

The **ASPIRE** Trust

Anti-Bullying and Behaviour Management Policy & Procedure

The Mosque is committed to creating a positive environment where adults consistently manage and encourage positive behaviour, promoting children's welfare and development. We will achieve this through our Anti-Bullying and Behaviour Management Policy and Procedures, which will encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations.

Staff, volunteers and students will:

- read and understood the behaviour management policy
- Consistently implement this policy
- encourage positive behaviour in all children depending upon their ages and
- Use praise and positive reinforcement to promote and reinforce positive behaviour
- Encourage sharing and negotiation.
- Be good role models and set good examples
- Encourage children, in an age appropriate manner, to participate in creating rules/boundaries
- Help children understand the consequences of their behaviour and reflect on how their behaviour can upset and hurt others
- Help children challenge bullying, harassment and name-calling
- Encourage children to be responsible, for example, tidying up
- Always value children as individuals even if their behaviour may sometimes be unacceptable

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Implementation of the Policy

Intervention techniques

The Mosque will use the following range of techniques to manage bullying or negative behaviour

Structuring the environment: By getting down to the child's level to speak may help the child to modify their own behaviour, for example, warm and friendly verses cold and business-like

Planned ignoring: By not giving the attention to minor, harmless, attention-seeking behaviour, these behaviours are likely to die out. We will praise appropriate behaviour and positive choices

Prompting: Gentle reminders to a child of what they need to stop doing can help the child to adjust to a change. This can be verbal or sensory input

Active listening: We will listen to what the child has to say and exploring and acknowledging their feelings through the use of reflective responses, this can help a child to feel that:

- Someone else acknowledges the reality of their feelings
- They are not alone
- Someone cares

Enabling a child to stay in control

Interpretation and interference: we will reflect back to the child what has happened and ask the child if there was another way that they could have acted For example, "It looked like you were really upset before you hit Mariam – was there another way you could have let her know how upset you were?"

Backing away: In order to give the child time to calm down before discussing the situation with them. Staying and continuing to challenge a child who is already angry is likely to make the situation worse. Alternatively, allow the child to back away through offering them a verbal or physical way out

Affection: If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection – verbal or physical – can help head off inappropriate behaviour

Hurdle help: Where the child is stuck, helping them to resolve the situation, this can help overcome feelings of failure or inadequacy

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Proximity: Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage children to do something else

Involvement and interest: Adults becoming involved in a situation can diffuse things

Redirecting/distraction: Try to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble

Directive statement/direct appeal: A clear instruction to the child to stop certain behaviours or start something else.

Time out: Asking children to move away to another or quieter area to calm down. This will only be used if the adult will use 'time out' to talk to the child about their behaviour and not used as a method of isolation

Corporal Punishment

The Mosque will not administer corporal punishment to any child accessing our services and physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances.

If, on any occasion, physical intervention is used to manage a child's behaviour the incident will be recorded in full, detailing:

- The name of the child
- The date, time and place of the incident
- The name of the staff, volunteer or student who used physical intervention
- What intervention techniques were used to defuse the situation to avoid physical intervention
- The circumstances of the incident and the factors leading up to the incident
- The nature of physical intervention used
- The names of any witnesses or other children present
- Any injuries that may have occurred during the incident
- Any further action taken and parents' signatures.
- Parent/carers should be informed on the same day

Additional Support

Whereby children's behaviour is such that it causes concern for their emotional and social development or they appear to have special education needs e.g. Autistic tendencies, they parents will be supported to access expert advice and support

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Signed:

Date:

Review Date: