

ANTI-BULLYING POLICY

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TABLE OF CONTENTS

1. Policy Aims	3
2. Definitions	3
3. Scope.....	4
4. The Policy	4
4.1 Definition of bullying:.....	4
4.2 Types of bullying	5
4.3 Definition of cyber-bullying.....	5
4.4 Types of cyber-bullying	5
4.5 Actions NOT considered to be bullying:.....	5
5. The Behaviours of Children with ASDs and the Characteristics of Bullying Behaviours	6
6. The effects of bullying	6
7. Reporting, sanctions and monitoring	7
8. How to report bullying	7
9. Determining the function of the behaviour	7
10. Attention	7
11. Escape	8
12. Intrinsic Reinforcement	8
13. Access to Tangible Objects	9
14. Other strategies to reduce bullying.....	9
15. Bullying and Jigsaw CABAS® School's Curriculum	10
16. The targeted child	10
17. Policy Review	10
18. Version History	11
19. Related Legislation & Guidance	11
20. Related Internal Documentation	12

1. Policy Aims

- 1.1 This policy sets out Jigsaw CABAS® School's procedures for dealing with bullying and pays regard to:
 - The Department for Education (DfE) The Equality Act (April 2010)
 - The Education Act 2011
 - Education and Inspections Act 2006
 - The Department for Education *Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (October 2014)*
- 1.2 Related documents also include DfE Departmental advice on Improving the spiritual, moral, cultural (SMSC) development of pupils (November 2014) and Promoting fundamental British values as part of SMSC in schools (November 2014).
- 1.3 This policy should also be read in conjunction with Jigsaw CABAS® School's Behaviour Management Policy and Safeguarding and Child Protection Policy.
- 1.4 The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, to ensure that every child feels safe, happy, confident, and able to make a positive contribution; and to promote consistency of approach and create an environment in which all types of bullying are considered unacceptable. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.
- 1.5 At Jigsaw CABAS® School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others. We aim to help them achieve an understanding of social and cultural traditions and an appreciation of the diversity and richness of their cultures. We aim to support staff to identify pupils displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively.
- 1.6 The policy pays due regard to the need to:
 - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the *Equality Act (2010)* and *Equality Duty (2011)*
 - Advance equality of opportunity between people who share a protected characteristic (e.g. age, disability, race, religion, sex, sexual orientation) and people who do not share it.
 - Foster good relations between different people.

2. Definitions

- 2.1 "The Trust" means Jigsaw School, Jigsaw Plus, Jigsaw Trust and Jigsaw Trading 2013

Limited (Café on the Park)

2.2 “The school” and “Jigsaw School” means Jigsaw CABAS® School

2.3 “CABAS®” is an acronym for Comprehensive Application of Behaviour Analysis to Schooling

3. Scope

3.1 The Senior Administrator and School Management Team will ensure that the following procedures are followed.

3.2 **Autism Spectrum Disorder (ASD):** The nature of their disability means that children and young adults with an ASD may not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they might be construed as bullying. Similarly, children and young adults with ASDs who are the recipients of such behaviours may be unable to express or communicate their aversion to such behaviours or to tell adults. This means that all staff at Jigsaw CABAS® School have a duty to not only be aware of such behaviours and of any pupil involved, but also to respond appropriately to instances of bullying behaviours.

3.3 **Ethos:** The CABAS® system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The CABAS® system uses the principles of positive reinforcement by identifying effective forms of reinforcement and the manipulation of intermittent and other schedules of reinforcement. The creation of pupil motivation is essential to the implementation of the principles of positive reinforcement within the CABAS® system. Jigsaw CABAS® School draws from a scientific research base to devise strategies to manage and reduce bullying behaviours and their effects.

4. The Policy

4.1 Definition of bullying:

4.1.1 The DfE *Preventing and tackling bullying (2014)* describes bullying as ‘Behaviour by an individual or a group usually repeated over time that intentionally hurts another individual or group either physically or emotionally.’ Bullying behaviour has the following common features:

- it is deliberate behaviour with the intention to hurt someone either physically or emotionally;
- it is repeated, often over a period of time;
- it is difficult for those being bullied to defend themselves;
- it causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

4.1.2 All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Management Policy.

4.2 Types of bullying

- Physical: hitting, kicking, pushing, taking belongings, deliberately hurting particular children on a regular basis.
- Verbal: deliberate name-calling, insulting, threats, racist or discriminatory remarks attributed to gender or sexual orientation, including homophobic and transphobic comments
- Social (or indirect): deliberately spreading nasty stories or rumours, excluding from groups, being ignored, making someone feel left out.

4.3 Definition of cyber-bullying

- 4.3.1 Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

4.4 Types of cyber-bullying

- Flaming: online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- Denigration: putting unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- Exclusion: intentionally leaving someone out of a group such as instant messaging, friend sites, or other online activities.
- Outing: sharing secrets about someone online including private information, pictures, and videos.
- Trickery: tricking someone into revealing personal information then sharing it with others.
- Impersonation: pretending to be someone else when sending or posting unkind or false messages online.
- Harrasment: repeatedly sending malicious messages to someone online.
- Cyber-stalking: continuously harassing and denigration including threats of physical harm.

4.5 Actions NOT considered to be bullying:

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other pupils play things a certain way

- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

5. The Behaviours of Children with ASDs and the Characteristics of Bullying Behaviours

- 5.1 The children and young adults attending Jigsaw CABAS® School have a diagnosis of an autism spectrum disorder. This means that they are likely to have a limited ability to comprehend that they may be engaging in activities which have the characteristics of bullying behaviour. They may also copy what they have seen others do before, or what has been done to them. Children and young adults with ASDs are likely to be unaware that certain behaviours are socially unacceptable and therefore recognise that they are a victim of bullying, and be able to communicate this to adults. This makes developing a positive culture and anti-bullying message in school even more important.
- 5.2 It is possible that one child may develop an obsession with another child which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' child or having an interest in making physical contact with that child, such as touching a particular part of his or her body; demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.

6. The effects of bullying

- 6.1 All forms of bullying cause psychological, emotional, and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
- Depression and anxiety
 - Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
 - Loss of interest in activities they used to enjoy
 - Unexplainable injuries
 - Lost or destroyed clothing, books, electronics, or personal items
 - Frequent headaches or stomach aches, feeling sick or faking illness
 - Changes in eating habits
 - Difficulty sleeping or frequent nightmares
 - Loss of interest in school work, or not wanting to go to school
 - Sudden loss of friends or avoidance of social situations

- Self-destructive behaviour such as running away from an adult, harming themselves, or talking about harming themselves.

7. Reporting, sanctions and monitoring

7.1 Staff have a duty to be vigilant and alert to the effects of bullying. For example, the child who is the target may show fear or anxiety when he/she sees the child who targets him/her. This information must be shared amongst all members of the staff team. Incidents of bullying are recorded on the online SchoolPod system which is checked regularly by the School Management Team. Staff attend regular training sessions to help them identify the characteristics of bullying.

8. How to report bullying

- 8.1 A safeguarding slip must be completed on the SchoolPod system as soon as an incident takes place. School Management Team are automatically notified
- 8.2 The Designated Safeguarding Lead (DSL) or Deputy DSL must be notified
- 8.3 The DSL or Deputy DSL will decide upon the appropriate course of action in accordance with Safeguarding Procedures and in line with the Behaviour Management Policy
- 8.4 Parents of all pupils involved will be informed by the DSL, Deputy DSL or Director of Education
- 8.5 Termly analysis of incident logs and interventions will take place to continually improve practice. This is also shared with the Governing Body.
- 8.6 Bullying behaviour may not always be clear to identify, therefore, staff must report any concerns they have to a member of the senior team.

9. Determining the function of the behaviour

9.1 Staff need to be skilful in observing the outcomes of the behaviours and establishing the function of a behaviour in order to identify an appropriate strategy. Once the function of a behaviour has been determined an appropriate tactic is chosen to decrease the behaviour. The possible functions of behaviour include:

- Attention (from the child, from another child or from an adult)
- Escape (i.e. the child may not want to be out in the playground)
- Intrinsic Reinforcement (i.e. the child is reinforced by the sensory input they receive from emitting a behaviour)
- Access to a tangible object (i.e. snatching a toy from another child).

10. Attention

10.1 Some children and young adults with ASDs may seek attention. For them, to use a behaviour directed against another child is a way of achieving this attention. Adult intervention could potentially reinforce the bullying behaviour.

10.2 In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve:

- Differential Reinforcement of Other Behaviour (DRO) or Non-Contingent Reinforcement (NCR): providing the child with a thicker reinforcement schedule over playtime to prevent attention-seeking behaviour from occurring in the first place;
- Redirection: adults deliberately diverting the child's attention away from one behaviour to a new activity;
- Time out from positive reinforcement: giving the child time away from the classroom or playground. "Time out from positive reinforcement" can be an effective way of withdrawing adult attention. It is important that the child is helped to develop understanding that the reason for being given "time out from positive reinforcement" is his or her behaviour.
- Assigning a one-to-one adult to monitor the bullying child at playtimes.

11. Escape

11.1 Some children and young adults with ASDs emit behaviours in order to escape from certain situations. For example a child might kick another child in the hope that they will be taken away from the playground. It is important that time out from positive reinforcement is not the tactic used for children emitting escape-motivated behaviours.

11.2 In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve:

- Conditioning playground equipment: pairing positive reinforcement with using playground equipment so that the child learns to enjoy playtimes;
- Contingent escape: allowing children time away from the playground contingent upon an interval of time of appropriate behaviour;
- Token economies: allowing children to earn tokens for appropriate behaviour in the playground which they can exchange for a reinforcer either during playtime or at the end of playtime.

12. Intrinsic Reinforcement

12.1 Some children and young adults with ASDs emit behaviours in order to receive sensory input. For example, a child may bite another child because they are reinforced by the sensation of biting.

12.2 A tactic to decrease this behaviour could involve:

- Introducing the child to an activity that provides him/her with the same sensory input, e.g. biting into a stress ball.

- Conditioning playground equipment: pairing positive reinforcement with using playground equipment so that the child learns to gain reinforcement from other activities.

13. Access to Tangible Objects

- 13.1 Some children and young adults with ASDs emit behaviours in order to gain access to a tangible item. For example, a child may push a child off a scooter in order to gain access to that scooter.
- 13.2 In these circumstances, the strategy should be to break this cycle to eliminate the reinforcement of the behaviour. This could involve:
- Teaching the child appropriate language skills to request access to tangible items;
 - Teaching the child to share or take it in turns on different toys.
- 13.3 The strategies being employed to overcome a child's potential or actual bullying behaviour must be discussed with the Director of Education and senior staff and recorded in the child's Behaviour Guidelines. It is important that strategies are shared with parents and carers of the children involved so that there is a consistency of approach at school and at home. Strategies need to be carried out over a specific time span and their effectiveness reviewed.
- 13.4 It may be the case in exceptional circumstances that the child's bullying behaviour continues even though a variety of strategies have been employed. In such cases the school may request the child's Local Authority to sanction a change of provision, or it may be necessary to consider sanctions up to and including permanent exclusion.

14. Other strategies to reduce bullying

- Taking part in initiatives such as Anti-Bullying Week
- Training for all staff on anti-bullying policy and strategy
- The supervision by school staff of all play areas at breaks and lunch times
- Providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied.
- The celebration of all pupil's backgrounds and cultures through themed weeks and assemblies
- Raising awareness of cyber bullying and teaching pupils to safely use technology.
- Effective recording systems
- Working with multi-agency teams including police and children's services as appropriate.
- Challenging sexual content within verbal abuse especially challenging the word "gay" and other homophobic language.

15. Bullying and Jigsaw CABAS® School's Curriculum

- 15.1 In all work with children, staff emphasise the importance of developing social skills, including respect for the rights and feelings of others. Where children have difficulties interacting appropriately with their peers or with adults, then staff aim to help them develop an awareness of why particular behaviours are valued socially and what is inappropriate. Jigsaw CABAS® School's curriculum builds on this through activities which include PSHE, PE, Break Time, Language and Communication sessions and group work to develop an ethos of co-operation and respect for everyone.
- 15.2 Staff are important role models for the pupils. The behaviour of adults towards each other and towards the children is a potentially highly effective tool for preventing and for decreasing bullying behaviours in children with autism spectrum disorders.

16. The targeted child

- 16.1 It is also important to help the child or young adult with ASD who is the target of bullying behaviour, particularly as he or she may have difficulty communicating about their experiences. The child or young adult should be able to communicate in his or her preferred mode, i.e. PECS, Makaton signing, iTouch/iPad or speech. Social skills training may help him or her to become more assertive, to show less anxiety, and say or sign, "No

17. Policy Review

- 17.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 17.2 This policy was last reviewed in July 2018.

20. Related Internal Documentation

Document	Hard Copy Location	Electronic Copy Location
Behaviour Management Policy		Operations / PAWS / POLICIES / School /
Safeguarding and Child Protection Policy		Operations / PAWS / POLICIES / School / Safeguarding