Michael Faraday Primary School

BEHAVIOUR POLICY

September 2026 to September 2029

Policy date: 1 September 2026	Shared with Governors: 29.09.26

Purpose and scope

At Michael Faraday, we treat every child with dignity and respect. We believe children want to do well and can learn to make positive behaviour choices. Strong relationships, trust and a sense of belonging help them do this, alongside consistent teaching, strategies and support. Children also need help to recognise and regulate their feelings. Our ethos is to catch children being good and to recognise that every child can learn and grow with the right support. Behaviour can communicate a need, so we seek to understand what lies behind it and use that understanding to guide our response.



WHOLE SCHOOL APPROACH: CATCH THE CHILDREN BEING GOOD

Our whole-school approach is to catch children being good: noticing and recognising their positive choices, while teaching them to make the right choices even when 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.

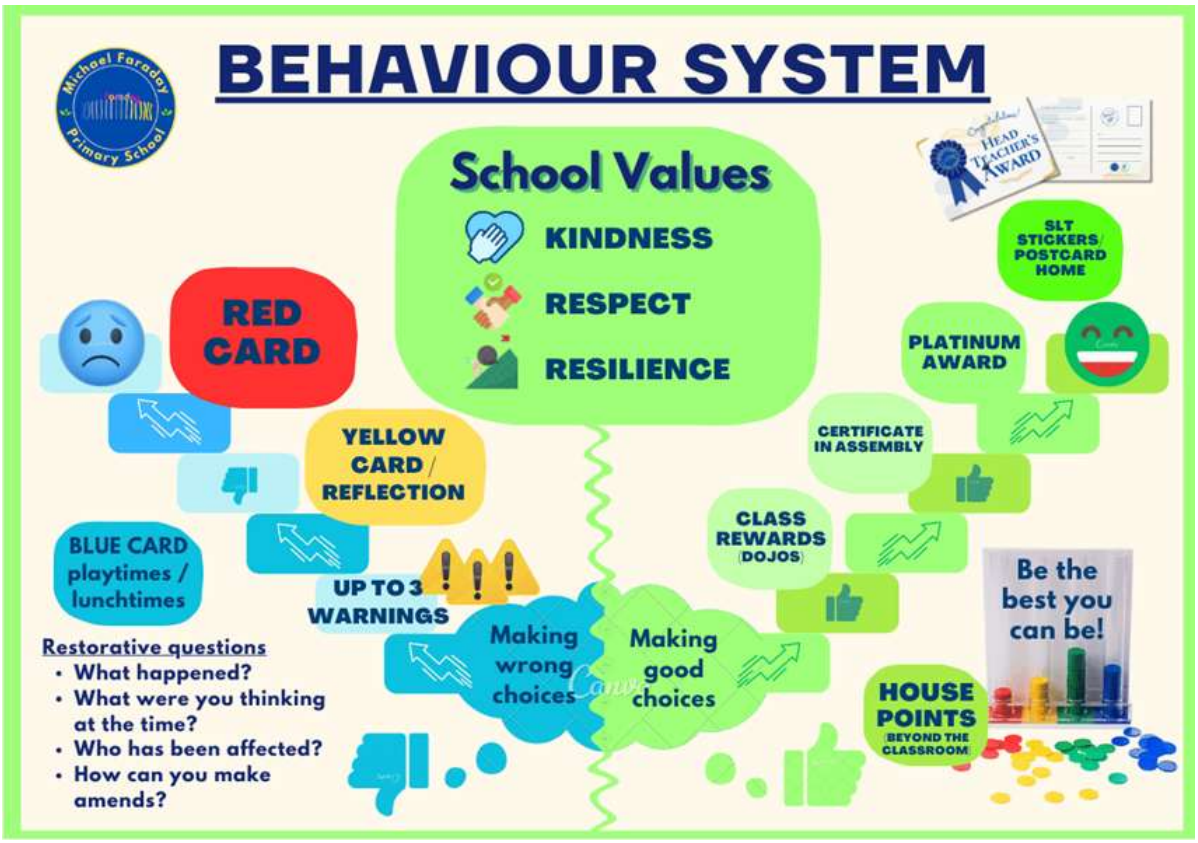
Rewards for positive behaviour:

While we value intrinsic motivation to learn, we also use the following to acknowledge and celebrate good choices:

- 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 their behaviour around, and use the word consequence rather than punishment.

- Positive praise: Notice and name the behaviour you want to see. Praising a nearby child can also prompt another child to make a better choice.
- Redirection: Use a gentle, non-verbal cue to guide a child back to the expected behaviour.
- Reminder: Clearly tell the child what you expect and give them an opportunity to make a better choice. A reminder is not an official behaviour warning.

EYFS

When a child makes a wrong choice, they will have time out in a designated calm space, using a time out mat and sand timer. Where appropriate, an adult may first give the child three counts to change their behaviour. Some choices will lead to time out immediately, without three counts.

Time out will be supportive and appropriate to the child's age, guided by approximately one minute per year of age (for example, five minutes for a five year old). Afterwards, an adult will help the child reflect on what happened and how to make a better choice next time.

Key Stage 1 and Key Stage 2

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.

A child who receives three official behaviour warnings is given a yellow card, with the following age-appropriate consequence:

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 10 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
- 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

A red card is reserved for serious incidents. SLT makes the final decision following an investigation, using professional judgement and taking account of the context and circumstances of each incident.

Given for intentional 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.

- Physical assault is treated seriously. A red card decision is made individually, including consideration of SEND, reasonable adjustments, context and risk.
- Where several children are involved, the actions and circumstances of each child will be considered individually.

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 complex needs, or an older child who does not respond to the usual behaviour system, may need a different approach. SLT may agree an individual reward card with the child's teacher and, where appropriate, the SENCO. The card should have a small number of specific, achievable targets that tell the child what to do, such as "follow an adult's instruction the first time" or "keep my hands and feet to myself". Staff should explain how and when the child can earn recognition, share the targets with parents and review whether the card is helping.

Other supportive strategies may include:

- a strategic seating position;
- seating that reduces distractions, such as near a wall or screen;
- working on the bench outside the classroom during independent learning; or
- completing work in another dedicated space to help prevent escalation.

These are planned supports to help the child stay engaged and make positive choices. Using them does not, in itself, mean the child has received a yellow card.

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:

1. 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.

2. Behaviour mapping

Behaviour mapping helps children see the link between a choice and its consequence, then compare it with a better choice and the more positive consequence that could follow.

When the child is calm and ready to reflect, an adult draws two simple Talk for Writing style pathways with them:

- The choice made: What happened? How was the child feeling? What did they choose to do? What was the consequence, and how did it affect them and others?
- A better choice: In the same situation, what could the child choose to do instead? What more positive consequence might follow, and how might everyone feel?

The adult helps the child identify a specific choice to try next time. Behaviour mapping should not take place while the child is distressed or their behaviour is escalating**.**

3. 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

4. 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 choose strategies that help them feel safe and ready to learn; every zone is a normal experience. 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.



5. 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 suspension, where appropriate after individual consideration of the pupil's SEND or cognitive needs, reasonable adjustments, context, impact and safety. Any suspension decision follows the separate Suspension and Permanent Exclusion Policy.

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

- For aggressive or disrespectful behaviour that continues after an adult intervened
- SLT are informed/ may help with investigating.
- Logged on CPOMS.
- Reflection and amends through RJ (Restorative Justice) process.

Red card

- For unsafe and intentional harmful 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 approach to help children understand and address the harm caused by an incident. We separate the behaviour from the child, while helping them take responsibility for their actions. Children are supported to listen to others with respect, consider how their behaviour affected them and think about what they can do to put things right. This may involve making amends and practising a different response for next time. The aim is to repair relationships where appropriate, develop children's social and communication skills, and help everyone remain part of the school community.

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?
- How did it make others feel? How did it make you feel?
- Who has been affected?
- How can you make amends?

Resolving incidents

- Where appropriate and where each child is willing and feels safe, offer a supported conversation 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

A pupil who reports bullying or abuse is never required to meet, reconcile with or apologise to the pupil whose behaviour caused concern. Restorative work does not replace safeguarding action or a proportionate consequence.

BULLYING

Preventing bullying

We teach pupils about respectful relationships, difference, inclusion and online safety through the behaviour curriculum, assemblies and PSHE/RHE. Staff model respectful language, challenge prejudice-based language, supervise areas where concerns may arise and notice patterns such as exclusion, intimidation or repeated "jokes". Pupils are taught to tell a trusted adult if they

experience or witness bullying. Parents and carers may speak to the class teacher or a member of SLT. Staff share concerns promptly with SLT and, where safeguarding may be involved, the DSL.

What we mean by bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another child physically or emotionally. It often involves an imbalance of power, which may arise from numbers, age, social influence or a child's vulnerability.

Conflict is a disagreement between children. It may involve arguments, unkind words or behaviour that causes real upset, but it does not necessarily involve a repeated pattern of one child targeting another. Staff will address conflict and any harm caused, while watching for signs that it is developing into bullying. A serious one-off incident also requires a response and may need to be treated as a safeguarding concern.

We take every report seriously, but use language carefully while establishing what happened. Staff should describe what has been reported as a "concern about bullying" or an "alleged bullying incident" until it has been investigated. If the finding is that children were in conflict, staff should explain this clearly without dismissing the child's experience or the need to resolve it. Children should not be labelled "a bully" or "a victim"; we describe the behaviour and support the children involved.

Bullying can be physical, verbal or social, including deliberate exclusion or spreading rumours. It can also happen online through messages, games or social media. It may relate to race, religion or belief, disability or SEND, sex, sexual orientation, gender reassignment, family circumstances, appearance or another perceived difference. Discriminatory remarks and sexual harassment are addressed even if they happen once. The school may also respond to behaviour outside school, including online, when it affects pupils in school and it is appropriate to do so under its powers.

Reporting and immediate safety

Pupils may report bullying to any trusted adult. A parent may contact the class teacher or SLT. Staff listen calmly, take the concern seriously, record the child's account as accurately as possible and check what is needed to keep the child safe straight away. They do not promise secrecy or arrange an immediate confrontation. Staff pass the report to SLT promptly and inform the DSL without delay if it may involve child-on-child abuse, sexual violence or harassment, or another safeguarding risk.

Investigation and recording

SLT oversees a proportionate investigation. Staff speak separately to children involved and witnesses, consider previous concerns, and review relevant evidence, including online evidence where appropriate. Each child is given an opportunity to explain their account. The school records every allegation and its outcome on CPOMS, even where bullying is not confirmed, to help identify repeated concerns. Confirmed bullying is also recorded using the school's Bullying Incident Reporting Form. Records include the actions taken, staff responsible and planned follow-up. Information is kept confidential and shared only with those who need it.

Support, consequences and follow-up

SLT informs the parents or carers of children involved of the outcome and the support and actions relevant to their own child, while respecting the confidentiality of others. Staff agree practical safety measures and a named adult for the child who has been harmed. The child whose behaviour caused harm receives a clear explanation of expectations, a proportionate

consequence where appropriate, and support to change their behaviour. A restorative conversation is offered only when appropriate and freely agreed to by the child who was harmed.

SLT checks back with those involved to establish whether the behaviour has stopped and whether support is working. If concerns continue, SLT strengthens supervision and support and considers further action. School leaders review patterns by location, type of incident and pupil group; governors receive anonymised trend information. Where children cannot resolve an ordinary disagreement independently, staff use proportionate support and restorative approaches while continuing to monitor the situation.

Safeguarding

Bullying can be a form of child-on-child abuse. Where a concern suggests significant harm, sexual violence or harassment, discriminatory abuse or another safeguarding risk, staff follow the Safeguarding and Child Protection Policy and inform the DSL. The DSL considers risk assessment, support and any referral to children's social care or the police. Safeguarding action may run alongside the behaviour response. Relevant online evidence is preserved appropriately and is not circulated unnecessarily.

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 after individual consideration of their cognitive or developmental needs and the reasonable adjustments in place. The decision will be individual and will take account of reasonable adjustments, the pupil's circumstances, the seriousness of the incident and the safety of pupils and staff.

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 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

This policy was shared with Governors in September 2026.

The next scheduled review is September 2029, or sooner if legislation or statutory guidance changes or the school identifies a need to revise it. SLT monitors records of behaviour, bullying and discriminatory incidents and reports anonymised trends to governors.