Positive Behaviour Policy

At Beaver Green Primary School we strive for excellence for every child and they are at the centre of all we do. We aim, through our core values, to instil a sense of pride, tolerance, determination, perseverance and support to help them have high aspirations in all aspects of life. Through the delivery of a curriculum designed with the children and community in mind - we support all learners to reach their true potential and beyond. Important relationships forged with parents, the community and our sister schools help us to nurture young learners on their unique path to the future.

Approval Date	Policy Reviewer	Title	Chair of Governors
July 2026	Tina Oakley	Headteacher	Brendan Chiltern

Frequency of Policy Review	Annually
Date of Review	July 2027
Added to Staff Drive	July 2026

Beaver Green Primary School - Positive Behaviour Policy

This policy is ratified by Beaver Green's Local Governing Body (LGB) as a school-based policy.

At Beaver Green Primary School, we have high expectations and standards for pupil behaviour. We focus on a positive approach to behaviour management underpinned by explicit teaching of our agreed core 'B.E.A.V.E.R' values and 'G.R.E.E.N' school rules.

Philosophy

Beaver Green is committed to creating an environment where exemplary behaviour underpins productive learning. It is a place of safety, where firm boundaries guide and support; where self-discipline and regulation outweighs compliance; where high expectations lead to life-long learning; where careful and respectful relationships build self-esteem. All members of our school community are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and actively encourage others to do the same. A successful restorative ethos places the value of relationships at the heart of the school, it teaches children responsibility, develops their emotional literacy, builds and nurtures relationships and promotes learning strategies and problem solving.

Aims

Beaver Green Primary School seeks to create a caring and quality learning environment in the school by:

- ensuring every member of the school community feels valued and respected;
- promotion of our school's core values through our day-to-day actions and explicit teaching;
- enabling each child to understand that they are responsible for their own behaviour, that their behaviour has consequences for themselves and for others and that this knowledge should influence their actions.
- encouraging and acknowledging good behaviour and discipline;
- promoting self-esteem by encouraging pupils to value and respect themselves;
- providing a safe environment free from disruption, bullying and any form of discrimination;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures;
- accepting that we can make mistakes but that we need to learn from them and move forward;
- fair treatment of all children;
- consistency of response to both positive and negative behaviour choices;

Roles and Responsibilities

The Local Governing Body will establish in consultation with the Executive Headteacher, Head of School, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the expectations are clear. Governors will support Beaver Green Primary School in maintaining high standards of behaviour.

All staff in our school will have a shared responsibility to ensure the implementation of the behaviour policy. Staff will be proactive in applying this policy throughout the school day. Verbal and unspoken messages from staff must always remind children of the right behaviour choices. Staff will provide good role models for the respectful and reflective behaviours we wish pupils to exhibit. All staff are responsible for ensuring that the policy and procedures are followed consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which children develop self-discipline and personal responsibility.

Parents and Carers will take responsibility for the behaviour of their child both inside and outside the school. They will work in partnership with Beaver Green Primary School in maintaining high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy with the school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will self-reflect on their positive and negative behaviour choices and engage in resolving difficulties, seeking help if needed. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of discrimination are reported.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. This policy may be amended as a result of this assessment.

Approach To Behaviour

We want school to be enjoyable for every child. All children should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would impact learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear consequences for unacceptable behaviour.

Beaver Green Primary School takes time to support those involved to reflect on what has happened, convey the impact that their behaviour has had to themselves and to others. They should be encouraged to take steps to put it right and consider what they could do differently next time.

It is the overall responsibility of the class teacher to manage behaviour of children in their class, both inside and outside the classroom.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school. There may be rare times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decisions.

School Core Values

The school community has identified a set of shared core **B.E.A.V.E.R** values. We use our core values as guides for the way we behave, perform and interact with each other. These are explicitly taught and contribute to the development of our positive school ethos and culture for teaching. The core values are:

B - Belief - belief in oneself and tolerance of others
E - Empathy - understanding the feelings of others
A - Aspiration - aiming high in all we do
V - Valiance - show bravery and resilience
E - Equality - everyone is treated fairly and has the same opportunity
R - Reflection - reflecting on our actions and learning from our mistakes

Shared Behaviour Systems - Our Behaviour Checklist

Based on work conducted by Government Expert Behaviour Advisor Charlie Taylor, a Behaviour Checklist has been developed. This checklist is to ensure consistency of approach to behaviour systems and acts as a daily reminder to all staff. Shared behaviour systems at Beaver Green Primary School include:

Remember to:

- demonstrate your value of **each** child (e.g. through teacher/pupil interactions and responses);
- stay calm;
- use lots of positive praise (behaviour you want to see more of);
- use parallel praise (praise children doing the right thing more than criticising those who are doing the wrong thing);
- prominently display the school's **'B.E.A.V.E.R. Values and G.R.E.E.N Rules'** in the classroom;
- use 'attention grabbers' (e.g. counting down from 5);
- frequently award Dojos
- greet pupils from the playground after playtimes (at class/year group entrances) and insist on good behaviour when entering the school;
- ensure children are calm and behaving well before releasing them out to play/home time
- insist on good behaviour when walking through the school;
- tackle all undesirable behaviour, including low level disruptions, by reminding the child about the **G.R.E.E.N Rule** that needs further practice and the need to 'make the *right choice* of behaviour.'
- take into account the unique set of circumstances surrounding the situation, the child including their developmental stage;
- support and encourage children to reflect on behaviour choices and to consider how they might do things differently next time;
- be visible around the school and on the playground;
- display a visual timetable and ensure it is updated daily / interactively used;
- ensure all resources are stimulating and prepared in advance;
- ensure all tasks are *accessible* to all children providing a fully inclusive learning experience in all lessons
- have clear routines for transitions and stopping the class - Count Down 5 to 1;
- giving regular feedback to parents about their child's behaviour (at the end of the day or via a phone call) – let them know about the good days as well as the bad ones.
- refer to the G.R.E.E.N rules all the time
- be fair and consistent
- distract, divert and de-escalate
- never ignore or walk past children who are showing unwanted behaviours, unless they are already with an adult
- Use the correct language towards children - remembering tone of voice, body positioning and needs of the child.

The Four Corrections Model

The 'Four Corrections Model' (Robin Launder) should be part of the teacher's repertoire and used before relying on the school's agreed consequence structure. It is part of quality first teaching:

1) **Non-Verbal**
    - gestures, facial expressions, shaking / nodding, fixed stare, scanning, pointing, tapping, sweep
2) **Public Anonymous**
    - e.g. "Year 4s, all eyes on me." "Year 1s, I can hear talking." "I need to see all pens moving." "Books closed…waiting for two…waiting for one."
    - STAR - Sit Up, Track the Speaker, Ask / Answer, Respect

3) **Private Individual**
   - "Jenniver, pens down when I'm speaking." "James, you haven't started. Do you need my help?" "Ilaria, when I was explaining to the class, you weren't looking at me. Track me when I talk. It helps listening and shows me you're paying attention."
4) **Public Named**
   - "Jake, let me see that pen moving. Much better." "Josh, book needs to be open."

Preventative Measures

As part of good inclusive practice and meeting the needs of our most vulnerable pupils, preventative measures are taken to support children's successes to avoid 'Red Consequence Cards' being received. Intervention sessions, based on the personalised needs of the child, may need to be put into place.

Indoor Provision
Some pupils find unstructured times, such as playtimes and lunchtimes difficult. Arrangements may be put into place for these children to attend some form of 'indoor provision'. Accessing forms of indoor provision will be by invitation only and will be designed to support any pupil, who for a variety of reasons, might be finding lunchtimes / playtimes difficult and would benefit from supervised indoor play.

Named adults
Adults are made aware of concerns regarding specific children. In some circumstances an adult will be assigned to be the 'go to' person for a child and will keep a special eye on them. This will be in conversation with SENDCO / WELFARE team - staff will be made aware of children and assigned adults.

PSHE - Let's Talk
The PSHE scheme of work (Let's Talk) is used across the whole school to teach aspects of the Personal, Social and Health Education (PSHE) Curriculum. Let's Talk is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. It creates a culture of outstanding learning behaviour, building on children's resilience and gives them the tools to tackle life's challenges with curiosity and confidence. The units cover Resilience, relationships, well-being, health education, friendships and the wider world.

Assemblies
Children take part in regular class and whole school assemblies. Key messages about behaviour and expectations are communicated to children in assemblies and are regularly revisited by all members of the school team.

Zones of Regulationn/ Emotional Regulation
Every class will have a Zones of Regulation display (or similar) ; each 'emotional' zone will be referred to to support and encourage reinforcement of emotions and of their understanding of these. They will be taught to independently manage and recognise their emotions, employing effective strategies for handling these.

Behaviour Policy Procedures

"It's Good To Be G.R.E.E.N. It's Great to be B.E.A.V.E.R G.R.E.E.N."

Our behaviour policy is based on our implicit '**B.E.A.V.E.R** School Values' and positive rewards given for following our 'It's Good To Be **G.R.E.E.N**' Rules.

BEAVER VALUES

B - Belief - belief in oneself and tolerance of others

E - Empathy - understanding the feelings of others

A - Aspiration - aiming high in all we do

V - Valiance - show bravery and resilience

E - Equality - everyone is treated fairly and has the same opportunity

R - Reflection - reflecting on our actions and learning from our mistakes.

IT'S GOOD TO BE *G.R.E.E.N* RULES

G - Gentle - We are calm, walk sensibly around the school and are gentle with our actions.
R - Respect - We are polite and look after school property.
E - Excellence - We work hard and always try our best.
E - Engagement - We listen, follow instructions and participate in our learning.
N - Nobility - We are trustworthy and honest.

The Beaver Rules are displayed in every classroom and in communal areas. The main hall has a large

G.R.E.E.N Rule display with each of the rules listed which is referred to in assemblies, lessons and at lunchtimes

Positive Rewards

Beaver Values - Good To Be Gold and Platinum Awards - EXCEPTIONAL WORK OR ACTIONS RELATED TO VALES AND RULES.

For **exceptional exemplification** of a B.E.A.V.E.R Value or RULE pupils will be given a Good To Be Gold Card with the reason written on the back (see appendix 4). The pupil will be sent to the Head Teacher for praise and celebration. Their achievements are written in the **GOLDEN BOOK**, they will get a **GOLD** sticker and they will take the Gold Card home. The child will receive a 'Gold Certificate' in the weekly celebration assembly.

After they have received the **5 GOLDEN** certificates **IN A TERM** pupils will work towards a **PLATINUM** certificate. The Head Teacher / Deputy Headteacher will award a child a **PLATINUM certificate.** Their achievements are written in the **PLATINUM BOOK**. and a certificate will be given out in celebration assembly.

Dojo Points
Dojo points are awarded in the classroom when teachers notice children following the G.R.E.E.N RULES. When awarding the dojo point, children will be informed which G.R.E.E.N Rule it has been awarded for.

Dojo Points are recorded using ClassDojo. ClassDojo is a classroom APP tool that is used to create a positive classroom culture and build positive behaviours with pupils.

Individual rewards, determined by the class, will be given out when pupils reach 25, 50, 100, 200, 300… dojo points. This will be a cumulative reward system.

Whole-Class Reward System
Raffle Tickets can be earned throughout every week by every member of the class for following the rules and values Raffle Tickets can also be given for whole-class effort / achievements.

Each week class raffle tickets received will ceremoniously be placed into the 'It's Good To Be G.R.E.E.N' tombola. A raffle ticket will be drawn at the end of each WEEK where the winning class will be rewarded.

'Caught Being G.R.E.E.N'
When staff enter a classroom and spot children following the rules and the pupil is already on green, a'It's 'Good To Be Green Certificard'' will be awarded, this equates to 5 'bonus dojos' and the child is able to take the card home.

Behaviour In and Around The School
Children are expected to follow the GREEN rules and BEAVER values when walking around the school. When teachers 'catch' children showing the rules and values the children will be awarded dojos. The child will then report this to their teacher and the teacher will award the dojo/s. Staff will have Stop and Think Cards and Good to be Green Cards on their lanyards so they can show these to the children as a 'non-verbal' cue.

'Good to be Green' of the Week
Teachers will award a **Good to be 'Green of the Week**' to pupils in their class who have demonstrated exceptional learning during the week. These will be handed out during the weekly celebration assembly

and based on our Rules and Values.

Headteacher Tea Party

One child from each class per term will be selected to attend this special event in recognition of their efforts towards their learning and / or demonstration of core values.

Classroom Consequences and Intervention

"It's Good To Be G.R.E.E.N.

Classroom Consequences

Each class has a four-tier behaviour system:

1. Green
2. Stop and Think
3. Yellow Warning Card
4. Red Consequence Card.

All pupils start each session (morning / after morning play, afternoon) with their green card in place. Staff need to ensure that they are 'pouncing on the positive,' rewarding dojos and giving many opportunities for children to make sure they remain on green by the end of each session. THIS IS VITAL.

If a child has an individual reward chart in place as a reasonable adjustment or because they have been deemed to require this for positive reinforcement then they are removed from the class wall chart.. They will no longer impact the class raffle ticket system. ELT / Welfare will reward children who achieve a positive morning / day on their reward chart.

However there will be times when children make the wrong choices. On these occasions, staff should follow the following stages:

Stage 1

If a child chooses not to follow a G.R.E.E.N Rule, *a verbal warning is given.*
They are i) reminded about the G.R.E.E.N Rule they have chosen not to follow and ii) given the opportunity to make the correct choice.

Stage 2

If this verbal warning is not heeded and the child continues to make the incorrect choice of behaviour, the 'Stop and Think' card (See Appendix 2) is placed over the top of the child's green card. The purpose of this is to remind the child of the 'It's Good To Be G.R.E.E.N Rules' and support the pupil to turn their behaviour around. If the child's behaviour is corrected, then the child's card is returned to green. This should be done as quickly as possible by finding ANY rule that they ARE following correctly.

Stage 3

If a child has a 'Stop and Think' card and they continue to make the wrong choice of behaviour, then again it is made explicit which rule they have chosen not to follow and the child should be given the opportunity to make the correct choice. If not, a 'Yellow Warning Card' (See Appendix 2) is placed on top of the 'Stop and Think' card. If the behaviour is corrected, then the child's card is returned to 'Stop and Think' and then 'Green.'

If a child is on a yellow warning card they will be kept behind at the end of the session they should discuss their behaviour with the class teacher and discuss how they can make better choices in the future.

Stage 4

If a child has a 'Yellow Warning Card' and they continue to demonstrate unacceptable behaviour in class, again it is made explicit which rule they have chosen to not follow and the child should be given the opportunity to make the correct choice.

If not, then a 'Red Consequence Card' (See Appendix 2) is placed on top of the 'Yellow Warning Card.' At this point there is no opportunity to try to get back to green.

A Red Consequence Card is issued with the rules that have been broken (teacher to write G.R.E.E.N and circle the initial/s of the rule broken), date and a brief outline of what happened - the child is then sent to the Deputy Head of School or a member of ELT in their absence During Non Structured Time.

When a child receives a Red Consequence Card, it will be fully investigated by **A MEMBER OF ELT**, including whether the positive behaviour policy was consistently and fairly applied.

In the event that the Red Consequence Card is warranted, the child's behaviour will be recorded on Bromcom and parents will be informed in the form of a red consequence letter / called or spoken to by the staff member who has issued the card. This will be recorded whenever a child receives a Red Consequence Card - whether it is an Automatic Red Card or a Red Card given after the pupil has been through the behaviour sequence in class.

ALL STAFF WILL MAKE SURE THAT THEY DEAL WITH BEHAVIOURAL CHALLENGES ACCORDING TO THIS POLICY.

Behaviour Log

When a child receives a 'Red Consequence Card' it will be fully investigated by A MEMBER OF ELT whether the Positive Behaviour Policy was consistently and fairly applied. In the event that the Red Consequence Card is warranted, the following procedure will take place:

First warranted Consequence Card (within a term)

The child will be given a verbal warning and be reminded of the 'It's Good To Be G.R.E.E.N Rules' and this will be recorded on the behaviour log by a member of ELT.

At the end of the day, the teacher will need to verbally inform the parent about the child's behaviour and the fact a warning has been given. If a child's parent / carer does not collect at the end of the day, the teacher will telephone the parent after school.

Second warranted Consequence Card (within a term)

A **'Green Letter'** will be issued to parents explaining the circumstances (antecedent and behaviour). The letter will explain that the child has already been given a verbal warning for previous unacceptable behaviour and has also previously been reminded of the Green Rules.

The class teacher will personally deliver this letter to the parent / carer of the child at the end of the school day and verbally explain the contents of the letter. If a parent / carer is not available at the end of the school day the letter will be posted and a telephone call from the teacher that afternoon.

This will be recorded on the behaviour log by a member of ELT.

Third warranted Consequence Card (within a term)

An **'Amber Letter'** will be issued to parents explaining the circumstances (antecedent and behaviour) and to request a meeting between the class teacher, Assistant Head and parent / carer. This will be recorded on the behaviour log by a member of ELT.

The purpose of the meeting with the parent will be to: share the child's positive behaviours related to the G.R.E.E.N Rules;

- voice behaviour concerns related to the G.R.E.E.N Rules;
- share the proposed class based intervention. This may take the form of a daily reward chart and record which will be shared with parents at the end of the day for them to sign;
- where a child has a reward chart in place 'Good to be Green' stampers can be are used to indicate successful sessions where the child has remained on green (or the session will be coloured green). It will be agreed with parents what the home reward will be (if appropriate) and the number of stamps / stickers required for this. Where a child has not remained on green, the session is left blank on the reward chart. Staff will discuss rewards with the parent and child as these may be given out by the school.

The class teacher. Assistant Headteachers / Deputy Headteacher / ELT will deliver this letter to the parent / carer of the child at the end of the school day, email or call and verbally explain the contents of the letter. If a parent / carer is not available at the end of the school day the letter may be posted and a telephone call will be made again that day.

The success of the Classroom Intervention will be carefully monitored by the class teacher (ongoing) and Assistant Headteacher weekly or sooner if required

Fourth warranted Consequence Card (within a term)

In the event that behaviour warrants a fourth Red Consequence, a **'Red Letter'** will be issued to parents explaining the circumstances (antecedent and behaviour) and consequence.A member of ELT will contact the parent to discuss the behaviour.

Internal Seclusion – A child's 15 minute play time and / or 30 minute lunchtime will be spent in the reflection room, supervised by a member of staff should any red card be issued. If poor behaviour occurs in the Reflection Room, the timer will be stopped and any time owed will be rolled over to the following day / into the lunch hour. The child will be asked to reflect on their behaviour and the repercussions of it. Any

learning missed must be completed during this time.

If a child receives 5 internal seclusions within a half term period, a full day internal seclusion will be implemented.

A member of ELT will investigate the success of any classroom-based intervention(s) including observing the child in class or on the playground, depending on where main issues occur. This will determine if the class-based intervention should continue or an alternative consequence is required, based on the personalised needs of the individual child - This may require a discussion with the SENDCO and / or parents.

Automatic Red Letters
Serious undesirable behaviour is rare at Beaver Green Primary School. However, the following **unacceptable** and **intentional** behaviours will result in automatically being sent to any member of ELT who will determine what action will be appropriate - internal seclusion / other consequence. If a fixed term or permanent exclusion is warranted, the Head Teacher will liaise with the School Improvement Executive. The Head Teacher will then ensure all necessary paperwork is put in place.

Unacceptable and Intentional behaviours include the following:

- Acts of violence towards or between children or adults.
- Discriminatory remarks / racist or behaviour
- Leaving the classroom / school building without permission (circumstance dependant following discussion with ELT as the child may need time alone due to dysregulation or have an exit card)
- Deliberate Vandalism
- Foul and abusive language / defiance explicitly directed towards adults.

In the event that the child receives this card and it is deemed to be appropriate an **'Automatic Red Letter'** will be issued to parents explaining the circumstances (antecedent and behaviour) and consequence. ELT may contact the parent if this is deemed necessary and / or a letter may be sent explaining the behaviour. If a child receives three automatic red letters,the child may join the Beaver Club inside for a short period of time, so that they can be supported with their social skills. Staff will make sure that they deal with all incidents according to the policy.. All Automatic Red Cards will be recorded on Bromcom and a fixed time spent in the Reflection Room

Bromcom:

All Red Cards issued must be recorded on Bromcom under the child's behaviour tab.

1. Click on the behaviour tab.
2. Click the + symbol under the Events section.
3. Date and time needs to be recorded of the card issued.
4. Using the drop down arrow on the events box, select the 'event' These will ONLY be Damage to property, Defiance, Disruptive Behaviour (DISR), Fighting, Racist Incident, Verbal Abuse Pupil (VP), Verbal Abuse Teacher (VT), Inadequate work, Other (Minor), Other (Severe).
5. In the comments box record factually what happened and why the card was issued.
6. In the Internal Comments - write what we did as a school / adult / consequence / - remember to write that parents have been called / spoken to.
7. Group - Class.
8. Location - where this happened.
9. Witness - anyone witnessed the event.
10. Affected students and affected staff.

This will allow us to analyse behavioural incidents and put structures, plans in place should there be a need.

Reasonable Adjustments for Special Educational Needs and Disability (SEND) and Vulnerable Students

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the SEND team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives.
The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Risk Management Plans.
- Timetabled Mental Health intervention.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills.
- Alternative lunchtime provision.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Pastoral Support Meetings with parents and carers
- Facilitation of multi-agency meetings to plan next steps for a child's SEND provision
- Involvement of external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies.
- Reset room intervention / time out space / 'alone' time

The following curriculum adaptations should be implemented for SEND pupils who struggle to follow the G.R.E.E.N rules connected to an identified need (the list is not exhaustive):

- Individual workstations
- Now / Next Boards
- Task Managements Boards
- Individual Visual Timetable
- Emotional Regulator
- Reward Charts
- Exit cards for KS2- agreed with SEND team and class teacher.

Risk Assessments and Risk Management Plans:

- The ELT / SENDCO may judge it to be necessary to construct a risk assessment or a risk management plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term exclusion.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment. this is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Strategies for Extreme Cases - Pupils At Risk of Permanent Exclusion

At Beaver Green Primary, we value every student and make ambitious efforts to include children in mainstream lessons wherever possible. However, the mainstream classroom is not always the best space for all problems to be addressed and needs to be met. Once available strategies have been exhausted, it is sometimes necessary and in the student's best interests to be somewhere their needs and behaviour can be better provided for, for a short period of the day. For this reason, students may be removed from their mainstream class and provision provided by staff / the class TA in an alternative room.

Removal will only be temporary, until the child is ready or the time frame deemed appropriate for them to return to class. The response is targeted at helping the student to improve their behaviour with well-planned support in their journey back to the classroom.

Unstructured Times During The School Day: Play Times and Lunch Times

The 'It's Good To Be G.R.E.E.N' Rules apply at all times, including during times away from the classroom such as on the playground at break and lunch times.

IT'S GOOD TO BE ***G.R.E.E.N*** RULES On The Playground:

G - Gentle - We are calm, walk sensibly around the school and are gentle with our actions.

R - Respect - We are polite and look after school property.

E - Excellence - We work hard and always try our best.

E - Engagement - We listen, follow instructions and participate in our learning.

N - Nobility - We are trustworthy and honest.

At lunchtimes / playtime, the role of the all staff supporting outside is to be a playworker - to facilitate games, supervise, to teach new games and to ensure as many children as possible are either playing organised games or their own games - especially as they interact with OPAL Play.

Staff need to be proactively focused on the majority of children who make good choices. Smiling, leading play and showing a genuine interest in what children are doing on the playground creates a positive and nurturing environment. The following positive playground behaviour management techniques can used by staff:

- **DO-JOS WILL BE REWARDED FOR CHILDREN MAKING POSITIVE CHOICES AND FOLLOWING THE RULES AND VALUES**

- **Positive Tone of Voice** - adults should ensure their own emotions are kept regulated and avoid shouting at children.

- Allow time for some children to regulate themselves - try not to keep speaking to them when they become dysregulated as they wont respond / their behaviour could slide - allow them time. 'When you are ready to talk please come and see me…' give them that time to come and see you, do not go to them when you feel.

- **Proximity Praise** - being distantly vigilant and praising children who are following the GREEN rules, making it explicit which one(s), near to those who may be making poor choices.

- **Positive Phrasing** - clear instructions with a focus on what the child should be doing (e.g. 'please walk' rather than 'stop running').

- **Choice Behaviour Scripts** - all adults respond to children who make a poor choice using consistent scripts
    - 'Can you remind me what the letter 'x' stands for in our GREEN Rules?' Show me what this means. thank you
    - 'You have *chosen* to' not follow the GREEN Rule of x'. Make the right choice, thank you.

- **Restorative Conversations** - when faced with an argumentative situation, ask a series of restorative questions to give the children a chance to explain what happened and how they feel e.g.
    - What happened? (each child is given the opportunity to explain)
    - How does this make you and others feel?
    - Who has been affected by your behaviour?
    - What can we do to put things right?
    - What can we do differently in the future?

Sanctions At Playtime and Lunchtimes

For pupils who continue to make poor choices, despite the above positive playground behaviour management techniques:

- The child will receive / be shown a STOP AND THINK and told which rule they have chosen to break –A five minute timeout may be given as a result and children will be asked to sit in the designated area of the lunch hall or playground (outside year 3/4 classrooms). The incident will be verbally passed onto the class teacher / TA to inform them of what has happened, that it has been dealt with and the consequence given.
- When the sanction has been completed, the pupil should be reminded of how to meet the expectation of the rule before rejoining the other pupils. If the five minute time out is refused, the child will be asked to make the right choice. If after 10 minutes the child has still not made the right choice to complete their time-out a red consequence card may be issued and investigated by the ELT and a staged letter completed. Where there has been a refusal the child will complete the time-out in the Reflection Room during breaktime.
- In the event of 3 warning cards being issued to the same individual (unstructured) - time will be spent in the reflection room during break and lunch.
- Should a child continue to receive Warning Cards, consideration will be made by a senior member of staff whether the child should attend the inside club to support them.
- The following behaviours on the playground will result in an automatic red consequence card and letter issued by the Headteacher / ELT:

    - Serious acts of violence towards or between children or adults
    - Discriminatory / racist remarks or behaviour
    - Deliberate Vandalism
    - Foul and abusive language explicitly directed towards adults / other pupils.

Adaptations for Unstructured Times

Some pupils find unstructured times, such as playtimes and lunchtimes, difficult. These children will be supported by the SEND/Welfare team during these times to build relationships and play skills with their peers. This intervention will develop social and emotional skills and give children the tools they need to be successful during unstructured times.

<u>Social Norms and Routines</u>

At Beaver Green, we recognise set routines are especially helpful when working with young learners and those that need extra support in regulating their behaviour,

We make it explicit what is expected of pupils in different situations, both within and outside the classroom.

Teachers have clear classroom-based routines that are initially taught. Every teacher's routines, procedures and expectations are going to be slightly different based on the age of the pupil or year group. Teachers will have clear routines and expectations in place for:

- How will pupils enter / exit the classroom;
- How will pupils put coats and lunch bags away;
- How will adults gain the class' attention;
- How students signal that they want help / attention;
- How will pupils obtain needed work materials and books;
- How will pupils transition from the carpet to desks;
- What are the procedures for pupils needing to use the restroom or getting a drink of water?
- What are pupils expected to do when they finish work early?
- What happens if work is unfinished?
- What are procedures for turning in homework / home school reading books?
- What happens if the weather is wet at playtimes?

At Beaver Green we have agreed the following routines and expectations for outside of the classroom. Again, these are regularly taught and it is the responsibility of all adults in school to ensure these routines are adhered:

School Arrival	● Upon entry to the classroom, coats and bags are put away quickly and quietly (according to classroom routines). ● Purposeful Early Morning Work is prepared in advance and is visible. ● Children settle down to Early Morning Working quickly and quietly.
School Departure	● Children are sat down at their tables / carpet with their belongings. ● Children are called to depart once the known parent / carer is there to collect (password system must be in place for unfamiliar adults collecting). ● Children with permission to walk home alone will be the last to depart.
Walking Through The School	● Walking only. ● Keep hands and feet to oneself. ● Walk on the left hand side of the corridor. ● Walk in single file as a class (if possible, adult at start and end of line). ● Walk quietly (as other classes are learning and / or teachers are working).
Assembly	● Prior to assembly, prefects / Year 6s put out benches for Year 6 to sit on - if required. ● Calm music played upon entrance to the assembly. ● Teachers must be on time. ● Silence when pupils / staff enter the hall. ● Expected to sit quietly - unless asked to think-pair-share etc. ● The adult from the class will lead the class to the playground for playtime.

	● Dojo points / stickers can also be awarded by any member of staff
Dining Hall	● Walk quietly to the dining hall. ● Say please and thank you to dinner ladies. ● Eating quietly. ● Keep our tables and floor clean ● Put all rubbish in the bin ● Dojo points can also be awarded by any member of staff
Playground	● At lunchtimes, staff to set up play areas in advance. ● Dojo points can also be awarded by any member of staff ● At the end of playtime/lunchtime a bell will ring. ● When the bell rings the children will stop playing and stand still - they will be required to clean up the OPAL equipment. ● Once all the children have tidied another bell will ring and children will stand still. The bell will ring again and the children will walk silently to their class lines - There may be a time when Moove and Groove is established therefore the children will all face the stage and join in with the dance routine to enable them to be ready for the afternoon's lessons. ● The class teacher will collect the children from the playground and will walk the children back to class. ● Footballs and other equipment should not be brought from home. ● Children should NOT be allowed inside the school building unless this is authorised by an adult - any child inside should be spoken to by a member of staff to seek clarification.
Toilets	● Toilets to be used will be the playground toilet located by the ICT suite doors or the lodge.
Attention Grabber	In order to gain full attention of all children, the following consistent approaches will be used: ● Counting down from 5, holding up your hand. Say 5 aloud and then non-verbal as countdown with fingers ● Count back from 3 aloud.

Mobile Phones

All phones must be handed in to a staff member upon arrival at school and collected upon exit. These will be held in the office until the end of the school day. The use of mobile phones by pupils during the school day or on the school site is strictly prohibited.

Bullying
ELT will fully investigate any alleged bullying. A bullying log is kept that records the investigation and its outcomes (please see separate Anti-Bullying Policy).

Exclusion
A child may be given a fixed term or permanent exclusion from school at the discretion of the Head of School, and in agreement with the Executive Headteacher. An exclusion from school should be used as a last resort in response to serious or persistent breaches of a school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education/welfare of the pupil and others.

All exclusions will be in line with the school's Exclusion Policy (October 2020), which can be found on the school website. The school follows the DfE statutory guidance when making all decisions regarding exclusion, "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England," September 2017. Reference will also be made to the supplementary guidance from Kent County Council: Kent Exclusion Guidance for Schools and Governors.

A child may be lawfully excluded should they:

- fail to complete a behaviour sanction as detailed in this policy;
- repeated and persistent breaches of this school behaviour policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious breach on its own, a child can still be excluded if it is part of a wider pattern of behaviour.
- behaviour that is deemed to be unsafe, disruptive, aggressive, violent.

The school will try to avoid permanently excluding any pupils with an EHCP or a 'looked after' child and will engage proactively with parents in supporting the behaviour of pupils with additional needs. Where the school has concerns about behaviour, or risk of exclusion, of a child in one of these vulnerable groups, it will work in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. Where a pupil has an EHCP, an early annual review or interim / emergency will be requested.

Children who repeatedly break our rules and values despite support and adaptations may be excluded from school visits, trips, competitions or events (parents may be asked to accompany their child on a visit for safeguarding purposes).

Positive Handling
In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm, as permitted by law. This is only to be used when all possible options for giving the child time and space to regain self-control have been exhausted. Key Staff are trained in ProAct ScipT utilising proactive, active and reactive interventions.

The school refers to the non-statutory advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies, July 2013 and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Key members of staff have also received training for positive handling. All positive handling is recorded

Searching, Screening and Confiscation

The school refers to the DfE advice for searching, screening and confiscation, January 2018. The school may judge it to be necessary to construct a Risk Reduction Plan for identified children, these will be shared with parents.

The following list of items are banned by the school and for which a search can be made:

- Sharp objects
- Weapons e.g. any type of knife including pocket knives
- Alcohol
- Drugs (any prescribed medication must be given by an adult to the office staff where a permission form will be completed)
- Stolen goods
- Tobacco products e.g. cigarettes, vapes
- Pornographic images (of any kind e.g. tabloid topless pictures and 'lads mags' as well as extreme adult material
- Fireworks
- Anything that has been, or is likely to be, used to cause injury or commit an offence.

Appendix 1 - Example Letters

Headteacher: Ms T Oakley
Deputy Headteacher: Mr T Hadfield
Email: bgpoffice@swale.at

Cuckoo Lane
Ashford, Kent
TN23 5DA
Tel: 01233 621989

Date _____

Dear Parents/Carers of _____

GREEN BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me because he/she made the wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which indicates they may need more practice in following the school rules.

Antecedent:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. We have ensured that all pupils reflected on their behaviour and considered carefully what they could do differently if a similar antecedent presents itself in the future.

This is the FIRST time we have had to speak to your child about behaviour although a verbal warning has been given for prior unacceptable behaviour. We will therefore be monitoring his/her actions carefully and we will contact you if further matters arise. To help you please find our Beaver Rules below. We would appreciate if you could discuss the importance of these with your child:

IT'S GOOD TO BE ***G.R.E.E.N*** RULES

G - Gentle - We are calm, walk sensibly around the school and are gentle with our actions.

R - Respect - We are polite and look after school property.

E - Excellence - We work hard and always try our best.

E - Engagement - We listen, follow instructions and participate in our learning.

N - Nobility - We are trustworthy and honest

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Beaver Green Primary School commits to making the school a safe and happy environment for all pupils.

Yours Sincerely

Class Teacher

Headteacher: Ms T Oakley
Deputy Headteacher: Mr T Hadfield
Email: bgpoffice@swale.at

Cuckoo Lane
Ashford, Kent
Tel: 01233 621989

Date _____

Dear Parents/Carers of _____

AMBER BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me again today because he/she made the wrong 'choice' of behaviour. Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

Antecedent:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. We have ensured that all pupils reflected on their behaviour and considered carefully what they could do differently if a similar antecedent presents itself in the future.

Following a Green Behaviour Letter sent to you earlier, your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about _____'s behaviour jointly with the class teacher. We are therefore inviting you for a meeting on _____ at _____. Please contact the school office to confirm your attendance at this meeting

I greatly appreciate your continued support as Beaver Green Primary School commits to making the school a safe and happy environment for all pupils.

Yours Sincerely

Assistant Head

Headteacher: Ms T Oakley
Deputy Headteacher: Mr T Hadfield
Email: bgpoffice@swale.at

Cuckoo Lane
Ashford, Kent
Tel: 01233 621989

Date _____

Dear Parents/Carers of _____

RED BEHAVIOUR LETTER

I am writing to let you know that your child was sent to me today because of further unacceptable behaviour.

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

Antecedent:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. Sadly, _____ has made the wrong choice of behaviour and the following action will be taken:

Action to be taken:

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Beaver Green Primary School commits to making the school a safe and happy environment for all pupils We are therefore inviting you for another meeting on _____ at _____ with Mr Hadfield (Deputy Headteacher). Please contact the school office to confirm your attendance at this meeting.

Yours Sincerely

Tony Hadfield
(Deputy Headteacher)

Headteacher: Ms T Oakley
Deputy Headteacher: Mr T Hadfield
Email: bgpoffice@swale.at

Cuckoo Lane
Ashford, Kent
Tel: 01233 621989

Date

Dear Parents/Carers of

AUTOMATIC RED BEHAVIOUR LETTER

I am writing to let you know that your child's behaviour today was unacceptable.

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which indicates they may need more practice in following the school rules/code of conduct.

Antecedent:

Your child's behaviour:

I can assure you that the incident was initially dealt with by one of our staff and then passed on to a member of the School Leadership Team. The event has been fully investigated and all pupils involved have been spoken to. Sadly, has made the wrong choice of behaviour and the following action will be taken:

Action to be taken:

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continued support as Beaver Green Primary School commits to making the school a safe and happy environment for all pupils

Yours Sincerely

Ms T Oakley
(Headteacher)

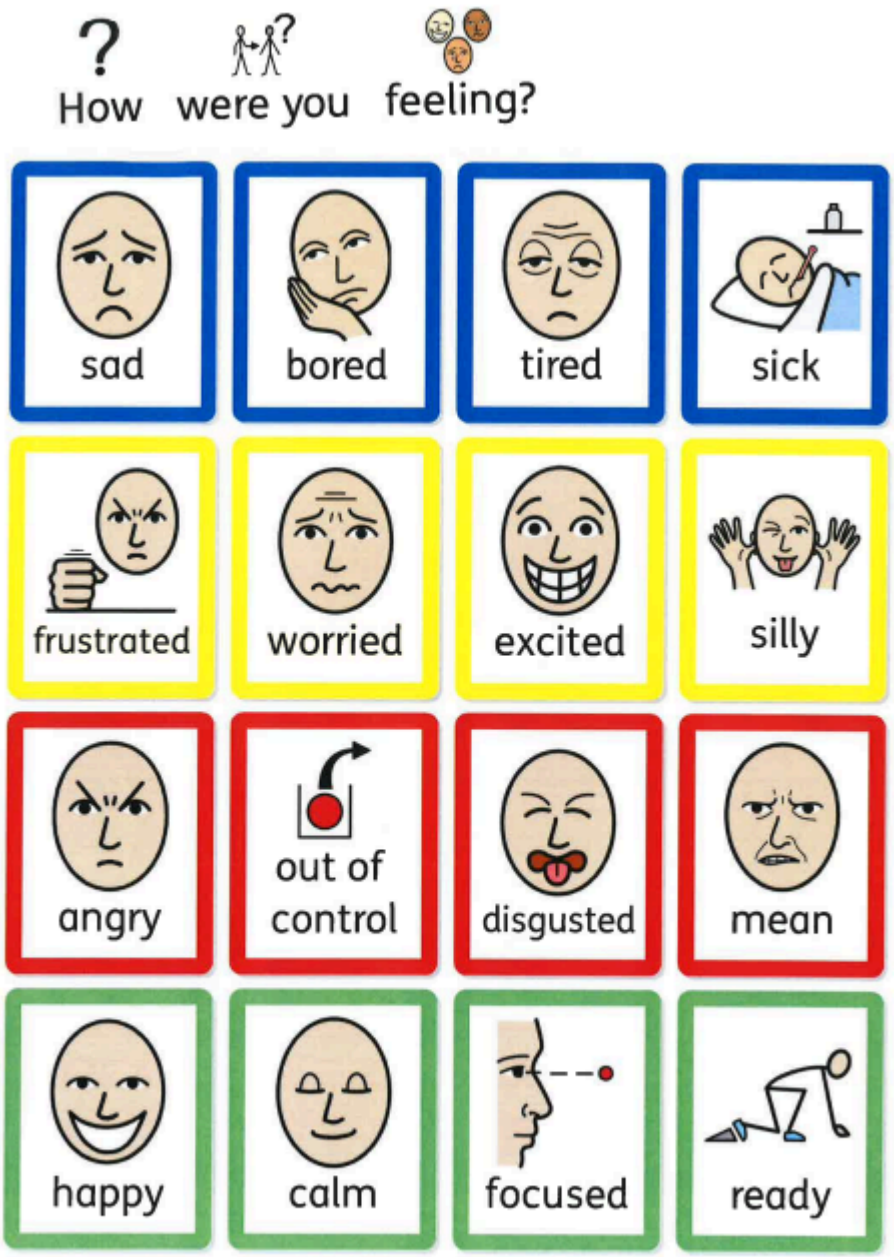
"It's Good To Be G.R.E.E.N. It's Great to be B.E.A.V.E.R G.R.E.E.N."

Appendix 2 – Green Rule Cards

Stop ‘n’ Think, Warning, Red Consequence

Appendix 3 - Reflective Prompt Sheets - these may be used.

Reflective Prompts



Created in WidgitOnline.com for Beaver Green

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Who else was involved?

How might they be feeling?

What could you have done differently?

How can we repair the damage?

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Appendix 4 - Beaver Value Award Cards

Good to be Gold and Platinum Award

Appendix 5 – Good to be Green

Appendix 7 – Reset Room Checklist - Need to ensure that this is correctly in place

The Reset Room offers a short term, focussed intervention space, which addresses barriers to learning arising primarily from social, behaviour, emotional and well-being needs, in a supportive manner.

The Reset Room should not be referred to or used as a sanction but viewed as a supportive intervention. Behaviour is a form of communication.

Main Purpose:

- To provide a calm, quiet, supportive space for children to recognise and reset their emotions and therefore access the learning in class more effectively.
- To understand emotions and link them to the Zones of Regulation.
- To develop strategies to cope with emotions with a supportive, familiar adult to stay regulated throughout the day.
- To provide a flexible and preventative resource that will support the children with regulating their emotions.
- To enable the child to access the curriculum and return to full participation in their mainstream class once they have regulated their emotions.
- To provide a secure and predictable space where children can learn from caring adults who actively work towards their successful integration into their mainstream class within a short period of time.

Children can use this room on a daily 'as needed' basis, for short timetabled periods or for drop in sessions.

Staffing	
Class TA must support the child in the room at all times. ● This will help children improve their self-esteem and develop their confidence, and learn appropriate responses through forming close and trusting relationships with adults. This will support with attachment.	
If class TA is not in school children using the Reset room on a regular basis **MUST** still do so. If cover is not available please liaise with the SEND team to support with this.	
Environment	
Activities are designed to support child/staff relationships, build trust and mutual respect. There are resources to support all of the Zones ● Red- sensory toys, squeeze machine, dark den, calming lights ● Yellow- sensory, mindful colouring, peanut ball, squeeze machine ● Green- mindful colouring, sensory toys, spinning chair ● Blue- Quiet space, dark den, lights, kinetic sand	

Rules of the Reset Room	
● This is a child lead space ● Children must be accompanied to the room and while in the room at all times. ● All emotions are valued. The space can be used to express their emotions- including red zone feelings and behaviours. ● Check in using the visuals which emotion we are feeling- use the visuals to support. Model your emotions too and reason why. “I am feeling blue today because I am tired. I was too hot to sleep last night.” ● All resources must stay in the room and are not to be taken out of the room. ● It’s fine to make a mess and have fun but please leave the room as you find it. ● Positive language only. We don’t say no! Explain and redirect. “It’s not safe up there, come and do this instead.” ● Limit time- no session should be longer than 20-30 mins. ● It is ok for more than 1 child to use the room at a time, please share and respect each other's needs. (This may not always be appropriate, please check first). TA’s must interact with the children.	

Appendix 8 - Behaviour Policy Summary

Classroom Behaviour System

"It's Good To Be G.R.E.E.N."

Each class has a four-tier behaviour system:

	Green **'It's good to be Green, it's GREAT to be BEAVER GREEN!'**	All pupils start each session on Green. **If a child has an individual reward chart in place as a reasonable adjustment or because they have received an Amber letter, then they are removed from the class wall chart and are given an individual pocket for their table to be managed. They will no longer impact the class raffle ticket system.** If all pupils are on green at the end of the session, a class **raffle ticket** is issued for the celebration assembly. Where class teachers observe pupils following the G.R.E.E.N rules, a **Dojo point** can be awarded. This should be done regularly.
Stage 1	**Verbal warning**	Reminded of the GREEN Rule/ opportunity to make the right choice
Stage 2	**Stop and Think Card** (Placed over their Green card) 	Remind the child of the 'It's Good To Be G.R.E.E.N Rules' and support the pupil to turn their behaviour around. If behaviour is corrected, return to Green.
Stage 3	**Yellow Warning Card** (Placed over their Stop and Think card) 	Make explicit which rule they have chosen not to follow and give them the opportunity to make the correct choice. If behaviour is corrected, return to the 'stop and think' card and then Green. If a pupil has a yellow warning card at the end of a session, they remain with the teacher at the end of the session to complete a reflection sheet.
Stage 4	**Red Consequences**	Issued with the rules that have been broken (teacher to write

	Card (Placed over their Green card) 	G.R.E.E.N and circle the initial/s of the rule broken) and the pupil is sent to the Deputy Head of School or a member of SLT in their absence. There is no opportunity to try to get back to green
Stage 4 (Additional Information)	**Red Consequences Card** 	**1st in a term** - Verbal warning from DHT/ SLT member At the end of the day, the teacher will need to verbally inform the parent about the child's behaviour and the fact a warning has been given. If a child's parent / carer does not collect at the end of the day, the teacher will telephone the parent after school. **2nd in a term** - **Green letter** home **3rd in a term** - **Amber Letter** Home, meetings with parents and reward chart **4th in a term** - **Red letter**, internal seclusion (break and lunch) If a child receives **5 internal seclusions** within a half term period, a full day internal seclusion will be implemented in the Reflection Room.
Unstructured Times.	**Warning Cards** 	**Sanctions At Playtime and Lunchtimes** ● The child will receive a Yellow Warning Card - told which rule they have chosen to break ● A five minute timeout will be given as a result and children will be asked to sit in the designated area of the lunch hall or playground (outside year 3 classrooms). ● Children will be given a Reflective Prompt to complete. ● The pupil should be reminded of how to meet the expectation of the rule before rejoining the other pupils. ● If the time out is refused, the child will be asked to make the right choice. If after 10 minutes the child has still not made the right choice, a red consequence card will be issued and investigated by the Deputy Headteacher; a staged letter may be issued. Where there has been a refusal the child will complete the Prompt in the Reflection room during breaktime. ● In the event of 3 warning cards being issued to the same individual (unstructured times) - time will be spent in the reflection room during break and lunch. ● Should a child continue to receive Warning Cards, consideration will be made by a senior member of staff whether the child should attend the Beaver Club to support them. ● The following behaviours on the playground will result in an automatic red consequence card and letter issued by the Head of School: ○ Serious acts of violence towards or between children or adults (marks are left on the skin) ○ Discriminatory remarks or behaviour ○ Leaving the classroom / school building without permission ○ Deliberate Vandalism

Positive Rewards

In Class Individual Pupil Award	**Dojo Points**	Dojo points are awarded in the classroom when teachers notice children following the G.R.E.E.N RULES. When awarding the dojo point, children will be informed which G.R.E.E.N Rule it has been awarded for. Dojo Points are recorded using ClassDojo. ClassDojo is a classroom APP tool that is used to create a positive classroom culture and build positive behaviours with pupils. Individual rewards, determined by the class, will be given out when pupils reach 25, 50, 100, 200, 300… dojo points. This will be a cumulative reward system.
In Class Award	**Star of the Week**	Teachers will award a 'Star of the Week Certificate' to pupils in their class who have demonstrated exceptional learning. The Star of the Week certificates will be Subject Specific and will follow a rolling programme. These will be handed out during the weekly celebration assembly.
HT/ DHT Award	**Good to be Green Certificards** 	**Issued when the HT/ DHT** enter a classroom and spot a pupil, who is on green, following the rules. **5 Dojo points are awarded.**
CT/ HT Awards	**It's Good to be Gold** 	For **exceptional exemplification of a B.E.A.V.E.R Value** within a session, pupils will be given a Good To Be Gold Card with the reason written on the back. The pupil will be sent to the Head of School for praise and celebration. Their achievements are written in the **GOLDEN BOOK**, they will get a **GOLD** sticker and they will take the Gold Card home. If the child gets 5 gold awards they will be awarded a **GOLDEN** certificate in the weekly celebration assembly.
CT/ HT Awards	**Platinum Cards** 	After they have received the **GOLDEN** certificate pupils will work towards a **PLATINUM** certificate. For **exceptional exemplification of a Beaver Value** within a session, teachers will award a PLATINUM Card (see appendix 4) and write the reason on the back. Their achievements are written in the **PLATINUM BOOK**. After 5 PLATINUM cards the pupil will receive a **PLATINUM** certificate in the weekly celebration assembly.

HT Awards	**Headteacher Tea Party**	One child from each class per term will be selected to attend this special event in recognition of their efforts towards their learning and/or demonstration of core values.