn to match strategies to each level (e.g. taking deep breaths at a 3), helping them regulate before things escalate. The scale should be personalised and used consistently, especially as a visual support.

SEND AND EQUALITY

As a school, we are committed to inclusion and to meeting our duties under the Equality Act 2010 and the SEND Code of Practice. We recognise that some pupils with Special Educational Needs and Disabilities (SEND) may experience difficulties with communication, emotional regulation, social understanding, impulse control or cognitive processing, which can affect their behaviour and ability to reflect on their actions in the same way as their peers.

As a mainstream school, we make reasonable adjustments to support pupils with SEND to understand expectations and make positive choices.

These adjustments may include:

- visual supports and prompts;
- adapted communication approaches;
- adult guidance and support;
- sensory or regulation strategies;
- behaviour mapping;
- individual risk assessments and personalised support plans.

Our approach is centred on teaching, support and consistency. We recognise that some pupils may require repeated modelling, reminders and adult support in order to understand and regulate their behaviour successfully. However, all pupils are expected to work towards behaving safely and respectfully within the school community.

There may be occasions where a pupil's behaviour presents a serious risk to themselves or others, including behaviours that cause injury, significant distress or unsafe disruption. In such circumstances, the school may need to apply sanctions in line with the Behaviour Policy, including a red card, internal consequence or fixed-term suspension, even where a pupil's SEND or cognitive needs affect their level of understanding or intent.

Any decision of this nature will consider:

- the individual needs of the child;
- whether reasonable adjustments have been implemented;
- the context and seriousness of the incident;
- the safety and wellbeing of pupils and staff;
- guidance from external professionals where appropriate.

The purpose of such action is to:

- maintain safety for all members of the school community;
- reinforce that harmful behaviours have consequences;
- support the pupil in learning safer behaviours over time;
- allow appropriate planning and support to be reviewed.

The school will continue to work collaboratively with parents/carers and external agencies to support pupils whose SEND impacts on behaviour.

PLAYTIMES AND LUNCH TIMES

Staff on duty should be proactive, not reactive – step in early when you see situations that might escalate. If you deal with a situation and it is resolved by making amends, no further action may be needed. Use your judgement – not every incident requires a consequence. However, if the behaviour continues after a warning or opportunity to reflect, a Blue or Red Card may be appropriate.

Blue card	Red card
<ul style="list-style-type: none">➤ For aggressive or disrespectful behaviour <u>that continues after an adult intervened</u>➤ SLT are informed/ may help with investigating.➤ Logged on CPOMS.➤ Reflection and amends through RJ (Restorative Justice) process.	<ul style="list-style-type: none">➤ For unsafe behaviour choices in the playground (e.g. fighting, endangering others, running away from adults when they are trying to resolve a situation).➤ SLT steps in, follows full Red Card protocol above.

RESTORATIVE JUSTICE

At Michael Faraday, we use a Restorative Justice approach when handling incidents. This approach focuses on separating the behaviour from the person, promoting accountability and repairing any harm caused.

Restorative Justice is based on four key values:

- Respect: Listening to others and valuing their opinions
- Responsibility: Taking ownership of one's actions
- Repair: Developing skills to fix harm and prevent repeat behaviours
- Re-integration: Supporting children to resolve issues and remain fully part of the school community

This approach helps children develop social and communication skills, understand the impact of their actions and make amends.

How staff should approach incidents

- Talk to the children involved using restorative questions when they are calm and ready.
- Listen to all sides before making decisions.
- Ensure every child can explain their actions.

Examples of restorative questions:

- What happened?
- What were you thinking at the time?

- Who has been affected?
- How can you make amends?

Resolving incidents

- Aim to bring children together to:
- Remind them of school expectations and give everyone a chance to speak
- Discuss where things went wrong and how to make amends
- Reflect on the impact of their behaviour on others
- Agree on strategies to avoid repeating the behaviour

BULLYING

Is it conflict or bullying?

While bullying and conflict both involve interpersonal issues, there are important differences:

Intent:

- Bullying is deliberate, repeated aggressive behaviour intended to harm, intimidate, or control another person.
- Conflict is a disagreement or difference of opinion and may not involve any malicious intent.

Duration:

- Bullying happens over time with a repeated pattern of targeted behaviour.
- Conflict can be a one-off or short-term disagreement without repetition.

Power Imbalance:

- Bullying involves a clear power imbalance, where the person or group causing harm has more power or influence over the victim.
- Conflict usually happens between individuals or groups with similar power.

Resolution:

- Bullying often cannot be resolved by dialogue alone and requires intervention to protect the victim and change the behaviour.
- Conflict can often be resolved through communication, negotiation and problem-solving.

Emotional impact:

- Bullying can cause serious, long-lasting emotional harm such as fear, anxiety, and low self-esteem.
- Conflict may cause upset but usually does not have the same deep or lasting effects.

Handling bullying incidents

All incidents perceived as bullying, including cyberbullying, are taken seriously and investigated. If bullying is confirmed, the incident is recorded using the school's 'Bullying Incident Reporting Form' and stored confidentially.

Possible outcomes after investigation:

- Senior staff will contact parents and carers to inform them of the findings and actions.
- Consequences for the bully or bullies will be decided by SLT, aligned with our Restorative Justice approach. The severity depends on:

- Age of those involved
- Frequency of incidents

- Past experiences, abilities, or disabilities of those involved
- Level of distress caused
- Context of the incident

Support from senior leadership continues until the issue is fully resolved.

Incidents deemed to be conflict:

Where children have had a disagreement they cannot resolve independently, staff will support them using restorative approaches to help repair relationships and resolve issues.

Definition of Cyberbullying

Cyberbullying occurs online, such as through social media, messaging apps, or gaming platforms. Like other bullying, it involves repeated, intentional harm and a power imbalance.

Breach of the Equality Act 2010:

Any incidents perceived as discriminatory are recorded confidentially and addressed in line with the school's policies.

SUSPENSIONS AND PERMANENT EXCLUSIONS

See our Suspension and Permanent Exclusion Policy.

Please also refer to the section on SEND and Reasonable Adjustments. In some circumstances, pupils with complex SEND needs may also receive a suspension, even where their cognitive or developmental needs may limit their full understanding of the consequences of their actions. This is to ensure that expectations and messages around safety remain consistent for all children and because the health, safety and wellbeing of pupils and staff must remain paramount.

THE ROLE OF THE NON-CLASS BASED ADULTS

Sometimes it may not be appropriate for specialist teachers to issue a yellow consequence cards, particularly given their limited time with pupils. If behaviour issues arise while teaching children outside the classroom, specialist teachers should liaise with the class teacher or a member of SLT to agree on an appropriate system of consequences.

THE ROLE OF OUTSIDE AGENCIES

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

THE ROLE OF PARENTS

At Michael Faraday Primary School, we expect families to support the school's behaviour expectations by reinforcing positive conduct, respect and responsibility at home, promoting consistent messages about behaviour choices and consequences, and working collaboratively with staff to address concerns early. Parents are expected to engage constructively with the school, support restorative approaches and reflection processes, and encourage children to take responsibility for their actions and learn from mistakes. Through respectful communication and

shared commitment, we work together to ensure consistency, safety and positive outcomes for every child.

THE ROLE OF GOVERNORS

The governing body is responsible for setting broad guidelines on standards of discipline and behaviour and reviewing their effectiveness. The Headteacher maintains records of fixed-term suspensions and permanent exclusions and the governing body monitors these records to ensure the policy is applied fairly and consistently. Governors pay particular attention to issues of racial equality and bullying, ensuring the school adheres to relevant guidance and that no pupil is treated unfairly or bullied because of their race or ethnicity.

MONITORING AND REVIEW

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of last review: 4.3.2026

Date of next review: Spring 2029