

*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**

February 2019



EFFORT RESPECT INDEPENDENCE COMMUNICATION

# Behaviour Policy

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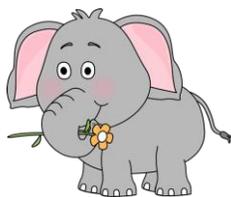
## 1. General Philosophy

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 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

Rewards:

- a) Children may be chosen for a 'Star of the week' certificate presented in a Friday assembly for their positive behaviour or for work related reasons at the discretion of the class teacher.
- b) ERIC tokens will be given to children in class and put on a chart in the classroom. Tokens will be totalled up each week and used towards a class total in order to be awarded a point and to keep ERIC for the week. Over the term, the classes will achieve points. At the end of the term the class with the greatest points will have an ERIC treat.
- c) ERIC targets will be differentiated for each year group. When a child achieves all targets for one of the values a 'star' will be shared in assembly and then sent home. If they achieve all 4 then a gold star will be displayed in the hall and sent home when the board is changed. They will also receive a prize.
- d) 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.
- e) Midday Staff reward polite, friendly and helpful behaviour by giving stickers at intervals to individuals. They also give out 'Mini Eric' certificates for both positive indoor and outdoor behaviour to any child who has done something good/kind during the week. These are publically shared in class.
- f) Teachers also have a supply of stickers that can be used by their staff team to reward good work, good effort or good behaviour. (Some specific rewards are also allocated for the Key Stage 1 Reading Trails).
- g) A 'Friendship Bench' is provided in the playground. This is a bench which denotes a place for making new friends, inviting someone to talk or play or helping someone. Adults on playground duty will keep a discreet eye on the bench and then approach other children who may be willing to befriend or help with the child who has no one to play with. These children will then be highlighted to their class teacher for additional praise and reward.
- h) The Assistant Head and Headteacher also present certificates, stickers and additional praise to children that staff select to be sent to them.

### **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 class or in an adjacent class. At the discretion of the class teacher the pupil is then asked to rejoin the group/class.
- c) If the pupil continues to make the wrong choice, they will be asked to have their 'time-out' in a different year group. (Teachers will partner with a colleague and reciprocate in kind; this may be in the same year group or another by choice).
- 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 Behaviour Meeting to try and resolve the problem and put a behaviour plan in place.
- f) If the inappropriate behaviour continues, then the parent will have to formally meet with either the SENCO, Headteacher or Assistant 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 Assistant Headteacher who will speak with the child. Parents/carers may be informed informally by meeting or telephone call.

N.B. If a sanction of missing playtime is applied then it may be appropriate to give the child a five minute run-about separately or at a different time to the other children so that any pent up energy does not spill over into class time at the discretion of the teacher.

Sanctions at 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

There is a Behaviour Log kept near the doors to the main playground. Any inappropriate or poor behaviour is noted for playtimes and lunchtimes.

The log gives an overview for a week so that any trends and patterns can be identified. Teachers and Support Staff all use the log and it should be passed the Headteacher/Assistant Headteacher on a Friday after lunch for review. Any child who appears in the log for 3 or more times in one week will be spoken to about their behaviour by the Headteacher/Assistant 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:

### **1. TO GET THE ATTENTION OF A WHOLE CLASS OR LARGE GROUP OF CHILDREN**

- 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.

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 is an assembly at the start of the year that focuses on this so that all children are aware of our mission statement and what these expectations look like in everyday 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.
- 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 the school rules at the beginning of the school year and agrees their own understanding of them. There may be additional class specific rules negotiated between the teacher and class and these are often displayed on classroom walls as a reminder in that room alongside the core school rules.

School Council also periodically review the lunchtime behaviour rules; there are both indoor and outdoor rules and these are discussed in classes and displayed centrally as reminders for all staff and pupils.

During the year there are also assemblies 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 LSAs to support at the edge of the class; they are in easier position to support with reminders or to implement time-out with less disruption to the rest of the class.
- Use class 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. Reasonable Force and Restraint

The term 'reasonable force' covers the broad range of actions that may be required at some point that involve a degree of physical contact with pupils. If force is used it is either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Which is very rare.

- 'Reasonable in the circumstances' 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 leading a pupil by the arm 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.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

- Reasonable force can be used 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.

**Schools can use reasonable force to:**

- 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.

Physical intervention in these circumstances may take several forms such as

- Physically interposing between pupils;
- Blocking a pupil's path;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back; or (only in extreme circumstances) using more restrictive holds.

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.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

The following should be applied in all cases:

- Staff should delay 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 reasonable force 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 reasonable force should be witnessed by another responsible adult.
- Staff should send for another adult if restraint or reasonable force is needed and another adult is not available in the area.

We acknowledge that we have 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.

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

- All complaints about the use of force 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.

## 7. 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 behavior is encouraged, **ONLY IF DISCREET**. 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 class 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 behavior 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 with additional praise / encouragement / time out for you.
- 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.....' can be very productive). 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 behavior 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.

## **8. 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 February 2019

## BULLYING OR BOSSINESS AT SCHOOL

*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

# 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.

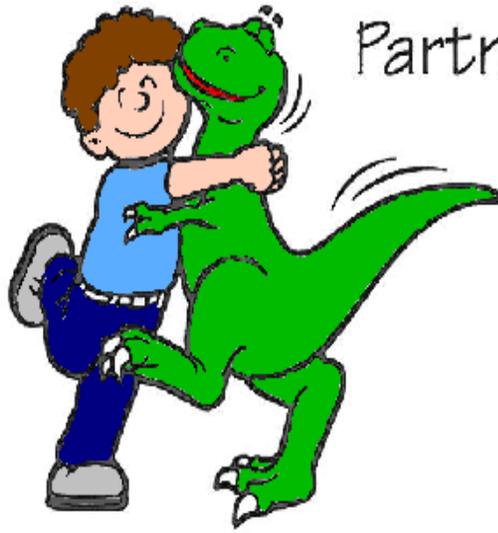
If the incident is serious, the family of the child who has been bitten should be immediately contacted by phone following normal first aid procedures. The Senior Staff Member dealing with the case will also decide whether the parents of the 'biter' should be spoken to by themselves, the class teacher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

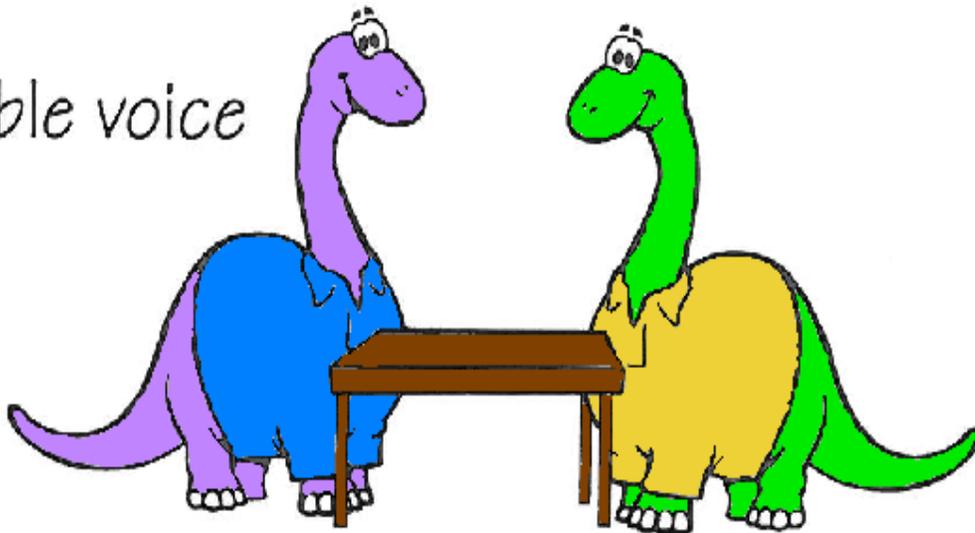
- State 'no' in a calm and firm voice, and if appropriate separate the children.
- Get a colleague to administer first aid if needed while you deal with the 'biter'.
- The 'biter' may need 'time out' to calm down before speaking with an adult, or may also be distressed at the incident and need some comfort.
- 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 behavior 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



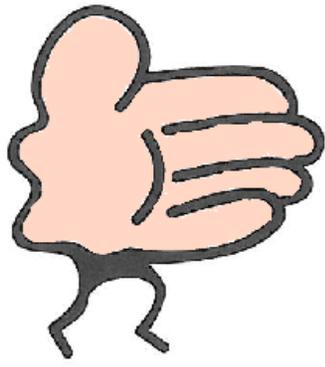
Partner voice

Table voice



Playground voice





# Give me five!



Eyes looking at the teacher



Ears listening



Lips quiet



Hands still



Mind awake





and...

**STOP**

## Playtime Support System

MINOR INFRACTIONS	MAJOR INFRACTIONS
E.g. <ul style="list-style-type: none"> <li>• Pushing carelessly</li> <li>• Play fighting</li> <li>• Unkindness</li> <li>• Climbing on the wall / fence</li> </ul>	E.g. <ul style="list-style-type: none"> <li>• 3rd minor offence repeated</li> <li>• Fighting</li> <li>• Swearing</li> <li>• Throwing stones etc</li> <li>• Defiance</li> <li>• Aggression to staff / others</li> <li>• Intimidating others</li> <li>• Running off</li> </ul>

**1st minor offence :**

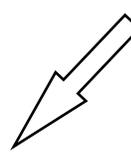
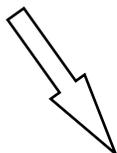
D.O.R.: description of reality i.e. tell them what they are doing. Remind them of appropriate behavior & ask what rule they need to remember.

FRESH START

**1st repetition of minor offence:**

Walk round with an adult / hold hand for a few minutes.

FRESH START

**2nd repetition of minor offence / or 1st / 2nd major offence:**

Sent to the first aid point (Year 1 corridor)

The incident is logged. A Senior staff member notified.

**Continued minor offences / 3rd major offence in a Fortnight:**

Removal of privileges, which may include playtimes  
 Headteacher/**Assistant Headteacher** and SENCO to be informed  
 Consider exclusion procedures if the situation persists.

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: