


# Nursery Behaviour and Consequences – Roundwood Primary School

**Every child deserves the best possible start in life and the support that enables them to fulfil their potential.** EYFS September 2014

In line with the 'Development Matters' framework, our Early Years Foundation Stage setting recognises that personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Our children will learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators in order to secure a platform from which they can achieve at school and in later life.

We recognise that language development is central to self-regulation and therefore will support our pupils to manage their emotions. With their growing ability to self-regulate, our pupils will learn how to understand their own feelings and those of others. Through supported interaction pupils will learn how to make good friendships, co-operate and resolve conflicts peaceably.

Roundwood Primary's Values	Level 1	Level 2
<p>Expected levels of behaviour to promote our values and learning habits.</p> 	<p>Misbehaviour that can be effectively managed within a classroom or dining room by member of staff.</p>	<p>Persistent Level 1 Behaviour across the week.</p> <p>Misbehaviour that is not easily managed within the classroom or dining room. Notify and inform extended Senior Leadership team, class teacher and parents.</p>
Behaviour and Rules	Consistent Behaviour	Consistent Behaviour
<p>Pupils who consistently uphold our school rules.</p> <p><b>Ready</b> <i>Ready and equipped to learn, embrace new experiences and do what you can with effort and pride</i></p> <p><b>Respectful</b> <i>Respectful to all; talk, listen and feel connected</i></p> <p><b>Safe</b> <i>Keeping yourself and others happy and safe</i></p>	<ul style="list-style-type: none"> <li>• Unkind hands</li> <li>• Unkind feet</li> <li>• Unkind words</li> <li>• Throwing items</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour causing risk to self</li> <li>• Behaviour causing risk to others</li> <li>• Deliberate damage of property</li> <li>• Rough behaviour that hurts someone (bite, kick, punch etc...)</li> </ul>
Consequences	Consequences	Consequences
<p><b>Rewards:</b></p> <ul style="list-style-type: none"> <li>• Verbal Praise</li> <li>• Stickers</li> <li>• Celebration assembly</li> <li>• Postcard Home</li> <li>• End of term celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder</li> <li>• Visual prompt</li> <li>• Identified feelings on Colour Monster</li> <li>• Guided conversation (reflect, repair, restore using de-escalation script)</li> <li>• Asked to apologise</li> <li>• Parents informed</li> <li>• Planned PSED provision, including role-play</li> <li>• Persistent Level 1 behaviour recorded onto school system</li> </ul> <p><b>Persistent Level 1 may result in moving to Level 2</b></p>	<ul style="list-style-type: none"> <li>• Behaviour report and strategies shared with parents</li> <li>• Behaviour recorded onto School system.</li> </ul>

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