

# ANTI-BULLYING POLICY

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**Job Title:** Designated Safeguarding Lead

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**TABLE OF CONTENTS**

<b>1. Policy Aims .....</b>	<b>3</b>
<b>2. Definitions .....</b>	<b>4</b>
<b>3. Scope .....</b>	<b>4</b>
<b>4. The Policy .....</b>	<b>4</b>
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: .....	6
<b>5. The Behaviours of Pupils with a diagnosis of Autism and the Characteristics of Bullying Behaviours.....</b>	<b>6</b>
<b>6. Reasons for bullying.....</b>	<b>6</b>
<b>7. The effects of bullying.....</b>	<b>7</b>
<b>8. Roles and Responsibilities .....</b>	<b>7</b>
8.1 The Role of Governors.....	7
8.2 The Role of the Director of Education.....	7
8.3 The Role of the staff.....	8
8.4 The Role of parent/carers .....	8
8.5 The Role of pupils.....	8
<b>9. How to report bullying.....</b>	<b>8</b>
<b>10. Determining the function of the behaviour .....</b>	<b>9</b>
<b>11. Attention .....</b>	<b>9</b>
<b>12. Escape.....</b>	<b>9</b>
<b>13. Intrinsic Reinforcement.....</b>	<b>10</b>
<b>14. Access to Tangible Objects .....</b>	<b>10</b>
<b>15. Other strategies to reduce bullying .....</b>	<b>11</b>
<b>16. Bullying and Jigsaw CABAS® School’s Curriculum .....</b>	<b>11</b>
<b>17. The targeted child .....</b>	<b>11</b>
<b>18. Policy Review .....</b>	<b>12</b>
<b>19. Version History .....</b>	<b>13</b>
<b>20. Related Legislation &amp; Guidance.....</b>	<b>13</b>
<b>21. Related Internal Documentation .....</b>	<b>14</b>

## 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 (July 2017)*
- 1.2 Related documents also include DfE Departmental advice on Improving the spiritual, moral, cultural (SMSC) development of pupils (December 2014), Promoting fundamental British values through SMSC in schools (November 2014), and Cyberbullying: Advice for head teachers and school staff.
- 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, and are able to enjoy and achieve without fear of being bullied, harassed, or endure any other forms of aggression and violence. To ensure that every pupil 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, and to identify signs that indicate that a pupil may be experiencing bullying but that pupil is not reporting it.
- 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 people who share a protected characteristic and people who do not share it.

## 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
- 2.4 “DSL” is an acronym for Designated Safeguarding Lead.

## 3. Scope

- 3.1 Pupils with a diagnosis of autism 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, pupils with a diagnosis of autism 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.
- 3.2 **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 (2017)* describes bullying as ‘Behaviour by an individual or a group, 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.

- It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted in care or has caring responsibilities.
- It may be motivated by actual differences between children, or perceived differences.

## 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.
- Harassment: repeatedly sending malicious messages to someone online.
- Cyber-stalking: continuously harassing and denigration including threats of physical harm.

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

#### **4.5 Actions NOT considered to be bullying:**

- Not liking someone
- Being excluded (unintentionally)
- 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 Pupils with a diagnosis of Autism and the Characteristics of Bullying Behaviours**

5.1 The pupils attending Jigsaw CABAS® School have a diagnosis of an autism. 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. Pupils with a diagnosis of autism may be adversely affected by negative attitudes to disability and perceptions of difference, be more isolated, not have many friends, find it more difficult to resist bullies, and 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 pupil may develop an obsession with another pupil which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' pupil or having an interest in making physical contact with that pupil, such as touching a particular part of his or her body; demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.

### **6. Reasons for bullying**

6.1 Some reasons why pupils might bully someone include:

- They think it is fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence, or are trying to fit in with a group
- They are fearful of other pupil's differences
- They are jealous of another pupil
- They are unhappy

## **7. The effects of bullying**

- 7.1 All forms of bullying cause psychological, emotional, and physical stress. Each pupil'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.

## **8. Roles and Responsibilities**

### **8.1 The Role of Governors**

- 8.1.1 The governing body supports the Director of Education in all attempts to eliminate bullying from the school. The governing body are kept informed of reports of all incidents of bullying and strategies that are put in place to ensure pupils feel safe and secure. Governors monitor incidents of bullying that do occur and review the effectiveness of this policy regularly.

### **8.2 The Role of the Director of Education**

- 8.2.1 It is the responsibility of the Director of Education to implement the school's anti-bullying strategy, to ensure that all staff are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Director of Education will report to the governing body about the effectiveness of the anti-bullying policy on request. Although the Director of Education has overall responsibility, they may nominate a staff member to implement the anti-bullying policy.
- 8.2.2 It is the Director of Education (or designated member of staff) who must ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in school.
- 8.2.3 The Director of Education will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Director of Education will set the school climate of mutual support and praise for success, so

making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **8.3 The Role of the staff**

8.3.1 Staff have a duty to be vigilant and alert to the effects of bullying and will do all they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy. 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, and to follow school policy and procedures with regard to behaviour management.

### **8.4 The Role of parent/carers**

- 8.4.1 Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher, the DSL, or Director of Education immediately in a calm manner. They should not make contact or discuss their concerns with any other parent or their family members, guardians or carers. A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.
- 8.4.2 Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school, and support the school in raising the pupil's awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

### **8.5 The Role of pupils**

- 8.5.1 Pupils are encouraged, if able, to tell somebody they trust such as a teacher, or classroom support assistant/lead etc. if they are being bullied, and if the bullying continues, they must keep letting people know.
- 8.5.2 Pupils are encouraged to participate fully in activities that raise their awareness about bullying in order to help them understand what to do if they, or another pupil, are being bullied.

## **9. How to report bullying**

- 9.1 A safeguarding slip must be completed on the SchoolPod system as soon as an incident takes place. School Management Team are automatically notified
- 9.2 The Designated Safeguarding Lead (DSL) or Deputy DSL must be notified
- 9.3 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
- 9.4 Parents of all pupils involved will be informed by the DSL, Deputy DSL or Director of Education



- 9.5 Termly analysis of incident logs and interventions will take place to continually improve practice. This is also shared with the Governing Body.
- 9.6 Bullying behaviour may not always be clear to identify, therefore, staff must report any concerns they have to a member of the senior team.

## **10. Determining the function of the behaviour**

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

## **11. Attention**

- 11.1 Some pupils with a diagnosis of autism may seek attention. For them, to use a behaviour directed against another pupil is a way of achieving this attention. Adult intervention could potentially reinforce the bullying behaviour.
- 11.2 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 pupil with a thicker reinforcement schedule over playtime to prevent attention-seeking behaviour from occurring in the first place;
  - Redirection: adults deliberately diverting the pupil's attention away from one behaviour to a new activity;
  - Time out from positive reinforcement: giving the pupil 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 pupil 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 pupil at playtimes.

## **12. Escape**

- 12.1 Some pupils with a diagnosis of autism may emit behaviours in order to escape from certain situations. For example a pupil might kick another pupil 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 pupils emitting escape-motivated behaviours.

12.2 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 pupil learns to enjoy playtimes;
- Contingent escape: allowing pupils time away from the playground contingent upon an interval of time of appropriate behaviour;
- Token economies: allowing pupils 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.

### **13. Intrinsic Reinforcement**

13.1 Some pupils with a diagnosis of autism may emit behaviours in order to receive sensory input. For example, a pupil may bite another pupil because they are reinforced by the sensation of biting.

13.2 A tactic to decrease this behaviour could involve:

- Introducing the pupil 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 pupil learns to gain reinforcement from other activities.

### **14. Access to Tangible Objects**

14.1 Some pupils with a diagnosis of autism may emit behaviours in order to gain access to a tangible item. For example, a pupil may push another pupil off a scooter in order to gain access to that scooter.

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

- Teaching the pupil appropriate language skills to request access to tangible items;
- Teaching the pupil to share or take it in turns on different toys.

14.3 The strategies being employed to overcome a pupil's potential or actual bullying behaviour must be discussed with the Director of Education and senior staff and recorded in the pupil's Behaviour Guidelines. It is important that strategies are shared with parents and carers of the pupils 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.

14.4 It may be the case in exceptional circumstances that the pupil's bullying behaviour continues even though a variety of strategies have been employed. In such cases

the school may request the pupil's Local Authority to sanction a change of provision, or it may be necessary to consider sanctions up to and including permanent exclusion.

## **15. 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.

## **16. Bullying and Jigsaw CABAS® School's Curriculum**

- 16.1 In all work with pupils, staff emphasise the importance of developing social skills, including respect for the rights and feelings of others. Where pupils 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.
- 16.2 Staff are important role models for the pupils. The behaviour of adults towards each other and towards the pupils is a potentially highly effective tool for preventing and for decreasing bullying behaviours in pupils who have a diagnosis of autism.

## **17. The targeted child**

- 17.1 It is also important to help the pupil with a diagnosis of autism who is the target of bullying behaviour, particularly as he or she may have difficulty communicating about their experiences. The pupil 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

## **18. Policy Review**

- 18.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 18.2 Governors, the Director of Education, DSL, and School Management Team will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
- 18.3 Bullying data will be analysed to reflect and re-design further strategies to improve procedures
- 18.4 This policy was last reviewed in July 2019

## 19. Version History

No.	Date	Amendment
1.1		
1.2	July 2019	References to children and young adults replaced with pupils References to diagnosis of ASD replaced by autism Roles and responsibilities updated

## 20. Related Legislation & Guidance

Document	Hard Copy Location	Electronic Copy Location
The Education act 2011		
Education and Inspections Act 2006		
The Department for Education (DfE) The Equality Act (April 2010)		
The Department for Education <i>Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (July 2017)</i>		
DfE Departmental advice on Improving the spiritual, moral, cultural (SMSC) development of pupils (November 2014)		
Promoting fundamental British values as part of SMSC in schools (November 2014).		
DfE Cyberbullying: Advice for headteachers and staff (2014)		<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf</a>
Anti-Bullying Alliance		<a href="http://www.antibullyingalliance.org.uk/">http://www.antibullyingalliance.org.uk/</a>
Bullying UK		<a href="http://www.bullying.co.uk">http://www.bullying.co.uk</a>
Childnet International		<a href="http://www.childnet.com/">http://www.childnet.com/</a>
Think U Know		<a href="https://thinkuknow.co.uk">https://thinkuknow.co.uk</a>
Young Minds : Child and Adolescent Mental Health		<a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>
NSPCC		<a href="https://nspcc.org.uk">https://nspcc.org.uk</a>

## 21. 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