

Inspiring Learners For Life

Behaviour Policy

Policy Area: CURRICULUM & PUPIL RELATED

Key aim of the policy:

The aim of this policy is to ensure the effective management of behaviour and discipline within our school and promote a consistent approach with sanctions and rewards. There is also guidance for dealing with children who have emotional and behavioural difficulties and for use of reasonable force and restraint.

HATFIELD PEVEREL INFANT SCHOOL

September 2021

EFFORT RESPECT INDEPENDENCE COMMUNICATION

Behaviour Policy

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1. General Philosophy

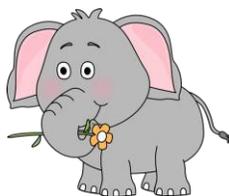
All staff and pupils have been involved in our Behaviour Policy. We believe that the whole school community has the right to feel safe, to be treated with dignity and respect and to benefit from a successful learning environment. We wish to encourage and to acknowledge positive behaviour so that pupils want to behave in the manner expected of them.

The conduct of adults in the school, both with regard to their relationships with each other and with the pupils, should exemplify the high standards that we expect of pupils. Children are taught to be polite and respectful to other children and to all adults, irrespective of their role in the school. This includes addressing people by their name and using the appropriate form of address for adults i.e. Mr, Mrs, Miss etc with a surname.

We do not tolerate any form of bullying in our school. This policy should be read in conjunction with our Anti-bullying policy.

We aim to reward good behaviour by using positive comment and feedback when possible. RESPECT is one of our values within our ERIC system for behaviour and reward.

- Using good manners
- Doing what grown-ups ask them
- Being a nice person and
- Saying please and thank you.



2. Supporting Positive Behaviour

Positive behaviour means that everyone in school takes responsibility for themselves and the effect of their actions on others within the school community by being:

- careful and kind;
- polite and friendly;
- helpful to each other;
- hard-working;
- respectful of other people's needs, feelings and opinions;
- aware and careful about protecting each other;
- safe and sensible in how we move in and around the school;
- proud of our appearance i.e. wearing appropriate school uniform;
- saying sorry and forgiving one another.

Rewards:

- a) ERIC values will be referred to regularly throughout and verbal feedback will be given to children based

on these values.

- b) Outstanding examples of good, kind, thoughtful or helpful behaviour may be referred to the Headteacher or Deputy Headteacher for additional recognition and a sticker reward.
- c) Midday Staff reward polite, friendly and helpful behaviour by giving verbal feedback to groups or individuals.

Teachers have a supply of stickers that can be used by their staff team to reward good work, good effort or good behaviour.

3. Procedures for Dealing with Inappropriate Behaviour

Sanctions in Class Time:

- a) An oral warning or reminder is given, and the pupil then returns to her/his activity. (This may be as a 'Description of Reality': a young child may genuinely be unaware of what they are doing so a gentle reminder may be sufficient e.g. 'Joe you are running indoors' may be enough for the child to self check and modify their behaviour).
- b) If the problem re-occurs, the pupil is asked to withdraw from the main group for a 'time out' period to think about their behaviour either at a quiet space within their own classroom. At the discretion of the class teacher the pupil is then asked to rejoin the group.
- c) If the pupil continues to make the wrong choice, then they may be sent to another teacher or the DH for a time out.
- d) If appropriate, time may be taken away at morning break time, where the child would have to stand with the class teacher on duty for a few minutes.
- e) Class teachers will inform parents/carers informally initially, but if inappropriate behaviour persists on a regular basis, the class teacher will ask parents/carers to attend a meeting to try and resolve the problem and put a plan in place.
- f) If the inappropriate behaviour continues, then the parent will have to formally meet with either the SENCO, Headteacher or Deputy Headteacher to discuss the situation and draw up a plan to ensure there is an improvement. The parent/carer will also be informed about the ultimate sanction of exclusion or withdrawal from a favoured activity.
- g) Extremely anti-social behaviour towards other pupils or members of staff may result in a Risk Assessment being completed along with a behaviour plan. A temporary fixed term exclusion may be required depending on the nature of the behaviour or may ultimately result in permanent exclusion from the school. (Implemented in line with DCSF Guidance on Exclusion from Schools and Pupil Referral units).
- h) If there is a serious one-off breach, then the teacher/Senior MDA may refer a child directly to the Headteacher or Deputy Headteacher who will speak with the child. Parents/carers may be informed informally by meeting or telephone call.

Sanctions at playtimes and lunchtime:

- a) An oral warning or choice is given. A pupil then returns to his/her activity.
- b) A child may need several reminders for a low level issue; they may also be asked to walk round next to a Midday Assistant for a minute or two while they think about their behaviour.
- c) Class teachers will be informed of persistent low level behaviour problems or any major issues.

Behaviour Log

A behaviour log is kept and inappropriate or poor behaviour is noted for playtimes and lunchtimes. The log is reviewed regularly by either the Headteacher/Deputy Headteacher.

4. Consistency

Consistency is vital in a school and children will 'get it' if we use the same key phrases or prompts. We also have agreed phrases for key reminders through the school:

TO GET THE ATTENTION OF A WHOLE CLASS OR LARGE GROUP OF CHILDREN

Clapping? following -this is a quick way to grab the attention of children. Wait for them to respond and stop talking before speaking.

- We use 'Give me 5' based on the Essex Learning Services resources. A poster is placed in each class to act as a reminder and to support any new or covering staff. Children will be taught to respond to 'Give Me 5' by raising their hand (5 fingers) and following the poster guidance as noted below;
 1. Eyes looking at the teacher
 2. Ears listening
 3. Lips quiet
 4. Hands still
 5. Mind awake!
- In addition, teachers may personalise a strategy for their class and use this for their daily work e.g. showing wiggly fingers or simply requesting that children stop and listen. However, class teachers must make sure that the children know that any adult may ask for immediate attention by using the 'Give Me 5' strategy.

2. TO STOP ALL CHILDREN IN AN EMERGENCY

- All children will be taught to respond to '...and STOP!' with immediate silence and being still.
- This is recommended for use in PE lessons where safety is paramount.

3. TO REMIND CHILDREN ABOUT APPROPRIATE NOISE LEVELS THROUGH THE SCHOOL

- We use the Voice Levels chart with selected picture prompts again based on the Essex Learning Services resources. This gives us three volume levels as reminders:
 1. Partner voices
 2. Table voices
 3. Playground voices.

4. Indoor voices

There are posters available for these core strategies that should be displayed in every class and around the school. Please see appendix 4 for copies of these.

5. Our School Rules

The school has a core VALUES and our school rules are framed around these:

EFFORT RESPECT INDEPENDENCE COMMUNICATION

There are assemblies and lessons at the start of the year that focuses on this so that all children are aware of our behaviours expectations and what these expectations look like in everyday school life.

EFFORT

- I always try my hardest.
- I do not give up if I have difficulty
- I keep going till I am finished
- I follow the school rules

INDEPENDENCE

- I remember to check my book bag for messages and notes every day.
- I change my book every day without being reminded.(in normal times)
- I look after my coat, jumper, lunchbox and water bottle.
- I try to do things myself first
- I find what I need in the classroom

RESPECT

- I say 'good-morning' to the adult that greets me at the door.
- I always say 'please' and 'thank you' to adults and my friends.
- I speak politely to everybody in the school.
- I look after the school and outside area
- I do as grownups ask me to do.
- I say sorry when I make a mistake.

COMMUNICATION

- We cheer people up if they are feeling sad.
- I make my friends feel good by telling them what they are good at and saying what we like about them.
- We help people if they are hurt.
- We listen carefully
- We use our voices to say how we feel.
- We tell someone if we are upset.

Each class discusses and recaps the school rules at the beginning of each new group attending school and agrees their own understanding of them. There may be additional class specific rules negotiated between the teacher and group and these can be displayed on classroom walls as a reminder in that room alongside the core school rules.

During the term there are also lessons which reinforce the school rules and themes of friendship, bullying and general behaviour. There are also logs kept to track behaviour and to make staff aware of any key children or issues arising. In addition, there are units in the PSHE scheme of work that support work on social, emotional and moral aspects of school life.

6. General Behaviour Strategies

Use 'thank you' rather than 'please'; don't ask, instruct!
(It's much clearer for the child).

- Placement of children in the classroom may help, having set places or special markers to remind children where to sit. This will help to separate children who trigger unwanted behaviours between each other. Carpet places are also a good strategy to use.
- 'Tactical' ignoring (where appropriate).
- Praise others for 'good sitting / good listening / good ignoring.
- Make consequences clear via a choice along with a reminder of the consequence that may follow.
- Use a circle time / 'How are you feeling today?' / a chart to start the week. This will help to set the scene and reinforce positive reminders. Use group collaborative reward systems e.g. team points, marbles in the jar, collecting pieces of a topical jigsaw and when the class as a whole meet their target, everyone gets a reward they have negotiated with you as their teacher e.g. an extra playtime with the bikes, extra ICT time, a short DVD.
- Lining up is often a trigger point for some children. Consider having a rota and take turns to be the line leader or line guard as well as other simple class responsibilities.

7. Safe handling

The term 'safe handling' covers the broad range of actions that may be required at some point that involve a degree of physical contact with pupils. If safe handling is used it is either to control or restrain the child from hurting themselves or others.

- 'safe means using no more force than is needed.
- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. This is extremely rare.
- School staff should always try to avoid acting in a way that might cause harm.

When can safe handling be used?

- To support a parent if the child is unwilling to leave them and they agree.
- To prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment - it is always unlawful to use force as a punishment.

Staff must always avoid touching or holding a pupil in a way that might be considered indecent. Where a pupil has caused actual harm or injury, details will need to be recorded in the school accident book.

The following should be applied in all cases:

- Staff should avoid restraint if at all possible. (However, in some circumstances e.g. a child running out onto the road, you might be deemed negligible if you do not intervene.)
- An 'on the spot' risk assessment for each occasion that you feel safe handling or restraint may be necessary should be made.
- Consideration should be given to the environment, the medical circumstances and the clothing.
- Action being taken should always be for the good of the child, trying to keep them safe.
- Assure the child that the restraint is not a punishment.
- Never use other children in the restraint.
- Restraint or safe handling should be witnessed by another responsible adult.
- Staff should send for another adult if restraint is needed and another adult is not available in the area.

We acknowledge that we have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) regarding reasonable force and restraint. Schools do not require parental consent to use force on a pupil although it must be reported to the parents as soon as possible. Please use the form contained in Appendix 7. I want to check this is still up to date

What happens if a pupil complains when handling is used on them?

- All complaints about the use of safe handling should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law - that is, they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

8. Emotional and Behavioural Needs

There will inevitably be some children for whom our general support system does not work. Usually these are children identified with emotional and behavioural difficulties as a special need. If a child's unwanted behaviour continues after appropriate strategies have been tried, the class teacher should discuss the issues with the school SENCO and/or a senior member of staff. The child may well be placed on the SEN register if serious at this point and a variety of further strategies tried. Any outside agency involved with the child, as well as members of the child's family, will be consulted to see if there are strategies that do already work well for that individual pupil that can be reinforced at school. The child's parents or carers must be kept informed, and initially invited to a meeting in the same way as any other special needs review takes place.

Low level praise and acknowledgement of such children who are trying to modify their behaviour is encouraged. This is because all children should be behaving well, and it is not fair for the majority if excessive praise is used for the minority. A simple thumbs up or nod and smile may be enough to let a child know that you have noticed their effort.

Some Suggested Strategies to Try

- Use time-out if you or the rest of the group needs a break: **we all have a right to be safe and happy and no one has the right to take that away.**
- Ignore tales or minor problems and focus on keeping the child's one main target e.g. keep your hands and feet to yourself. This will help everyone support the child in achieving the first step and then the target can be modified to tackle the next issue (if necessary).
- Use a reward chart to focus on the one agreed behaviour that is the target to improve so the child can see how well they are doing OR use a tracking chart with the day broken into small units for the child to colour in and earn rewards if an agreed proportion of the day is a success.
- Discuss what 'being good' actually looks like in children's language, as the child may not know.
- Acknowledge issues such as swearing and tell the child who has notified you 'Thank you for telling me. I will deal with it later' especially if there are issues about 'tale telling' in class.
- Liaise with senior staff member or the previous teacher who may be able to support.
- Note any triggers for SEN pupils and try and avoid confrontation. If a child knows they cannot contain themselves (e.g. ADHD) establish a system so that they can let you know, then a 'negotiation' can be worked out (using the language of 'first and then.....'). For example, 'First co-operate for 10 minutes in the lesson and then

you can work on X while we all continue'.

- Sometimes the child may genuinely need space away from others, noise, or too tight a focus so it may be helpful to establish a way that a child can request time-out themselves (e.g. a card with a picture or symbol they can show).
- Turn behaviours back to the child: ask 'what rule did you break?' and 'what can you do to fix the problem?' This way the child will have ownership of the sanctions or possible resolutions to the problem.

Above all, be "mindful" of the audience for the strategies; make sure everyone who needs to know does know (including MDAs and cover staff). This is when a behaviour plan may be of best use.

Provide some space for children involved to talk, negotiate and resolve an issue, with supervision if necessary.

Do not tolerate the unwanted / persistent behaviours:
remove them from your line of sight / class.

9. Implementing a Behaviour Plan

An Individual Behaviour Plan may be drawn up between the child (or family) and the school in the form of a contract. This will be a written statement that can then be shared with home and support staff to ensure consistency of approach. It will usually be drawn up by the class teacher and SENCO and then shared between the child and their class teacher. Our general rules and sanctions continue to apply, but there will be modifications to the sanctions and rewards, and even to the level of ignoring minor infractions if appropriate. If the child has an issue with biting, please see appendix 3.

1. Child to be considered for the SEN register if appropriate.
2. Meet with the parents.
3. Identify **one** target for the child to work on, selecting the behavior that is the most urgent to change. (Other targets such as 'not completing their work' should take a backseat until the child can control themselves appropriately).
4. Headteacher, Class teacher or SENCO to draw up a written contract with the child to include: the target in child friendly language, the method of tracking (e.g. the chart), the increased sanctions and possible rewards to apply.
5. A copy of the plan to be shared with appropriate support staff and parents / carers.

Reviewed September 2021

BULLYING AT SCHOOL

We do not tolerate any form of bullying in our school. We have a separate anti-bullying policy to read in conjunction with this policy.

The school responds as soon as possible to any evidence of bullying brought to its attention by children or adults and may ask for the co-operation of parents at an earlier stage, if the normal staged approach for dealing with misbehaviour is seen to be inappropriate for the situation at the time.

The bully focuses on younger, smaller or timid children, whereas the bossy child will boss whoever is around at the time. Most young children grow out of their bossiness as they become more self-controlled and learn the social skills of negotiation and compromise. By contrast, the bully increasingly relies on threat and force.

WHAT IS BULLYING?

BULLYING is typically:

- Repeated behavior designed to cause hurt
- physical or psychological
- carried out by an individual or a group
- deliberate
- premeditated
- unprovoked
- repeated over time
- behavior delivered from a perceived position of power

BULLYING finds expression through differences, real or imagined, between individuals or groups. Such differences can be of:

- physique
- gender
- social class
- friendship group
- academic performance
- race
- age
- personality
- club or team membership

BULLYING manifests itself both overtly and covertly in a variety of ways, such as:

- jostling
- incessant hitting
- demanding money
- spreading rumours
- teasing and name calling
- pushing and kicking
- making threats
- social exclusion
- entrapment

HATFIELD PEVEREL INFANT SCHOOL

BULLYING REPORT

Name of Victim		Base	
Date of Incident			
Others involved			
Name of Witness(es)			
Nature of Incident			
Physical violence	Personal graffiti	Emotional	
Verbal abuse	Racist abuse	Threats	
Sexist abuse	Other (specify)		
Action Taken			
Verbal apology	Written apology	Senior Staff Member intervention	
Meeting parents	Counselling	Exclusion	
Taken out of circulation (lunch/break)	Other (specify)		
Reported to			
Headteacher	Senior staff	Parents	Teacher
Police (if appropriate)	Stage: ONE TWO THREE		
Any further details			
Action taken/by whom			
Review date (if necessary)			
Follow up			

Intervention Stages : Dealing with Bullying and Difficult Relationships

	TRIGGER	MEETINGS	SANCTIONS	ACTION
Stage 1	<ul style="list-style-type: none"> Repeated minor incidents of friction between two or more pupils as logged by staff. OR Parents reporting that their child is unhappy / being bullied / having friendship difficulties. 	<ul style="list-style-type: none"> Parent or staff member to notify Senior Staff member of concerns and discuss the problem. This will normally be the Headteacher. 	<ul style="list-style-type: none"> Removal of privileges (e.g. play time) and follow usual behaviour flow charts with fresh starts & reinforcement of School Rules. Time out as per policy. Low key praise for appropriate behaviour. 	Senior Staff Member : <ul style="list-style-type: none"> Speak to teacher / LSA / MDA to verify. Check in relevant logs for any relevant incidents. Implement monitoring for one week for trigger times / places. Notify support staff who will carry out the monitoring. Speak to the children concerned as per the behaviour policy.
	<ul style="list-style-type: none"> If undesired behaviour is seen then normal behaviour sanctions to apply. If resolved revert to normal practice. If evidence found of persisting problems then move to Stage 2. Follow up meeting with parents or class teacher to report on any findings from monitoring action and notify of future action / next steps. 			
Stage 2	<ul style="list-style-type: none"> Continued friction or evidence of ongoing incidents, as detailed by staff or parent. 	<ul style="list-style-type: none"> Senior Staff member to meet with SENCO to discuss & implement behaviour plan. Senior Staff member to meet with Parent of child / perpetrator to be informed of strategies and sanctions. Consideration of use of SEN stages. 	<ul style="list-style-type: none"> Child to 'earn' playtime i.e. no chances. Adult support / tracking considered. Removal from class / playtimes depending on trigger points (initially for short periods). 	<ul style="list-style-type: none"> Senior Staff member / SENCO to draw up prevention plan or implement Individual Behaviour Plan as appropriate Relevant staff / parents notified of strategies to be employed for a 2 week period. Monitor for 2 weeks until embedded or if necessary, modified. Tracking log to be used if appropriate.
	<ul style="list-style-type: none"> SENCO / Senior Staff member to review plan and effectiveness after 2 weeks. Confirm targets and strategies. If resolved revert to normal practice. Senior Staff member to hold review meeting with parents or class teacher to report on any findings from monitoring action and notify of future action / next steps. 			
Stage 3	<ul style="list-style-type: none"> Behaviour Plan ineffective. Reports of major incidents / difficulties persisting. 	<ul style="list-style-type: none"> Formal meeting with Headteacher and parents of perpetrator to discuss further sanctions including possible exclusion. 	<ul style="list-style-type: none"> Removal from class and placement in alternative class for 1 week OR <ul style="list-style-type: none"> Withdrawal of play / lunch play if these are trigger points. 	<ul style="list-style-type: none"> Trial of sanctions for 1 week, then consider the following : <ol style="list-style-type: none"> Success to revert to stage 2. Exclusion for fixed term (following LEA guidelines and policy). Associated formal procedures, including reintegration strategies. Permanent exclusion if all else fails.
	<ul style="list-style-type: none"> Headteacher to lead on stage 3 with advice from the local authority. If resolved revert to Stage 2. Appropriate Governing Body committee to be informed. Correct procedures to be followed. 			

Our School Rules

Effort

I always do my best.

I keep trying and don't give up.

I take part in learning and activities.

I try to do things for myself and others first.

I try new things.

I look for ways to get better at things.



Respect

I look after the school and the outside areas.

I always say 'please' and 'thank you' to adults and my friends.

I listen carefully to others.

I am careful with school equipment.

I speak politely to everybody in the school.

We help people if they are

We cheer people up if they are feeling sad.

I say sorry when I make a mistake.



Independence

I change my book every day without being reminded.

I remember to check my book bag for messages and notes every

I look after my own things in school and put them in the right place.

I try to do things by myself, and ask if I need help.



Communication

I answer people when they speak to me.

I use my words to say how I feel.

I use kind words.

I look at the person talking to me.

I say 'good-morning' to the adult that greets me at the door.



Biting Policy

This is a guide of what to do if a child in our care starts to use their teeth to bite others in school. Most children will go through a biting phase at some point in their lives. This is usually the year in which they are two, but some children do bite when they are three or so. This is often exploratory and the child is simply finding out what it feels like to bite. They will be very interested in how the adult reacts and it is important that biting is handled in a low key manner. A good strategy to avoid giving too much negative or positive attention is to say 'no' in a firm voice and even move the child away from the person who has been bitten. This helps the child to behavior that this behavior is not acceptable and does not pay dividends. Avoid getting really cross as this is giving the child the message that biting earns them adult attention.

What if a child bites in school?

Biting can be very upsetting for anyone involved, especially if young children choose the same child to pick on repeatedly; it is not unknown for that child to be their friend! This kind of biting may be due to a number of reasons:

- frustration
- the need to gain some control
- similar to behavior such as temper tantrums
- due to immaturity or particular needs

From the toddler or young child's point of view, biting is a quick way of getting another child to drop what they want to have. It is also a way of relieving tension and express anger. Usually once children have learned to talk well, the amount of biting may decrease sharply. Suddenly children can try arguing with adults, asking for things and of course, squabbling with their playmates as an alternative to biting. For some children the arrival of a baby or changes at home are triggers and if the child is biting then staff will need to gather as much information as they can from the family to get the full picture.

If the biting is linked to the child's learning needs (or special educational needs) then the SENCO should be involved in drawing up an IEP or behavior plan if the biting occurs more than twice within a school year. It may also be appropriate to get specialist advice for particular needs.

Special consideration regarding action is needed so that the sanction fits the child appropriately, and the level of the incident. Ultimately exclusion may be used if appropriate, but only as a last resort.
The parents of both children must always be informed of any biting incident.

(See below).

For low key biting (ie without significant hurt) and a first time or accidental offense, the normal behavior sanctions are appropriate. The class teacher can discretely notify both families.

For more serious incidents, the 'biter' should be taken to speak to a Senior Staff Member who will make the decision about what level of sanction is warranted. This may be missing one or a series of playtimes; ensuring separation from the

other child; writing an apology letter; missing a treat; or a combination of sanctions.

If the incident is serious, the family of the child who has been bitten should be immediately contacted by phone following normal first aid procedures. The Senior Staff Member dealing with the case will also decide whether the parents of the 'biter' should be spoken to by themselves, the class teacher or whether the Headteacher should be involved.

For persistent offenders, and particularly children no longer in Foundation Stage, ALL 'biters' should be seen by the Headteacher and dealt with accordingly.

What to do if you witness biting, or are brought an incident to deal with:

- State 'no' in a calm and firm voice, and if appropriate separate the children.
- Get a colleague to administer first aid if needed while you deal with the 'biter'.
- The 'biter' may need 'time out' to calm down before speaking with an adult, or may also be distressed at the incident and need some comfort.
- Follow the stages above by referring to Senior Staff if necessary.
- Check with other staff to see if the incident was witnessed, especially if you did not see it yourself. Log what occurred. This may be appropriate with older children who may have seen what triggered the problem.
- Speak to the parent of the 'biter' and establish if this behavior happens at home.
- If so, enquire how the family deals with it. The same strategy might be appropriate or the family may need some guidance as to how to appropriately deal with the biting.
- If this behaviour does not happen at home, then extra supervision may be needed and a tracking log started for stage 1 of our 'Bullying and Difficult Relationships' procedure.
- Speak to the parent of the child who is hurt (telephoning immediately if the child is distressed or badly bitten with bruising or broken skin) and explain the situation so they are not confronted at home time with the issue with all the other parents around.
- Make sure the child who is bitten understands what has happened and the sanctions applied to the 'biter' to keep them safe.
- All incidents should be logged following the usual accident or injury protocols.
- Repeated biting in Foundation Stage should be reported to a senior staff member and further sanctions may be applied depending on the age and understanding of the child.

Voice levels



Partner voice

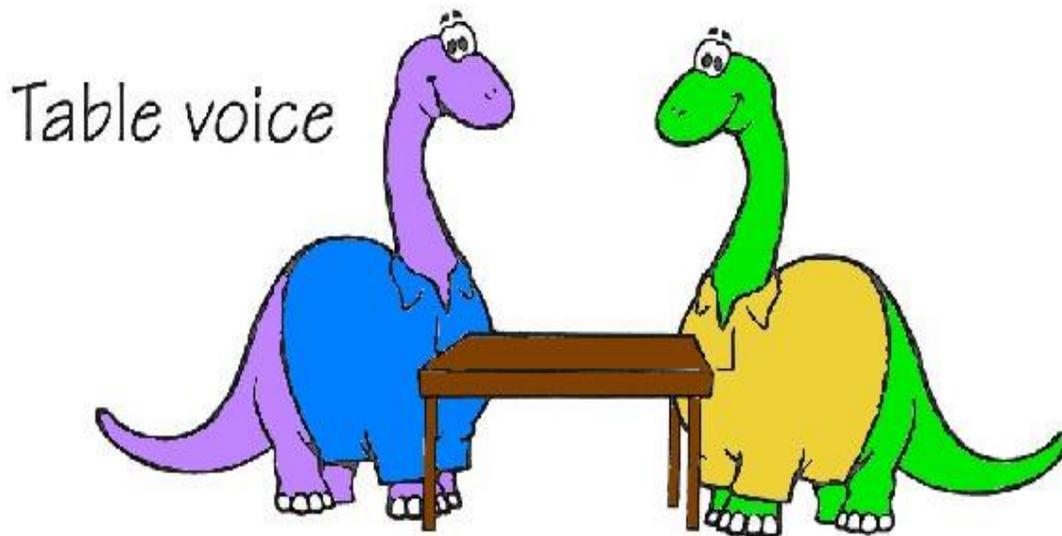
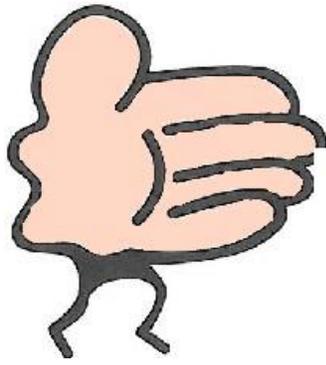


Table voice



Playground voice



Give me five



Eyes at the teacher



Ears listening

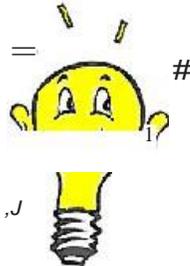


Lips quiet 



Hands still



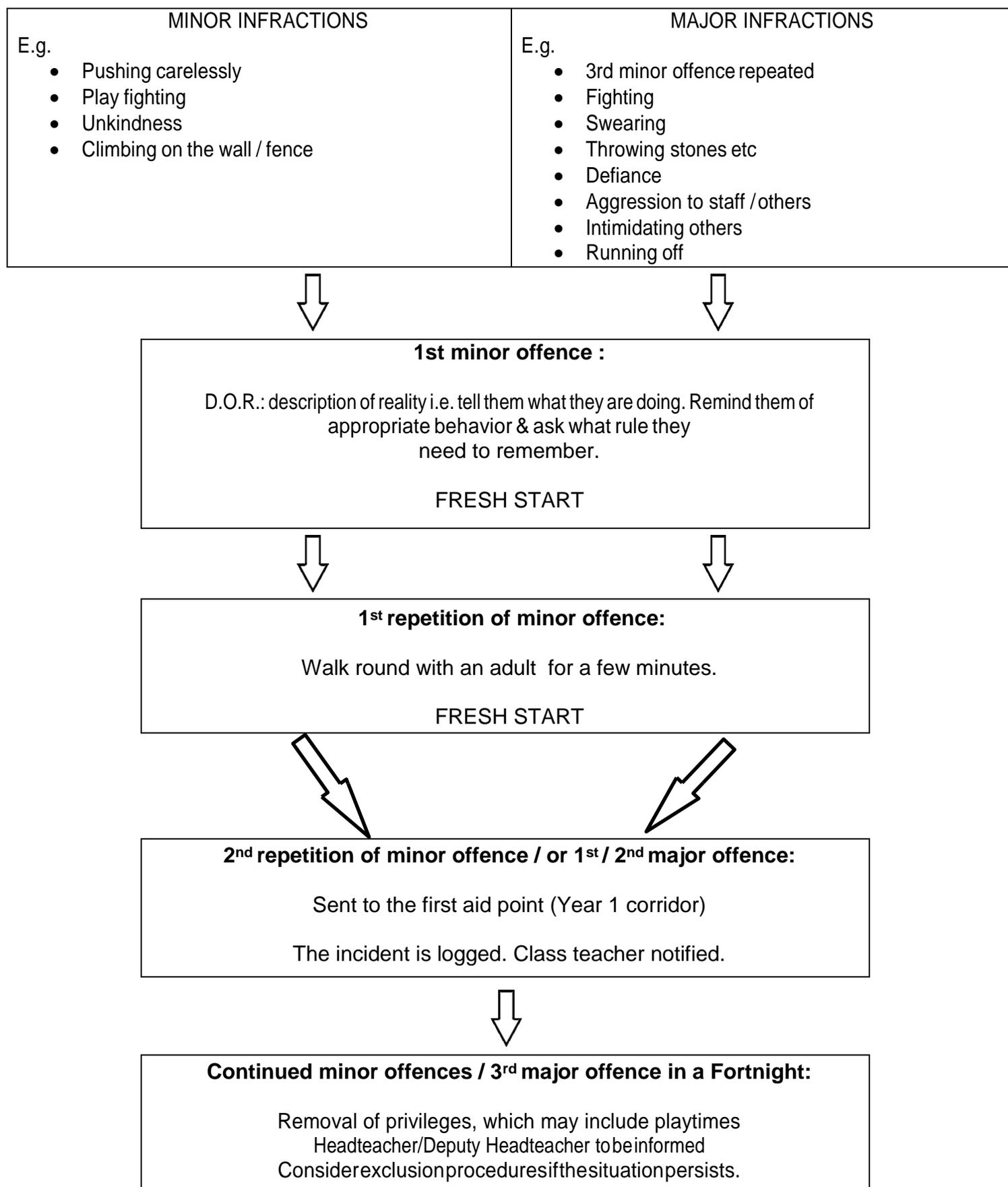
Mind awake 



and...

STOP

Playtime Support System



HATFIELD PEVEREL INFANT SCHOOL

PHYSICAL INTERVENTION INCIDENT REPORT

This must be completed within 24 hours of the incident.

Name of person completing this report:	
Name of person to whom reasonable force / restraint was used:	
Date of incident:	Time of incident:
Witnesses to incident:	
Outline of events leading up to application of reasonable force / restraint including the warning given:	
Outline of incident (including reason for use of reasonable force, how it was applied and for how long):	
Description of any injury(ies) sustained by anyone, any subsequent treatment and any damage to property:	

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report:

Date:

Signature of Witness:

Date:

Signature of Headteacher:

Date: