



## Mayfield Primary School

### I. Behaviour & Rewards Policy

(This policy runs alongside our Behaviour & Rewards Practical Guide)

Date: September 2025

Next Review: Autumn 2 FGB 2026

# Behaviour Policy

## Policy Aims

The purpose of this policy is to guide teachers, pupils and parents on our relationship-focused approach to behaviour management. This will allow the pupils at Mayfield Primary School to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school family: children, staff, governors, parents and the wider community have. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Mayfield Primary School.

We aim:

- To provide a safe, respectful, equitable and happy school where learning opportunities are maximised.
- To ensure a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To give children the tools to build and foster positive relationships.

## Promoting positive behaviour

*'If you consistently reward minimum standards then children will strive for Minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Adult recognition, both in the classroom and out, of children who are displaying Mayfield Citizen Charter (MC) Values, rewarded by Team Tokens/Points.
- School assemblies – both MC Charter values and British values are discussed and applied to our everyday lives and in our relationships with one another.
- 'You are Great' recognition board will be used in our whole school gymnasium in our weekly 'Celebration Assembly' in the Hall. These allow staff and ambassadors the opportunity to nominate pupils over the week linking back to MC Charter values.
- Lunchtime Safety Trams are updated each day by our Lunchtime Sports Play Leader 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'.

- 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.

## **Rewards System**

There are 3 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....

## **Sanctions System**

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too. We strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- using an area of the curriculum as a punishment

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

There are six levels to our sanction system, and in normal practice they will be followed in order. However, we must ensure that for extreme situations that we can escalate to the appropriate level. The timescale for escalation is the call of the class teacher and SLT. Every day the system starts again unless Level 5 is in use (Level 6 will depend upon the exclusion timescale). We must adopt the philosophy of every day is 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.

### **LEVEL 1: Teacher Reminder**

### **LEVEL 2: Warning of Yellow Card Threshold**

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**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.)

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**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.**

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**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.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Some children may require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection Time' can be offered to children before an incident is dealt with, at any level within the Sanction System if it would be a benefit.

Following an incident of Level 3 or above, a restorative conversation will take place to support the child in understanding the harm that has been caused. No undesirable choice will mean that an acknowledged desirable choice gets removed. For example, if a child is placed on the recognition board but makes an undesirable choice, their name does not get taken off the board. The two choices are separate.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

### **Happy and Safe Plans**

If a child has been finding school difficult for whatever reason, we may choose to put them onto a Happy and Safe Plan, with agreement from their parents/carers. This is a structured approach in which the child's class teacher checks in with the child at least daily to make sure that they feel both happy and safe to be in school. Their response is then recorded on our internal CPOMS tracking system.

This allows the child an opportunity, at least daily, to express their emotions and to communicate with a trusted adult. If they are not feeling happy and safe, it allows a chance for a conversation on their feelings and the potential causes. By recording the responses on the CPOMS system, we are also able to potentially see patterns and causes to the challenging moods faced by the child.

The Happy and Safe Plan will be carried on as long as is felt useful, and will be ended with the agreement of all stakeholders.

### **Anti-Bullying Policy (See Policy 1A Anti Bullying)**

Mayfield Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and

its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Mayfield Primary School, our definition of bullying is:

*“Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people/persons either physically or emotionally, on a regular basis. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication (including social media)”.*

Bullying can take many forms:

Physical e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence;

Verbal e.g. name calling, swearing, spreading rumours, threats, teasing;

Emotional e.g. being unfriendly, excluding, tormenting, ridicule and humiliation;

Cyber-bullying e.g. texting, emailing, social networking;

Damage to property, or theft e.g. pupils may have their property damaged or stolen.

These actions may be directed towards gender identity, sexual identity, ethnic origin, physical/social disability, personality etc...and may therefore be prejudice based bullying or discriminatory bullying.

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

If bullying is reported, we will:

- **Secure the safety of the target of bullying:** considering any safeguarding concerns; assure the child that they have been heard and that action has been taken; record the information on CPOMS.
- **Take action to stop the bullying happening again:** consider who else was involved and what roles they have taken. Send a clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence.
- **Whole school learning and reflection:** reflect and learn from the episode – consider what needs to happen to prevent future bullying, eg. PSHE, training, etc.

### **Online-bullying (See Policy 9.1 Online Safety Policy)**

At Mayfield Primary School our definition of online bullying is: *Online-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power*

## **Preventing and addressing online-bullying**

All incidents of online-bullying will be managed in line with our Behaviour, and Child on Child abuse policy. To help prevent online-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss online-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Class teachers will discuss online-bullying with their class (age appropriate) and the issue will be addressed in assemblies.

All staff, governors and volunteers (where appropriate) receive training on online- bullying, its impact and ways to support pupils, as part of safeguarding. The school also sends information/leaflets on online-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected. In relation to a specific incident of online-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained. The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

***This policy runs alongside our Behaviour & Rewards Practical Guide, Anti-Bullying Policy, Child on Child Abuse Policy and Online Safety Policy.***

***These can be requested from the schools main office or online in our policies area of the schools website.***