



Mayfield Primary School

I. Behaviour & Reward Systems (A Practical Guide)

Date: September 2025

Next Review: Autumn 2 FGB 2026

Our Vision. Our intention. Always start with why!



Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***

REWARD SYSTEMS

THREE CLEAR LEVELS

LEVEL 1: Team Tokens/Team Points (Focus on the academic achievements and the social and moral achievements and linked to MC Charter). Lunchtime Safety Trams.

LEVEL 2: Nomination for a school level award. Receipt of a Headteacher Level award for special recognition.

LEVEL 3: Nomination for 'Roll of Honour' or school leadership role: Ambassadors; Sports Captains; Subject Champions....

Children should receive Team Tokens or Team Points as rewards in the first instance. Team Tokens/Points should be posted in the clear plastic boxes in the Pride of Mayfield Corridor. Totals will be announced at Friday Assembly each week. The winning team adds a rosette to their chart using a four point system. A trophy is presented to the winning team each term.

Lunchtime Safety Trams are updated each day by our Lunchtime Sports Play Leader (CL) to denote the level of safe and inclusive behaviour during our key social time within school. The class with the longest tram journey win an additional 20 minutes outdoor reward session on a chosen day of the following week at 12.45pm.

The Headteacher may present his various Headteacher Awards at any stage during the school week. These will often be 'at the point of achievement'. 'You Are Great' recognition awards and 'Subject Awards' are shared across the year during our Celebration Assembly each Friday morning. Those in receipt of the award are acknowledged through our displays across school.

'You Are Great' nominations can be made via the post box in the school gym. All nominations/mentions are shared in Celebration Assembly with two nominees chosen to receive postcards. These may also include prizes from Cairolis Kiosk.

Focus qualities from the MC Citizenship Charter will be displayed in the cloakrooms - these will provide the focal point for reward and will change - often weekly (to be determined by school leaders).

Roll of Honour is awarded to one pupil in each class every term at a special assembly. Children can be nominated for leadership roles across school by their peers and adults.

** Staff may have their own discretionary rewards that they may wish to use in their classrooms.
We don't use Dojo systems at Mayfield.*

BEHAVIOUR/SANCTION SYSTEM

LEVEL 1: Teacher Reminder

LEVEL 2: Warning of Yellow Card Threshold

LEVEL 3: Yellow Card (Visit Headteacher or Other School Leader with Card – Chaperoned back to class by SLT afterwards. SLT can determine whether this level requires contact with home – this may be when a trend of regular yellow cards are appearing.)

LEVEL 4: Red Card (Visit Headteacher or Other School Leader with Card – Chaperoned back to class by SLT afterwards. Contact is made by the class teacher with family. This may be supported by the Phase Leader.

LEVEL 5: Behaviour Contract or Happy & Safe Plan (If related to attitude towards other specific children.)

If, in the view of the School Leaders dealing with the incident, the Red Card, and/or current level of need/behaviour, warrants a meeting with family members then this would be arranged by the class teacher or Phase Leader.

The Class Teacher and member of the SLT would then attend a meeting to agree a daily behaviour contract.

The length of the initial contract would be determined by staff and will involve the session by session reporting of progress to the senior leader involved.

This contract will then sent home each day.

Contact with home will be required upon the end of the initial contract. A review meeting may be needed if staff deem it necessary.

This would be supported by the use of the contract renewal/contract end letter.

THE HAPPY & SAFE PLAN OVERLAPS WITH STRATEGIES USED WITHIN OUR ANTI-BULLYING APPROACH.

LEVEL 6: Exclusion Level (Not directly linked to the internal levels above and operates in line with LCC exclusion thresholds and criteria.)

Whilst they are hierarchical, it is not necessary to go through each level in order to escalate matters, although usually for class based situations levels 1 to 4 would be a likely, logical step-by-step process. We must ensure that for extreme situations that we can escalate to the appropriate level. The timescale for escalation is the call of class teachers/school leaders. Every day the system starts again unless Level 5 is in use (Level 6 will depend upon the exclusion timescale). We adopt the philosophy of every day being a new beginning and a new opportunity with sanctions being instant as much as possible/reasonable and every achievement being valued and not lost within a negative cycle.

If a child reaches Red Card level then they will start at Level 1 again. Meaning that they can attain more than one red card in a day.

This system is also to be used at lunchtimes, where required, with lunchtimes leaders and school leaders determining whether a yellow or red card should be issued. If issued then the child concerned would need to report to the Headteacher as soon as possible – i.e. not whilst eating their lunch. If this is the case the child should report to the HT at the soonest point after this until the matter is dealt with. In the absence of the Headteacher, the Deputy Headteacher, or other school leader, may be called upon.

No other systems should be used at any time of the school day.



If the senior leader involved is doubtful whether yellow or red card is the correct course of action then they may discuss this with the class teacher. They will always openly support the class teacher whilst the child is present and any discussions would be at a relevant confidential point. The school leader will have the final say should there be any doubt as to the direction.

Any member of staff can use the system but supporting staff should refer their level of sanction to the person responsible for leading learning if they deem a yellow or red card level is being recommended. It is their call on whether to deploy a reminder or warning.

When a TA3 or HLTA are covering classes they are to make the call on whether a yellow or red card should be issued.



APPENDIX B

<div>  APPROACH AND CONTRIBUTION TO LEARNING AND LIFE AT MAYFIELD  </div>				
Awards, Team Points, Team Tokens, MC Charter, Roll of Honour			Warning & Sanction System	
	<i>Outstanding</i>	<i>Motivated</i>	<i>Noting Concern</i>	<i>Unacceptable</i>
Contribution to School Life	<ul style="list-style-type: none"> * Actively takes on leadership roles outside of class and positively influences children across school. * A role model in terms of manners, movement around school and respect for friends and peers. * Do not require adult reminders or presence to display expected behaviours. 	<ul style="list-style-type: none"> * Take on leadership roles outside of class when asked and deliver them effectively. * Manners, movement around school and respect for others do not require reminders – except in rare circumstances. * Adult reminders or presence to display expected behaviours is rarely needed. 	<ul style="list-style-type: none"> * Reluctant to take on leadership roles outside of class. * Manners, movement around school and respect for others often require reminders. * Behaviour is often different when adults, and/or senior teachers, are not present. 	<ul style="list-style-type: none"> * Behaves in a way that shows a lack of tolerance and acceptance of all others and their beliefs. * Behaves in a way that fails to accept the protected characteristics of all member of our community. * Deliberately, or otherwise, behaves in a way which may be perceived as bullying. * Manners, movement around school and respect for others require reminders daily and lack independence. * Behaviour is consistently poor outside of class and regular reminders are required. * Physically hurting anyone with intent.
Approach to Learning	<ul style="list-style-type: none"> * Dedication and enthusiasm. * Seeks 'next steps' for learning. * Takes a major part in lessons. * Outstanding role model. * Produces work which is of a consistently high standard and/or over and above individual expectations. * Can lead their own learning. * Will give support to others. * Outstanding presentation at all times. * Never off task. * Never needs to be reminded about behaviour expectations. * Consistently produces homework of a high standard or above what is expected of them. * May further knowledge by completing extra research/activities. 	<ul style="list-style-type: none"> * Positive attitude towards their own learning. * Has an active role in all activities. * Works hard to produce work to at least their expected level. * Asks relevant questions and will volunteer answers. * Good standard of presentation. * Rarely off task. * Rarely needs to be reminded about behaviour expectations. * Meets homework deadlines. * Consistently produces work to their level. 	<ul style="list-style-type: none"> * Occasionally asks questions or offers answers. * Often passive in group activities and in learning overall. * Completes most work set but usually minimum amounts. * Presentation is inconsistent and can be poor, often reminders are needed. * Needs reminding of behaviour expectations. * Sometimes off task and, as a result, not fully prepared for learning. * Meets homework deadlines but due to a lack of effort occasionally does not produce homework to their expected level. 	<ul style="list-style-type: none"> * Poor attitude to learning. * Creates a negative effect on the learning environment for others. * Consistently fails to produce work to their expected level and as a result consistently fails to meet success criteria. * Presentation is poor and reminders have to be given regularly about expectations. * Consistently needs reminding of behaviour expectations. * Often off task and, as a result, is not prepared to learn effectively. * Misses homework deadlines. * Consistently produces homework below their expected level.