

# Michael Faraday Primary School

## Written Statement of Behaviour Principles

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September 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. Children are born with feelings, but need to be taught how to understand and regulate them. No child is perfect; with the right guidance and support, every child can learn, grow and improve their behaviour.

Behaviour has a function and is a form of communication. Understanding what a child is communicating, and the need behind the behaviour, helps guide our response. Relationships, trust and belonging are the foundation for positive behaviour. Clear routines, boundaries, high expectations and consistent tools and strategies help children make better choices.

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 agree that children must be treated with dignity, respect and fairness. Adults explicitly teach and model strategies for recognising and regulating feelings, making positive behaviour choices and repairing harm. These strategies require consistent practice and support; we cannot assume that children already know how to use them.

All adults share responsibility for recognising positive behaviour and modelling the conduct we expect. We reflect on our own responses: personal experiences and triggers can influence how we interpret behaviour. We pause, consider the child’s needs and the context, and aim to respond calmly and proportionately rather than react in the moment. We use a restorative approach after incidents, when children are ready to engage.

### **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 to all, while support is adapted to individual needs.

## **Positive Behaviour and Relationships**

We take a proactive approach, encouraging and teaching positive behaviour as well as responding when behaviour falls short. We promote positive behaviour through:

- High expectations and clear routines and boundaries
- Strong relationships, trust and belonging
- Explicit teaching and modelling of behaviour and emotional regulation
- Consistent tools, strategies and support
- Praise, recognition and celebration
- Restorative approaches

Children are supported to make the right choice and learn from mistakes. We value intrinsic motivation alongside recognition and celebration of positive conduct, effort and attitude.

## **Boundaries, Consequences and Responsibility**

Clear boundaries help children feel safe and secure. We address the behaviour, not the child, and use the language of “consequence” rather than “punishment”. Consequences support reflection, teach responsibility, repair harm and promote learning and growth. We support children to turn behaviour around without labelling them by their mistakes.

## **Restorative and Reflective Practice**

Michael Faraday uses a restorative approach based on respect, responsibility, repair and reintegration. Following an incident, adults first ensure safety and help those involved become calm enough to reflect. They then seek to understand what happened and the function of the behaviour, consider its impact on others, support the child to take responsibility and make amends, and teach strategies for a better choice next time. Adults also reflect on whether their own response, the environment or an unmet need calls for a change in support. This helps children develop empathy, accountability, emotional understanding and resilience.

## **Support and Early Intervention**

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

## **Serious Incidents and Safety**

Violence, harmful behaviour, intimidation or threatening behaviour will not be tolerated. The Headteacher and Senior Leadership Team are responsible for the safety and welfare of pupils and staff. In exceptional circumstances, statutory powers, including suspension, permanent exclusion, reasonable force or search, may be used where necessary and in

accordance with the law and relevant guidance. Decisions balance the needs of the individual child with the safety and wellbeing of the wider school community.

### **Partnership with Families**

We work with parents and carers to promote consistent expectations between home and school. Families are involved in behaviour support, reflection and improvement. We ask parents to reinforce positive conduct, support restorative approaches and encourage children to take responsibility for their actions. Working together gives every child 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, suspensions 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**

The Governing Board monitors this statement regularly. It will be reviewed in September 2029, or sooner if legislation or statutory guidance changes. The board remains committed to positive, inclusive, restorative, consistent and safe practice that enables every child to thrive.