



Greenvale Primary School

Behaviour Policy

Cycle: 1

Approved by the Full Governing Body (date):

Approved by the Governing Committee (date):

Last Reviewed: September 2026

Next Reviewed: September 2027

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and can demonstrate they have read and understand their safeguarding responsibilities.

This policy aims to:

- Provide a consistent approach to behaviour management
- To articulate our approach and ethos to achieving good behaviour
- Define what we consider to be unacceptable behaviour, including all forms of bullying

- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Greenvale's Vision for all Children:

We want our children to leave Greenvale being well rounded and mindful of their own behaviour and how this impacts on others. We want all children to be respectful of each other, their own and others' property and engage in understanding and learning about how we are all different. We want children to learn the importance of having a positive attitude – developing very strong resilience to life's challenges. In addition, we want children to be emotionally literate: excellent communication skills and manners. In order to achieve this vision our curriculum is layered in with positive behaviour teaching and learning opportunities.

Vision for Behaviour	Curriculum:
Respect:	All adults modelling manners and respect Pupil adult conversations regarding children are positive Assembly programme for the year Maintaining and improving an inclusive and engaging environment with the children taking part (launched September 2026) Developing clear, calm classrooms that are consistent across the school Uniform being a collective responsibility including PE uniform Insisting on children lining up and walking through the school calmly and quietly Insisting on children looking after the environment around them including tidying up after themselves in the classroom and halls (launched September 2026)
Positive Attitude	Assembly programme for the year Top table in dinner halls (launched September 2026) Sports activities at play/lunch times showing child engagement and responsibility for their learning and behaviour (launched September 2026) Whole school Friyay (launched September 2026) Whole school Values (launched September 2026) Celebration Assembly for all children including Golden Chairs (launched September 26) The Greenvale Way stickers celebrating individual successes on a daily basis (launched September 2026) The Greenvale Way behaviour expectations shared in all classrooms (launched September 26) Hot chocolate Friday reward and letters for whole school (launched September 26) Attendance Alpaca teddy introduced to encourage better attendance in school (launched 2026) Headteacher Hippo award introduced to encourage all round excellence in attitudes and learning (launched September 2026) Lunch time awards to instill positive table manners and understanding of others around them (launched September 2026) Playground Champions to encourage positive play in others through modelling by our new year 6 children (launched September 2026)
Emotional Literacy	Insisting on correct grammar in all members of the community

	Insisting on daily morning/afternoon greetings to develop social skills and unity – ‘The Power of the Greeting’ (September 26) Developing Character Values across assemblies with Year R joining from December (launched September 26)
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At Greenvale, We C.A.R.E.

At Greenvale Primary School, we believe that developing strong character is just as important as developing knowledge and skills. Our character values help children become confident, caring, and successful learners who are ready for life beyond the classroom.

At Greenvale, we **C.A.R.E.**:

C – Curiosity

Curiosity helps us ask questions, explore new ideas, and develop a love of learning. It is represented by our **Brain Character**, always thinking, wondering, and discovering.

A – Ambition

Ambition encourages us to set goals, work hard, and keep moving forward. It is represented by our **Feet Character**, reminding us to take positive steps towards success.

R – Responsibility

Responsibility means making good choices, helping others, and taking ownership of our actions. It is represented by our **Hands Character**, showing that our actions make a difference.

E – Empathy

Empathy helps us understand and care about the feelings of others. It is represented by our **Heart Character**, reminding us to show kindness, compassion, and respect.

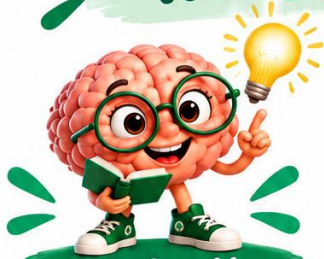
At Greenvale, we use these body-themed characters because we want children to understand that character is about their **whole self**. Our thoughts, actions, feelings, and choices all work together to help us live our values every day.

At Greenvale, we don't just learn... we C.A.R.E.



**Greenvale
Primary School**
NURTURE • INSPIRE • SUCCEED

At Greenvale, we **C.A.R.E!**



Curiosity

Curiosity helps us ask questions, explore new ideas, and develop a love of learning.



Ambition

Ambition encourages us to set goals, work hard, and keep moving forward.



Responsibility

Responsibility means making good choices, helping others, and taking ownership of our actions.



Empathy

Empathy helps us understand and care about the feelings of others. It reminds us to show kindness, compassion and respect.

NURTURE • INSPIRE • SUCCEED

All of the above is in addition to:

- We start each year with 'learning to learn' where we discuss expectations and standards.
- We begin the start of the day and after lunch with 'The Mabel Moment' to encourage calm ready to learn behaviour.



- By setting positive expectations in class and throughout the school through discussion with the children, and by displaying 'The Greenvale Way' expectations for everyone to see.
- By developing positive relationships with parents and children, built on trust and mutual respect.
- By using children's learning and behaviour as positive role models at sharing times.
- By sharing children's positive behaviour and attitudes to learning in our regular celebration assemblies.
- By giving plenty of praise where it is due, for good learning and behaviour using praise and rewards – stickers, Golden Chair, Attendance Alpaca, Learning Lemur, Headteacher Hippo.
- By giving, on balance, more positive than negative feedback to the children in our care. Any negative feedback is constructive and should lead to a learning opportunity giving children time to reflect and improve.
- By keeping parents informed about good behaviour, particularly where there is an improvement.
- By recognising sustained good behaviour and improvements in behaviour.
- By recognising good learning and significant improvements in class, around the school, in the playground and in the dining hall.
- By all adults in the school acting as good role models.
- All adults will have character value flash cards on their lanyards to support with pupil behaviour.
- By staff keeping records on CPOMs in order to track patterns or issues in order to support the child in changing poor behaviour.
- Head Pupils will be involved with Paws Post and letters from the Therapy Dogs.
- Nurture principles will be displayed in all classrooms so this is not a standalone for 'Robins' classroom.

1. Legislation and Statutory Requirements:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

2. Definitions:

At Greenvale we define misbehaviour in the following ways and will address these issues through a range of strategies and approaches (see section on sanctions)

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform/Pe uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations – The Greenvale Way
- Malicious accusations against staff
- Any form of bullying
- Child-on-child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: (knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Emotional: being unfriendly, excluding, tormenting

Physical Hitting: kicking, pushing, taking another's belongings, any use of violence

Racial: racial taunts, graffiti, gestures

Sexual: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying*: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Please ask for our Cyber-Bullying Policy for our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.*

4. Roles and responsibilities

The Governing Board:

The Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1). They will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

The Head Teacher:

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles.

The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents when required via CPOMs

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents:

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support and uphold sanctions that have been put into place

5. School Rules

Rather than relying on a list of rules, we guide children to make thoughtful choices that we deem to be The Greenvale Way. These reflect our Character Values of Curiosity, Ambition, Responsibility and Empathy in their daily actions. Children are taught what each value looks like in practice and are encouraged to reflect on how their behaviour aligns with them. They will regularly be asked to explain how they have demonstrated these values, or to identify areas for growth and how they can improve.

6. Rewards:

- Friyay from Year R – 6.
- Celebration Assembly for the whole school including Golden Chairs and Certificates

- Headteacher Award (Headteacher Hippo)
- The Robins Certificate for positive work in Robins Class
- Hot Chocolate with the Head Teacher/Deputy Headteacher (and letter home)
- The Greenvale Way stickers for children making progress in the lesson or around the school
- The highest-class attendance is rewarded with being able to have the Attendance Alpaca and certificate and 10 minutes extra playtime.
- 100% attendance certificates are awarded at the end of each term to those who have earned them
- TT Rockstars/Numbots certificates
- Character value stickers (to be developed)
- Character Value Wall of Fame in classrooms
- Character Value Postcards (these are sent home to parents)
- The Birthday Bench in Assembly & opportunity to wear their own clothes when it is their birthday
- The Learning Lemur Award for positive learning
- Top Table in the dinner hall
- Visits from The Therapy Dogs
- Paws Post (post to and from the therapy dogs)
- Head Pupil badges
- Librarian Badges
- Playground Coaches to support play and lunch time activities

What happens if a child shows positive behaviour toward our character values?

- When a child shows positive behaviour they will be awarded a Character Value sticker.
- Adults will address what they have done and why this was positive.
- Other adults are encouraged to ask them about their sticker to develop praise and children's oracy and encourage further positive behaviour.

7. Sanctions:

When children do not follow the Greenvale Way expectations, the following stages are used in lessons and outside of lessons:

 Child showing school expectations 'The Greenvale Way'		All classes display The Greenvale Logo with 'The Greenvale Way'. Each child will have a peg around the logo with either a picture of their face or their name displayed (dependent on age/learning ability). When child's peg is on the logo they are showing The Greenvale Way expectations. (See appendix 3 for logo to be used)
Warning		If a child is not following the rules, the teacher will turn the child peg around. This highlights a warning being given. This is the final warning before being given a red card. The peg will be turned back around when the child makes the correct choice and returns to 'The Greenvale Way'. Inform SLT: X Inform a parent: X
Instant sanction – 'Greenvale Reset'		If a child continues, the peg will be removed from the logo. The child will have an instant sanction. This is time for them to 'reset'. The sanctions will be the following based on the time of day this occurs:

	- Year R: Instant time out on a spot/carpet. (Time reflective of child's age, action and individual child's understanding. Time out will be no longer than 10 minutes.) - Before break time: loss of all breaktime in a room with a teacher. - After break time/before lunch: loss off 15 minutes of beginning of lunch time with a senior leader or pastoral manager. - After lunch time/before home time: Loss of break time the following day they are attending school with a teacher. Inform SLT: ☒ using CPOMs Inform a parent*: Email home
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The following sanction system is used:

Sanction Stage	Consequence / action/s:
1. Instant Sanction - Greenvale Reset	When a child does not follow The Greenvale Way expectations, they will be given a reminder (peg turned the opposite way around) and, where appropriate, an opportunity to make a better choice. If the behaviour continues, or the behaviour warrants an immediate consequence, the child will receive 'Greenvale Reset' (peg is removed). This will involve a short period away from the activity to calm down, reflect on their behaviour and consider how they can make a positive choice. EYFS – immediately KS1/2 – break time/beginning 15 minutes lunch time The child's peg will be removed in line with the school's behaviour system. Following 'Greenvale Reset', the child will be supported to return to their learning and demonstrate The Greenvale Way expectations. Reset time is an opportunity to stop, reflect and make a fresh start.
2. Reflection During the day the children will work away from their class. Time will be given to educate the child on specific areas of why they are having this specific consequence to ensure it minimises the risk of happening again.	A child will be out of class with a senior leader/pastoral manager on the fifth time (during a school short term) of receiving an instant sanction: FS/KS1 – instantly from the time given for the rest of that morning/afternoon session which equates up to half a day KS2 – instantly from the time given to the same time the following school day which equates up to one full day. Inform SLT: ☒ using CPOMs Inform a parent*: ☒ A parent will be expected to attend school for a reintegration meeting at the end of the day or beginning of the next day so the school, parents and child are clear on what is expected to avoid repeating the misbehaviour. A child can bypass the instant sanction if the behaviour warrants a stronger sanction. Reasons for this could be: - Physical assault on a child or member of staff - Persistent disruption - Damage to property - Repeated discriminatory incident - Bullying in any form - Anything a member of staff and senior leadership team agree is proportionate.

	This might not be a full day depending on when the incident occurs and can be carried over to the next day. Consult SLT: inform SLT ☒ using CPOMs Inform a parent*: ☒ A parent will be expected to attend school for a reintegration meeting at the end of the day or beginning of the next day so the school, parents and child are clear on what is expected to avoid repeating the misbehaviour. Please note: a reintegration meeting must take place whenever a Reflect & Repair day has been given. Where appropriate, restorative work will be completed to help the child take responsibility for their actions and repair any harm caused. This work will be completed in view of the character values that have not been shown.
3. Greenvale Internal Suspension	Where a child's behaviour warrants an immediate consequence, but the circumstances do not warrant a formal suspension or a formal suspension is not deemed the best consequence, 'Greenvale Internal Suspension' may be implemented. This provision may be used where a child has received fewer than five instant sanctions, but their behaviour requires a more significant consequence. The child will work away from their usual class, while continuing with appropriate learning activities and completing work to support reflection, responsibility and a successful return to class. This can be for any length of time but will be stated with the child and parent.
4. Fixed Term Suspension	In extreme circumstances and often as a last resort, the Head Teacher will make a decision to suspend children from school by an external suspension. A child can be excluded for one or more fixed term periods for up to 45 days in any one school year. A child can also be permanently suspended for a one-off incident. It is possible for a fixed term suspension to be transformed into a permanent exclusion, if the circumstances warrant this. If a pupil is suspended the parents are informed immediately, with reasons given for the suspension, the Head Teacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body. The Head Teacher informs the LA and the Governing body about any permanent suspension, and about any fixed term suspension beyond 5 days in one term. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Head Teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of governors. When the appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and consider whether the pupil should be reinstated. Parents must attend a reintegration meeting prior to their child returning to school.

What happens if a child gets an instant sanction (Greenvale Reset) and name is removed from the The Greenvale Way logo?

- If a child receives an instant sanction, they will have reflection time during the next playtime or lunchtime (whichever comes first).
- The adult who gave the instant sanction will talk with the child about why they received it and how they can make better choices next time. Senior leaders will work with the children to support this.
- A wording of the character value they need to work on (Curiosity, Ambition, Resilience, Empathy) will be shown and discussed with them as constant reminders to support positive behaviour improvements.
- The adult who gave the instant sanction is responsible for supporting the child moving forward.
- Social stories can be used to support children with behaviour. (See appendix 2)

Instant Sanctions will start at 0 each term. Children are always reset on the The Greenvale Way logo at the beginning of every new day and after play/lunch times.

Children may work in another room when a 'Greenvale Internal Suspension' has been given.

Instant Sanctions will take place in Intervention Room at break and lunch times.

Email home to parent will be sent via Parent Mail from the adult issuing the instant sanction.

The adult issuing the instant sanction will ask the class teacher or HLTA to send the email home on their behalf.

The email sent will be:

Dear Parent / Carer of **FULL NAME**

Unfortunately, your child has been issued an instant sanction.

The instant sanction was issued for: disruptive behaviour/rudeness to an adult/inappropriate behaviour at play time/swearing/hurting another child **DELETE AS APPROPRIATE**

DELETE AS APPROPRIATE AND DELETE THE WORDING OF OPTION

Option 1: Your child received this instant sanction this morning and completed their Greenvale Reset during play time.

Option 2: Your child received this instant sanction this morning and completed their Greenvale Reset during lunchtime.

Option 3: Your child received this instant sanction this afternoon and will be required to have their Greenvale Reset during their playtime tomorrow.

Thank you for your continued support,

YOUR NAME

What happens if a child receives 5 instant sanctions?

When a child has received their fifth instance sanction (Greenvale Reset) they will receive a Reflection away from class with a Senior Leader or Pastoral Manager.

A formal letter will be sent home. The office will send this home as instructed by Senior Leader.

Dear Parent / Carer of **FULL NAME**

Unfortunately, your child has been issued their fifth Instant Sanction and has now received a Reflection.

Their fifth instant sanction was issued for: disruptive behaviour/rudeness to an adult/inappropriate behaviour at play time/swearing/hurting another child **DELETE AS APPROPRIATE**

They will return to class: **INSERT TIME CHILD RETURNS TO CLASS**

Thank you for your continued support,

Thank you for your continued support,

Greenvale Senior Leadership Team

8. Reasonable force

In July 2013, the DfE issued advice for Head Teachers, staff and governing bodies over the use of reasonable force.

What is reasonable force?

The term “reasonable force” refers to a level of physical intervention necessary to prevent a student hurting themselves or others, damaging property or causing disorder. This “force” is generally used to control or restrain a pupil. A pupil may be controlled by passive physical contact such as standing between two pupils or blocking a pupil’s path or active physical contact such as leading a pupil by the arm out of a classroom. Restraint may be used to physically hold a student back or to bring them under control and is typically used in more extreme circumstances.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force where necessary.

When can reasonable force be used?

Reasonable force can be used when, in a member of staff’s professional judgement, it is necessary in order to prevent a student hurting themselves or others, damaging property or causing disorder. Each situation must be considered on the basis of the individual circumstances, but examples of situations where reasonable force can be used might include:

- Removing a disruptive student from a classroom where they have repeatedly refused an instruction to do so.
- Preventing a student behaving in a way that disrupts a school event or a school trip
- Preventing a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Preventing a pupil from attacking a member of staff or another pupil
- Stopping a fight
- Restraining a pupil at risk of harming themselves through physical outbursts.

How should the use of reasonable force be recorded?

Any use of reasonable force should be recorded on a Positive Handling Form. These forms are available from the office or staffrooms. Once completed, the forms should be given to a member of the Senior Leadership Team.

9. Training

Our staff are provided with training on managing behaviour, including proper use of positive handling. Behaviour management will also form part of continuing professional development and induction process.

10. Monitoring Arrangements

This behaviour policy will be reviewed by the Head Teacher and Governing Body annually.

11. Searching a child

Only the Head Teacher and members of staff authorised by the Head Teacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (DSL or SLT member).

The Head Teacher can authorise a search if:

The pupil agrees to the search, or the authorised staff member has 'reasonable grounds' (more on this below) to suspect that the pupil may have a prohibited or banned item (see the next section for definitions of these).

Under law:

The person carrying out the search must be the same sex as the pupil being searched. There must be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil.

The only exception is if:

The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently and it's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

Head Teachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

Commit an offence

Cause personal injury (including the pupil) or damage to property

This list is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

12. Links with other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E-Safety Policy

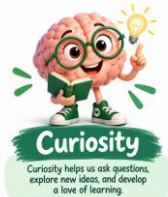
Monitoring

The school records sanctions at all levels both during learning times and lunchtimes via an online cloud system called CPOMs. Weekly meetings take place which monitor behaviour incidents to ensure all policies and procedures are being adhered to consistently. Furthermore, the SLT are able to analyse any incidents to ensure the policy is robust and effective. The Head Teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently suspended. It is the responsibility of the governing body to monitor the rate of suspensions and to ensure the policy is administered fairly and consistently.

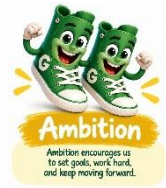
Home from Home & After School Clubs

Our Breakfast Club will adopt this policy. We reserve the right to suspend a child from attending Breakfast Club or a Club for any period of time due to behaviour.

Greenvale's Expectations EYFS and KS1



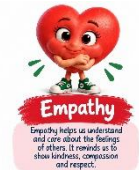
- Asking questions
Putting their hand up to ask "why?" or "how?" when they want to learn more.
- Exploring new activities
*Having a go at a **something new**.*
- Looking closely at the world around them
Noticing changes around them
- Finding out more
Learning about something that interests them.
- Trying different ways to solve a problem
Testing ideas to see what works instead of giving up.
- Sharing interesting discoveries
Excitedly telling others about something new they have learned.
- Listening and learning from others
Paying attention when friends or adults share new information.
- Being eager to learn
Showing enthusiasm when starting a new topic or



- Trying their best
Putting effort into their learning and activities.
- Having a go at challenges
Trying something even when it feels difficult.
- Working towards goals
Aiming to improve and do better each day.
- Not giving up
Keeping going when something is tricky.
- Being proud of achievements
Celebrating what they have done well.
- Learning from mistakes
Using mistakes to help them improve.
- Believing in themselves
Having confidence to try new things.
- Wanting to succeed
Showing enthusiasm to learn and achieve.



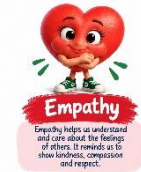
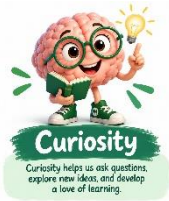
- Looking after belongings
Hanging their coat up and putting things in their locker properly.
- Tidying up after activities
Putting all the pencils back in the right place.
- Following instructions
Putting up their hand, not calling out.
- Completing tasks independently
Finishing learning without needing constant support.
- Taking care of others and the classroom environment
Getting a friend a wet paper towel if they need it.
- Being honest
Admitting when they did something and telling the truth about what happened.
- Being ready to learn
Coming to school with their book and contact book.
- Making good choices
Walking silently to assembly and to school dinners.



- Comforting a friend
"It's ok, don't be sad."
- Sharing and taking turns
Letting someone else have a turn first.
- Helping without being asked
Seeing someone struggle to zip up their coat so you help them.
- Using kind words
"Are you ok? Do you want to play with us?"
- Recognizing and responding to emotions
"You look sad, do you need help?"
- Including others in their games
"Would you like to play?"
- Apologizing to others
"I'm sorry I..."
- Celebrating their friends' achievements
"Well done, you did so well!"

Greenvale's Expectations

KS2



- Asking thoughtful questions
Wanting to understand things in greater depth.
- Exploring new ideas
Being willing to try something unfamiliar.
- Investigating the world around them
Looking for patterns, connections and explanations.
- Researching independently
Using books and resources to find answers.
- Solving problems creatively
Testing different ideas and learning from mistakes.
- Sharing discoveries
Talking to others about new learning.
- Learning from different viewpoints
Listening carefully to the ideas of others.
- Showing a love of learning
Being enthusiastic and motivated to learn more.

- Setting goals
Working towards personal targets and success.
- Taking on challenges
Choosing tasks that help them learn and grow.
- Persevering when things are difficult
Staying focused and not giving up easily.
- Striving for improvement
Looking for ways to make their work even better.
- Learning from feedback
Using advice to develop and achieve more.
- Taking pride in achievements
Recognising success and celebrating progress.
- Believing in their potential
Having confidence to aim high and succeed.
- Being determined to achieve
Showing commitment and effort in everything they do.

- Completing tasks set at home and in school.
Reading at home, times table rockstars, spelling shed
- Wearing the correct school uniform
Wearing a school tie, correct shoes, tucking shirts in and doing top buttons up.
- Taking care of belongings
Putting things in locker, handing phone in to teacher, putting things away or getting pencil ready for lesson.
- Representing the school in events
Taking part in assemblies, Mini Youth Games and other clubs.
- Taking care of the classroom and shared spaces around the school
Litter picking, tucking chairs in, putting away playtime resources.
- Tidying up after themselves
Putting lunchboxes away or plates in the dinner hall.
- Being honest
Owning up to mistakes.
- Following school etiquette
Walking, not shouting or answering back, putting hand up to speak, holding doors open.

- Listening carefully to others
Giving full attention when a friend is talking.
- Noticing when someone feels left out
Inviting a classmate to join in when they're sitting alone.
- Understanding different perspectives
"I think they were upset because..."
- Offering help without being asked
Helping a peer who is struggling.
- Being kind to someone having a hard day
Giving a compliment to cheer someone up.
- Standing up for others
Telling someone to stop and telling an adult.
- Celebrating others successes
Congratulating a peer.
- Being patient with others mistakes
"It's ok, everyone makes mistakes."

Social Stories

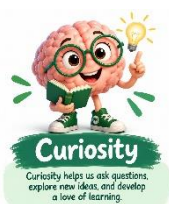
Social stories can be used to support children during Greenvale Reset or Reflect and Reset Time time.

FS/KS1 children

I Can Be Curious at School

At school, I am part of a team.
We all learn and discover together.
I show curiosity when I wonder about things.
I ask questions when I want to know more.
I show curiosity when I listen carefully.
I pay attention to my teacher and my friends so I can learn new things.
I show curiosity when I try something new.
I might not know how to do it yet, but I am willing to have a go.
I show curiosity when I explore.
I look closely, investigate and find out more about the world around me.
I show curiosity when I make mistakes.
Mistakes help me learn and grow.
I show curiosity when I share my ideas.
My ideas matter, and I can learn from other people's ideas too.
I show curiosity when I read, create and discover.
Every day is a chance to learn something new.
If I am unsure, I can ask a grown-up for help.
They can help me find answers and keep learning.
When I show curiosity, I become a confident learner.
I discover new things, solve problems and make school an exciting place to be.

"Curiosity helps me grow every day."



KS2 Children

I can show Curiosity...

At school, I am part of a learning community.
We all work together to learn, grow and achieve our best.
I show curiosity when I ask questions.
Questions help me to understand new ideas and think more deeply about my learning.
I show curiosity when I listen carefully.
I pay attention to my teacher and my classmates because I can learn from other people's thoughts and experiences.
I show curiosity when I challenge myself.
I am willing to try something new, even if it feels difficult or unfamiliar at first.
I show curiosity when I explore ideas.
I enjoy investigating, researching and finding out more about topics that interest me.
I show curiosity when I make mistakes.
Mistakes are part of learning and help me improve my knowledge and skills.
I show curiosity when I share my thinking.
I explain my ideas, listen to different viewpoints and learn from discussions with others.
I show curiosity when I read widely.
Books, texts and information help me discover new places, people and possibilities.
I show curiosity when I persevere.
If I do not understand something straight away, I keep trying and ask for help when I need it.
I can ask questions, seek advice and use resources to help me find answers.
Being curious helps me become an independent and confident learner. When I show curiosity, I develop new skills, broaden my understanding and discover things I never knew before.



FS/KS1 children

I am ambitious!

At school, I am part of a team.
We all learn, grow and try our best together.
I show ambition when I do my best.
I am proud of myself when I work hard.
I show ambition when I keep trying.
If something feels tricky, I do not give up.
I show ambition when I challenge myself.
I have a go at new things, even when they seem difficult.
I show ambition when I learn from mistakes.
Mistakes help me get better and learn new skills.
I show ambition when I set a goal.
My goal might be learning my phonics, counting higher or improving my handwriting.
I show ambition when I listen and learn.
I follow instructions and try hard to improve my work.
I show ambition when I believe in myself.
I know I can achieve great things when I keep trying.
I can ask for help when I need it.
Grown-ups and friends can help me learn and succeed.
Every day is a chance to get a little bit better.
When I show ambition, I grow into a confident learner and make myself proud.



KS2 Children

I am ambitious...

At school, I am responsible for my own learning and behaviour.
I understand that my actions today can help me achieve my goals in the future.
I show ambition when I aim high.
I set myself goals and work hard to achieve them.
I show ambition when I challenge myself.
I am willing to step out of my comfort zone and try things that may feel difficult at first.
I show ambition when I have a positive attitude.
I believe I can improve through effort, practice and determination.
I show ambition when I persevere.
If I face a setback or make a mistake, I do not give up. Instead, I learn from the experience and keep going.
I show ambition when I take pride in my work.
I focus on producing my best work and always look for ways to improve.
I show ambition when I make the most of opportunities.
I take part in new experiences, develop my talents and look for ways to grow.
I show ambition when I am organised and responsible.
I come to school ready to learn and take ownership of my actions.
I show ambition when I learn from others.
I listen to advice, accept feedback and use it to help me improve.
I know that success does not always happen straight away.
Achieving my goals takes effort, resilience and commitment.
If I need support, I can ask a teacher, teaching assistant or another trusted adult.
They can help me overcome challenges and continue moving forward.
When I show ambition, I become a confident learner who strives to be the best version of myself.
I inspire others through my determination, effort and willingness to succeed.



FS/KS1 children

I can understand how others feel.

I am empathetic.

Sometimes my friends feel happy.
Sometimes they feel sad, worried, or even angry.
Just like me!

When I see someone feeling something, I can stop and think:

“How would I feel if that happened to me?”

That’s called empathy.

Empathy means I try to understand how someone else feels.

If my friend is sad, I can:

- Ask, “Are you ok?”
- Sit with them
- Say something kind
- Tell an adult if they need help

If my friend is happy, I can:

- Smile with them
- Say, “That’s great!”
- Celebrate their good news

When I show empathy, I am being a kind and caring friend.

It helps everyone feel safe and loved.

I can care about how others feel.

I can be a good friend.

I can show empathy every day!



KS2 children

Empathy: Seeing with someone else’s eyes!

Everyone has feelings.

Sometimes people feel happy, excited, or proud.

Other times, they might feel sad, worried, or left out.

Empathy means I try to understand how someone else feels.

It’s like putting myself in their shoes.

If my friend is upset, I can:

- Notice their face or body language
- Ask, “Do you want to talk?”
- Listen carefully without interrupting
- Say something kind like, “I’m here for you.”

If someone is celebrating, I can:

- Smile and say, “Well done!”
- Be happy for them, even if I feel different inside

Empathy helps me be a better friend, classmate, and person.

It helps people feel safe, understood, and cared for.

I won’t always know exactly how someone feels.

But I can always try to understand and be kind.

Empathy is a superpower we all have.

And the more I use it, the stronger it gets.



FS/KS1 children

I can be responsible!

Being responsible means, I take care of things.
I can take care of my things, my actions, and myself.

At school, I can be responsible by:

- Hanging up my coat and bag
- Putting my things away
- Listening to my teacher
- Finishing my work

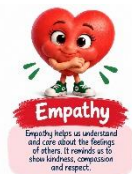
At home, I can be responsible by:

- Tidying up my toys
- Helping with little jobs
- Looking after my pet (if I have one)
- Brushing my teeth

Sometimes I forget. That's ok.
I can try again and do better next time.

When I am responsible, people can trust me.
They know I will try my best.

I feel proud when I do the right thing.
I can be responsible every day!



KS2 children

Being Responsible: I can make good choices!

Being responsible means, I take care of things that are mine.

It also means I do what I say I will do.

At school, I can be responsible by:

- Putting the right things in my bag
- Listening carefully and following instructions
- Finishing my work on time
- Helping to keep the classroom tidy

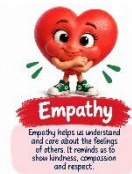
At home, I can be responsible by:

- Doing my TT Rockstars
- Tidying up my bedroom
- Looking after my belongings
- Being honest if I make a mistake

Sometimes I might forget or get it wrong.
That's ok, I can learn and try again.
Being responsible means I don't blame others.
I try to fix it.

When I am responsible, people trust me.
They know I can be counted on.
That makes me feel proud and grown up.

I can make good choices.
I can be responsible every day!







Greenvale Primary School

NURTURE • INSPIRE • SUCCEED

At Greenvale, we C.A.R.E.



Curiosity

Curiosity helps us ask questions, explore new ideas, and develop a love of learning.



Ambition

Ambition encourages us to set goals, work hard, and keep moving forward.



Responsibility

Responsibility means making good choices, helping others, and taking ownership of our actions.



Empathy

Empathy helps us understand and care about the feelings of others. It reminds us to show kindness, compassion and respect.

Our rewards

We celebrate positive behaviour in lots of ways at Greenvale, including:



Certificates in celebration assembly



Headteacher Hippo



Hot chocolate with the Headteacher or Deputy Headteacher



Character value stickers



Character value postcards



Learning Lemur award



Top table in dinner hall

Our sanctions

All classes display The Greenvale Logo with 'The Greenvale Way'. Each child will have a peg around the logo with either a picture of their face or their name displayed.



Child showing school expectations

When a child's peg is on the logo they are showing The Greenvale Way expectations.



Warning

If a child is not following the rules, the teacher will turn the child peg around. This highlights a warning being given. This is the final warning before being given an instant sanction. The peg will be turned back around when the child makes the correct choice and returns to 'The Greenvale Way'.



Greenvale Reset

If a child continues, the peg will be removed from the logo. The child will have an instant sanction. The sanctions will include either a time out in class for EYFS pupils or missed playtime for KS1 and KS2 pupils.



NURTURE • INSPIRE • SUCCEED

Appendix 5: Postcards home:



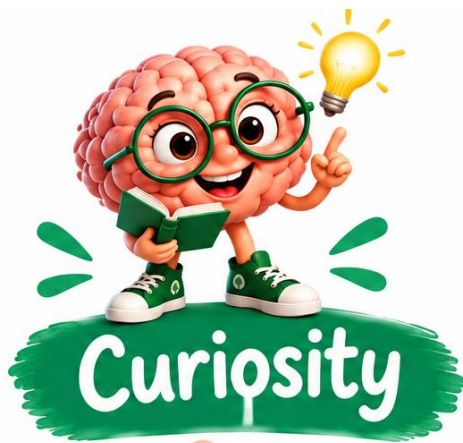
Appendix 6: Character values for display:



Appendix 7: Template for behaviour displays in classrooms.



Appendix 8: Character Value stickers









🌱 Nurture • Inspire • Succeed 🌱

★ TOP TABLE AWARD ★

This certificate is proudly presented to

for demonstrating excellent behaviour, manners and positive choices during lunchtime and earning a place at our **Top Table**.

Your outstanding attitude has made you a wonderful role model for others.

🌟 *Congratulations!* 🌟



★ You have shown fantastic lunchtime behaviour and earned your place at the Greenvale Top Table! ★

Awarded on: _____ Signed: _____

(Headteacher)

★ **TOP TABLE CHAMPION!** ★



