



Jigsaw CABAS® School – fulfilling potential

JIGSAW CABAS® SCHOOL

ANTI-BULLYING POLICY

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1 BACKGROUND

Jigsaw CABAS® School is an independent special school which provides education for primary, secondary and 6th Form pupils who hold a Statement of Special Educational Needs for autism spectrum disorders (ASDs) and associated social and communication difficulties.

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 2002, Education and Inspections Act and Equalities Act 2006, and The Department for Education *Preventing and tackling bullying - Advice for headteachers, staff and governing bodies (October 2014)*. Related documents also include DfE Departmental advice on Improving the spiritual, moral, cultural (SMSC) development of pupils (November 2013) and Promoting fundamental British values as part of SMSC in schools (November 2014).

This policy should also be read in conjunction with Jigsaw CABAS® School's Behaviour Management Policy and Safeguarding and Child Protection Policy.

2 THE POLICY

2.1 RATIONALE

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.

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.

2.2 POLICY AIMS

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; 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.

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.

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

2.3 IMPLEMENTATION & RELATED PROCEDURES

Definition of bullying:

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.

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.

Definition of cyber-bullying:

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.

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.

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

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. Children and young adults with

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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.

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.

The effects of bullying:

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.

Reporting, sanctions and monitoring

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 senior management. Staff attend regular training sessions to help them identify the characteristics of bullying.

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How to report bullying:

- A safeguarding slip must be completed on the SchoolPod system as soon as an incident takes place. School Management Team are automatically notified
- The Designated Safeguarding Lead (DSL) or Deputy DSL must be notified
- 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
- Parents will be informed by the DSL, Deputy DSL or Director of Education
- Termly analysis of incident logs and interventions will take place to continually improve practice. This is also shared with the Governing Body.

Bullying behaviour may not always be clear to identify, therefore, staff must report any concerns they have to a member of the senior team.

Determining the function of the behaviour

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).

Attention

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.

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;

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- 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.

Escape

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.

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.

Intrinsic Reinforcement

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.

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.

Access to Tangible Objects

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.

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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.

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.

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.

Bullying and Jigsaw CABAS® School's Curriculum

In all work with children, staff emphasise the importance of developing social skills, including respect for the 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.

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.

The targeted child

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"

3 APPENDICES

3.1 RELATED DOCUMENTS

Document	Hard Copy Location	Electronic Copy Location
Equality Act 2010		https://www.gov.uk/equality-act-2010-guidance
Preventing and tackling bullying (advice for headteachers, staff and governing bodies (2014)		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf
DfE Cyberbullying: Advice for headteachers and staff (2014)		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
Anti-Bullying Alliance		http://www.antibullyingalliance.org.uk/
DfE School support for children and young people who are bullied (2014)		https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368135/supporting_bullied_children_factsheet_october2014.pdf
Bullying UK		http://www.bullying.co.uk

3.2 GLOSSARY OF TERMS

Term	Definition

4 INTERIM AMENDMENTS

Section/Page

Amendment
