

School Policy for

**Positive Behaviour Management
2017 - 2018**

Braunstone Community Primary
School



Introduction

Braunstone Community Primary School is committed to achieving excellence by promoting positive behaviour and harmonious relationships within the school and the wider community. This underpins the ethos of the school. This behaviour policy has been written under consultation with the views of staff, pupils, parents and also external visitors to the school since September 2017 as the views of all stakeholders are extremely important to us.

This policy should be read in conjunction with the school Anti Bullying Policy, E-safety Policy, PREVENT Policy and Tackling Radicalisation and Extremism Policy. It also is used in conjunction with 'Working Together to Safeguard Children, March 2015, DfE' and 'Keeping Children Safe in Education, September 2016, DfE'.

Throughout this policy, wherever the word 'parent' is used, it refers to parents and carers. Wherever 'RR' is used, it refers to Respecting Rights. Also, wherever 'UNCRC' is used, this refers to United Nations Convention on the Rights of the Child.

Throughout the policy, 'Articles' will be referred to which relate to the UNCRC as we hold the Recognition of Commitment to our Respecting Rights work and policies in which we write are an important part of this. Article 4: *You have the right to know your rights.*

'Pupils have the right to come to school and focus on their studies free from disruption and the fear of bullying' (the White Paper 2010). Article 19.

'Children have a right to an education. Discipline in schools should respect children's human dignity. Article 28.

'Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures and the environment.' Article 29.

Our Vision

As a RR school, we expect openness and honesty from everyone. We respect and value each other's views and opinions welcoming all voices to be heard. [Article 12 and 13](#). Where these views may differ, we work together to resolve differences calmly and constructively. [Staff are 'duty bearers' of RR language](#) and exemplary role models of behavior and attitudes and effectively encourage children to demonstrate these.

All children, staff and parents know BCPS's expectations of behavior both in and around school. They will also know the consequences for following or not following these expectations. These expectations will be displayed prominently in classrooms and communal areas and discussed regularly. [Every class has a RR promise displayed with relevant articles chosen by the class.](#)

We use the language of rights and choices to encourage good behavior, self-discipline and for everyone to take responsibility for their own behavior. In order for all to achieve an environment which enables character development, effective learning and achievement of full potential, children choose to behave in the expected way and will be recognised with positive consequences. People struggling to make good choices will be supported with positive prompts.

Children failing to make good behaviour choices are dealt with fairly and consistently. They are never embarrassed or humiliated. [Article 37](#). Everyone in our school community is responsible for managing behaviour. Everyone praises or supports good behaviour choices in communal areas. [RR displays, in key areas of school, support the process of children thinking not only about their own rights, but the rights of others and how we can respect everybody's rights. All staff in school access these displays with children to celebrate rights being respected or to discuss children's responsibilities.](#)

We want to develop independent, happy learners who are challenged to take their place on a global level. At Braunstone Community Primary School we want every adult and child to believe in themselves, be inspired to succeed and be the best that they can be. We want them to be proud of their individual achievements and to realise that dreams and possibilities are endless. [Article 29](#).

By working together in a supportive and safe environment, confidently taking risks, every child will be equipped with the skills that they will need to flourish well into adulthood. Through close, strong partnerships with our parents and community we will continue to raise the understanding of what every child needs on an academic, social, personal and emotional level. We aim for continued improvement and success on our upward journey where everyone is valued regardless of their differences and similarities. [Article 2](#).

We aim to provide a curriculum that presents an accurate reflection of the world today, provides positive and balanced images and is accessible to all children regardless of race, creed, gender or disability. The implementation is the responsibility of all staff and the children in partnership with parents and governors. [Article 28](#).

Aims:

- To create a calm, caring and orderly atmosphere, which is a safe environment for all.
- To encourage respect and responsibility for peers, adults and property.
- To create an environment in which all children can learn.
- To promote and maintain trust between parents, children and staff.
- To encourage self-discipline, self-esteem and self-motivation in all children.
- To ensure consistency of approach across the school.
- To provide and instil positive values for the children.
- To enable children to make positive choices and to accept that there are consequences to their actions.
- To ensure that all staff have regular training in positive behaviour management Strategies.

- To understand that everyone is responsible for managing behaviour.
 - To ensure that everyone uses the language of rights and choices to encourage good behaviour.
- BCPS's Golden rules are:** (These are adapted from the Golden Rules by Jenny Mosley)



Equal Opportunities

At BCPS, everyone adheres to [Article 42](#) where everyone has a right to know their rights and that they have the right to be treated equally and fairly; [Article 37](#). We have a fair and consistent system for encouraging positive behaviour. The system is clear, structured with stepped responses, consistently applied and differentiated to consider age, ability, disability and religion. Reward systems may not need to be uniform across classes as they must respond to the needs, age and composition of the class and the individuals within it. Class reward systems can run independently of and parallel to a whole school reward system.

Some children who demonstrate challenging behaviour do not yet have the skills to adapt to different situations which they perceive to be stressful e.g. change of staff or change of room.

We try to work out what the child is attempting to communicate and introduce means to communicate their needs in a more appropriate way.

Some behaviour has been learned and developed over a long period of time and will continue as long as a children's needs are met in this way e.g. negative behaviour in order to gain attention from an adult. We will analyse what is being achieved by the behaviour and put in place acceptable alternative ways for the child's needs to be met.

Some children who have specific behavior/ medical/ Social, Emotional, Mental and Health difficulties may need a more personalised approach to help them to make the right choices with their behaviour; this will be agreed between the class teacher and SENDCo.

Managing Behaviour on a day-to-day basis:

Positive behaviour

When children demonstrate our Respecting Rights ethos, they will receive positive consequences:

Super Citizens Certificate

At BCPS, we recognise that many of our children continually demonstrate the high expectations we have for behaviour both inside the class and out. They follow the Golden Rules, show their 'learning powers' and consistently take into consideration the rights of all those they meet. As a result, one child from each class is awarded a Super Citizen Certificate in our Friday Celebration Assembly. At the end of each half term, there is a special Super Citizen Treat for ALL Super Citizens that half term.

Learning Powers:

Alongside the RR language, 'Learning Powers' help to create our culture and ethos of our school. Learning powers cultivate habits and attitudes that enable the children at BCPS to become better learners; face difficulty and uncertainty calmly, confidently and creatively. [Article 30](#). Children who are more confident regarding their own learning ability learn faster and better. They tend to concentrate more, think harder and find learning more enjoyable which has a direct link to behaviour and self-esteem. Children will demonstrate the characteristics of effective learning at BCPS through:

- Bravery
- Communication
- Creativity
- Curiosity
- Grit
- Determination
- Independence
- Perseverance
- Reflection
- Resilience
- Teamwork

There are many ways that children can show their Learning Powers and this list is only a few examples. Children will also be rewarded positively for utilising their Learning Powers through being awarded DoJos and special notes home from the Class Teacher and also the Head Teacher, Ms Mahil.

Whole Class Reward System

In addition to whole school positive consequences, whole classes work together to achieve rewards. This is discussed as a class where every voice is heard and noted. [Article 12](#). This could be a marble jar, raffle tickets etc. Once a half term, they can choose a treat that they would like: sports afternoon, watch a DVD in relation to their topic, 'specialised skill' afternoon where they learn a skill that they would not normally learn in school etc.

DoJos

DoJos connect teachers with children and parents building a positive culture and classroom communities. All school adults will encourage children for any skill or value whether it be for working hard, being kind, helping others or displaying there are Respecting the Rights of others. Children utilise their [Article 12 Right](#) of having their opinion and for adults to listen and take them seriously by sharing their own DoJo portfolio with their Parents as we take children's voice very seriously at BCPS. Children are also given DoJo money if they are spotted around the school which are accumulated on their DoJo portfolio. All the points mean that they can 'buy' rewards. The first 50 DoJo points enables the child to choose their own brand-new book. The next 50 points allows them to collect a DoJo prize and so this continues throughout the year.

Attendance

Each week, attendance is celebrated. The class that has the nearest percentage to 100% receives the Attendance Certificate of the Week where they are celebrated with hot chocolate. Every week, the name of any child that has 100% attendance is recorded and put into the 100% Attendance Box. One person's name is pulled out of the box at the end of the year winning a stack of prizes. Also, there is another prize given to the name pulled out who has had 100% attendance all year. All children who have achieved 100% attendance at the end of the year receive a certificate.

Negative Behaviour

Despite good practice and the modelling of positive behaviour by staff, unacceptable behaviour can occur. This needs to be seen within the context of the individual child and responded to accordingly. Staff will use their professional judgement in responding to situations both in and around the school.

Children having difficulties with their behaviour will be supported in a range of other ways including through IEPs, Personalised Learning Provision and Positive Handling Plans.

In every class, there will be displayed a Behaviour Consequence Chart (Appendix I). Behaviour is directly linked to what different levels of behaviour 'look' like, 'feel' like and also the consequence for this behaviour. It is divided into three levels. Green is 'Good Behaviour Choices' and all children start on this at the beginning of the day with a name badge. If a child begins to behave inappropriately or disruptively, they will be given a few warnings, but if this continues they will be asked to move their name down to 'yellow' appropriately. If their behaviour choices improve then their name will be moved back to 'Green' at the end of the session.

Red Slips and Exclusions

Red behaviour means that the child has made decisions that are more severe. These actions include: being disrespectful towards adults or other children, continuing to disrupt the learning after warnings given, leaving the room without permission, continuing to refuse to follow instructions, verbal abuse given to adult or child, *physical abuse given to adult or child, *racist/ PREVENT/ *homophobic language, *bullying or damaging property. If an * is by an action, then the child may be instantly excluded depending on the judgement of the Headteacher only. Parents may be called into school to assist their child in making the correct choices. The parents/ carers will be contacted for every red slip that has been written. If a child is old enough then they will ring their parent to inform them directly. All slips are logged before the end of the day against their own profile on Scholar Pack.

The length of the exclusion will be set based on the nature of the incident. Parents will receive an immediate telephone call and will be asked to collect their child from school. Work will be set for the child to complete whilst at home. The child and parent will be required to attend a 'back to school' meeting before their reintegration into school. BCPS will follow the DfE guidance for exclusions.

All behaviours both positive and negative will be monitored by Senior Leaders.

Trips / Activities

Trips and activities are a reward for all of our children. However, if a child has been given a red slip prior to a trip, or who continually receives red slips, then that the child may need to be accompanied on that trip/ activities by the parent. Parents may be required to sign a risk assessment acknowledging their support and taking responsibility for their own child whilst off site. However, the Headteacher reserves the right to exclude a child from an activity/trip if she feels as though there will be a risk to the safety of others and the child on the trip.

Physical Intervention

This section has been written with reference to:-

Physical intervention guidance – The use of reasonable force to control or restrain children and young people. (The Use of Reasonable Force, Dfe Guidance July 2013)

(MAPA) Managing Actual and Potential Aggression– The use of positive handling strategies within a whole school setting – a holistic response to behaviour management. As recommended by Discovery Schools Academy Trust. (Guidance kept in the Behaviour Lead's file and with all personnel who have been MAPA trained.)

As we have already seen, our Positive Behaviour Support is a framework in which uses a range of strategies that aim to assist a person to reduce behavioural challenges in order to increase their quality of life. It is value based and person specific. For secondary behaviour, crisis and post-crisis behaviour, we follow MAPA (the Management of Actual or Potential Aggression) which is approved by Discovery Schools Academy Trust.

95% of positive behaviour is verbal. We need to remember that limiting free movement of a human being is [against their human rights. Article 1.](#)

Use of reasonable force may occasionally be required. Staff always use clear verbal instructions to stop serious behaviour followed by a warning that reasonable force may be used.

Only MAPA trained staff are authorised to hold a child for the maximum of **two minutes** where they feel the child may be at risk in causing injury or serious damage to themselves and/or property. The child will be warned when the MAPA trained staff will let go with the expectation that the child will remain calm. If they are not, the child will be warned that they will be held again. Minimum reasonable force will be used to exercise duty of care to children and will **only be used as a last resort**.

There are four categories if a child is in Crisis Development:

1 **Anxiety**

This is where there is a change in behaviour of a child. They may be fiddling, tapping, having no eye contact, excessive talking. The approach this child needs at this point is for the adult to be supportive, empathetic, non-judgemental and always speaking quietly. Visual timetables would be good for children who suffer with anxiety and sticker charts.

2 **Defensive**

This is where the child is, for instance, causing distractions, being rude, attention seeking, not following instructions, swearing, making threats, not using correct words, refusal of work/ instructions etc. The approach needed is for the adult to be more direct, to de-escalate the situation giving them limited choices and do this without a raised voice. Give these limited choices three times.

3 **Risk Behaviour**

This is behaviour that presents an imminent or immediate risk such as punching others, headbutting, walking/running off, absconding, throwing objects, attacking people, threatening to attack, self-harm, spitting, climbing etc. The approach here needs to be disengagement strategies or physical intervention where they are escorted to a safe place using the MAPA holding skills to minimise behaviour.

4 Tension Reduction

This is when there is a decrease in physical and emotional energy such as sulking, sleeping, guilt, apologising. The adult now needs to re-establish communication through therapeutic rapport.

Good practice in the use of physical interventions:

- ✓ Issue one or more verbal warnings prior to intervention where possible.
- ✓ As far as possible, remove onlookers and observers who are not essential to the control of the situation.
- ✓ Attempt to maintain the dignity and self-respect of the child both during and after the use of physical intervention.
- ✓ Continue to communicate with the child throughout, repeating that the intervention will stop as soon as it ceases to be necessary. However, be mindful that for some children, communication can worsen the situation.
- ✓ Try to ensure a calm and measured approach to the situation. Never give the impression that you are acting out of frustration or are trying to punish the child.
- ✓ Where possible ensure that more than one person is present during an incident requiring physical intervention and that they are MAPA trained.
- ✓ Following an incident, debriefing should be offered to staff, children and those who witnessed the incident.
- ✓ Staff should be made aware that there are some children for whom physical intervention is particularly unwelcome.

Recording

All incidents involving physical intervention are reported straight away to the Head teacher/ Deputy/ Assistant Head Teacher and recorded on a 'Holding Till Calm' form within 24 hours of the holding. These forms are logged in a bound and numbered book. Parents must be informed of the use of any physical intervention which is not already on the child's Positive Handling Plan the same day and if this plan needs updating due to this incident, this should be done the same day.

Break and Lunchtime Procedure

Good break and lunchtime behaviours are rewarded as follows:

Respecting Rights Ambassadors/ break and lunchtime staff will help children if they do not have anyone to play with and to promote the child's right to have a good playtime. The Respecting Rights Ambassadors will write a playground charter to remind children of positive play.

In addition, each mid-day Supervisor will give golden coloured Dojos to demonstrate consistent positive behaviours at lunchtime.

'Stepped' sanctions at lunchtimes

- Step 1. A calm, quiet word will be used to reach an amicable resolution using the RR language.
- Step 2. If the behaviour continues, a two-minute timeout is given and for that child to stay with the lunchtime member of staff where RR language is reiterated.
- Step 3. If the child continues to be uncooperative this will result in a 5-minute time-out again to stay with the lunchtime member of staff where RR language again is reiterated.
- Step 4. For severe incidents, on the red section of the behaviour categories, red slips will be written and the same protocol will be adhered to as above. If a member of lunchtime staff issues a red slip then this is talked through with the class teacher/ class support staff before they leave their duty.

Category:	Behaviour and Safety
Purpose:	To ensure that all stakeholders are aware of how we behave in school.
Date ratified:	To be ratified October 2017
Review Date:	<i>This policy will be reviewed every year by the LT. Any suggested amendments will be presented to the Governing Body for approval.</i> October 2018
Coordinator/s:	Headteacher/ Leadership Team
Governor link:	Personal Development, Safety and Welfare Committee Cas Beckett
Signed (& dated) by:	 Alan Curtis (Chair of Governors)



**APPENDIX I:
BCPS's Behaviour Consequence Chart.**

Looks Like	Feels Like	What happens
<ul style="list-style-type: none"> • Quality sitting • Active listening and learning • Completing tasks to the best of my ability • Being kind and polite • Being the best that I can be • Helping others 	<p>I feel: Happy, smiley and proud</p> <p>Teachers, Parents and Carers feel: Happy, pleased and proud.</p>	<ul style="list-style-type: none"> • Smiles from adult • Thumbs up • Certificates • Positive notes home • Dojo points • Stickers
<ul style="list-style-type: none"> • Stopping others from learning • Swearing • Refusing to listen and not following instructions • Making silly noises • Calling out • Not finishing work • Off task • Lying 	<p>I feel: Cross, sad or upset.</p> <p>Teachers, Parents and Carers feel: Cross, sad, upset and angry</p>	<ul style="list-style-type: none"> • 3 warnings: <ul style="list-style-type: none"> ○ Verbal warning: stop now, reminder ○ Name written on the board ○ Move down to red
<ul style="list-style-type: none"> • Being disrespectful towards adults and children • Disrupting learning • Running off/ leaving the room without permission • Refusal to follow instructions • Verbal abuse towards an adult or child • *Physical abuse towards an adult or child such as fighting • *Racist comments • *Homophobic language, abuse and bullying • Damaging property • PREVENT 	<p>I feel: Cross, sad, and angry.</p> <p>Teachers, Parents and Carers feel: Cross, sad, upset and angry</p>	<ul style="list-style-type: none"> • Automatic red slip • Parents informed • 3 red slips within a term then ½ day in seclusion • 6 red slips within a term then a full day in seclusion • *If these things come up on your red slip, it might be an instant exclusion



<u>Slip No</u>

Child's name..... Date.....

Class..... Adult reporting the incident.....

Other children involved.....

Tick the appropriate circles below:

- Being disrespectful towards adults and children
- Disrupting learning
- Leaving the room without permission
- Refusal to follow instructions
- Verbal abuse to an adult or child
- *Physical abuse to an adult or child such as fighting
- *Racist incident
- *Homophobic language/ abuse and bullying
- Damaging property
- PREVENT

<u>Parent informed?</u>
<u>Time?</u>
<u>Who by?</u>

<u>Internal exclusion in days:</u>

<u>Exclusion in days:</u>

Details of the incident:
--

I have the right to be happy and safe in school so I can learn and so can others.

I have the responsibility to.....

.....

Signed by child.....

3 red slips within a term = 1/2 day seclusion.
6 red slips within a term = 1 day seclusion.
*If these things come up on your red slip, |
it might be an instant exclusion.

<u>Entered onto Scholar Pack by:</u>



A summary of the United Nations Convention on the Rights of the Child



Article 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

Article 2 (without discrimination)

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all actions concerning children.

Article 4 (protection of rights)

Governments must do all they can to fulfil the rights of every child.

Article 5 (parental guidance)

Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

Article 6 (survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and grow up healthy.

Article 7 (registration, name, nationality, care)

Every child has the right to a legally registered name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8 (preservation of identity)

Governments must respect and protect a child's identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been illegally denied part of their identity, governments must act quickly to protect and assist the child to re-establish their identity.

Article 9 (separation from parents)

Children must not be separated from their parents unless it is in the best interests of the child (for example, in cases of abuse or neglect). A child must be given the chance to express their views when decisions about parental responsibilities are being made. Every child has the right to stay in contact with both parents, unless this might harm them.

Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 11 (kidnapping and trafficking)

Governments must take steps to prevent children being taken out of their own country illegally or being prevented from returning.

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression)

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.

Article 15 (freedom of association)

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17 (access to information from mass media)

Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 18 (parental responsibilities; state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child's parents work.

Article 19 (protection from all forms of violence)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 20 (children deprived of a family)

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21 (adoption)

If a child is adopted, the first concern must be what is best for the child. The same protection and standards should apply whether the child is adopted in the country where they were born or in another country.

Article 22 (refugee children)

If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

Article 23 (children with disability)

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25 (review of treatment in care)

If a child has been placed away from home (in care, hospital or custody, for example), they have the right to a regular check of their treatment and conditions of care.

Article 26 (social security)

Governments must provide extra money for the children of families in need.

Article 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children of minorities)

Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 32 (child labour)

Governments must protect children from work that is dangerous or might harm their health or education.

Article 33 (drug abuse)

Governments must protect children from the use of illegal drugs.

Article 34 (sexual exploitation)

Governments must protect children from sexual abuse and exploitation.

Article 35 (abduction)

Governments must ensure that children are not abducted or sold.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation that might harm them.

Article 37 (detention)

No child shall be tortured or suffer other cruel treatment or punishment. A child shall only ever be arrested or put in prison as a last resort and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

Article 38 (war and armed conflicts – see 'Optional protocols')

Governments must protect children from sexual abuse and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39 (rehabilitation of child victims)

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

Article 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41 (respect for better national standards)

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay.

Article 42 (knowledge of rights)

Governments must make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children get all their rights, including:

Article 45

UNICEF can provide expert advice and assistance on children's rights.

Optional protocols

In 2000, the UN General Assembly adopted two optional additions to strengthen the Convention. One protocol required governments to increase the minimum age for recruitment into the armed forces from 15 years and to ensure that members of their armed forces under the age of 18 do not take a direct part in armed conflict.

The other protocol provides detailed requirements for governments to end the sexual exploitation and abuse of children. It also protects children from being sold for non-sexual purposes – such as other forms of forced labour, illegal adoption and organ donation.





MAPA – Holding Till Calm Incident Report

Pupil Name:		DOB:		
Location of Incident:		Date:		
Full Names of Staff Involved:				
Start Time of Incident	End Time of Incident	Any injuries	Further information re: injuries	
Duration of restraints:		Medical Check:		
External Contact	Date/Time	By whom	To whom	Records Completed Accident Report Racial Incident Report Bullying Incident Report SO2 Other
Parent/Carer				
School				
Social Worker				
Medical Staff				
Police				
Other				
Record of parent contact conversation:				
Name of person spoken to:				
Environment and Triggers:				
Nature of Risk				
Injury to Person		Serious Disruption	Absconding	
Damage to Property		Criminal Offence	Bullying	
Describe Precisely what the risk was				



Who was at risk?

Managing Risk

Describe current arrangements in place that have been made to support pupil eg. Routines, additional staff, the environment, the pupils positive handling plan in an attempt to reduce the risk

Diversion, Distraction and De-escalation Attempted

Verbal advice and support		Firm clear directions		Negotiation	
Limited Choices		Distraction		Diversion	
Reassurance		Planned ignoring		Contingent Touch	
C.A.L.M talking/stance		Take up Time		Success Reminders	
Withdrawn offered		Transfer Adult		Help protocol	
Withdrawn directed		Humour		Other.....	
Reminders about Consequences					

Pupil's response:

Physical Intervention Strategies Attempted

	Low	Medium	High
Standing		<i>Standing escort</i>	
Seated			
Infant			

Was the pupil removed to an agreed place? Yes/No

Where?

How long for?

Brief description of the staff intervention:

Pupils response:

Incident review with pupil

Date:

By whom:

Comments:

Debrief with staff

Date:

By whom:

Comments:

Actions/Outcomes from incident





 Braunstone Community Primary School <small>Dreams and possibilities are endless</small>		Positive Handling Plan - MAPA	
Pupil Name:		DOB:	
Date of Plan:		Review Date of PHP:	
What are common triggers, contexts or environmental factors which have led to a dangerous situation in the past?			
What does the behaviour look like?			
Stage 1: Anxiety behaviours	Stage 2: Defensive Behaviours	Stage 3: Crisis Behaviours	
Key adults who may support:			
De-escalation skills		Try	Avoid
Notes			
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out/time away/out of class			
Supportive touch			
Transfer adult (fresh face)			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Removing audience			
Others			
Praise points/potential strengths(Areas that can be developed further and built upon)			
Any medical conditions to be taken into account before using Physical interventions?			





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Dreams and possibilities are endless

**APPENDIX VI:
Use of Reasonable Fore July 2013 DfE.**



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Dreams and possibilities are endless

**APPENDIX VII:
CPI's Top Ten De-Escalation Tips.**



Braunstone Community
Primary School

Dreams and possibilities are endless

**APPENDIX VIII:
MAPA Guidance (Book kept in MAPA folder).**

