



FOREST BRIDGE SCHOOL

Anti-Bullying/Child-on-child abuse Policy

Introduction

The aim of this policy is to ensure that Forest Bridge School students and staff learn and work in a safe, caring, supportive environment without the fear of being bullied. Bullying is unacceptable.

Bullying is an anti-social behaviour and affects everyone within the whole school community.

Members of the whole school community are: pupils, teachers, all school staff, parents/carers, School governors.

Mission Statement

- *Forest Bridge School does not tolerate bullying or harassment of any kind.*
- *Forest Bridge School is committed to creating and sustaining a safe, positive and inclusive environment for the whole school community.*
- *Forest Bridge School believes the whole school community has a right to be protected from bullying and abusive behaviour.*

1. Definition, Concept and Context

The following definition is taken from the, 'Safe to Learn: embedding anti-bullying work in schools' DCSF document 2007:

Bullying is the behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

At Forest Bridge School we have also included additional context to the above definition by defining bullying as behaviour that is continuous and repeated over time and space and targeted whether the reason is justified or not

Types of bullying

Physical

- An unprovoked and repeated assault on a pupil, person or group or their belongings, including pushing, kicking, hitting, pinching and extortion.

Psychological

- Reduction of an individual's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.

Social

- Ostracism or rejection by a peer group or by an individual.

Verbal

- Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.

Homophobic/Transphobic

- Behaviour based on a dislike or fear of someone from the LGBTQIA+ community. It may involve passive resentment of LGBTQIA+ people or active victimisation. It can also affect anyone perceived as part of the LGBTQIA+ community.

Racist

- Insulting language/gestures based upon an individual's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.

Sexual

- Sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact.

Cyber*

- The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else.

Others

- For example, bullying that occurs outside of school or with vulnerable groups of pupils such as those with special educational needs or able and talented.
- Bullying, in its broadest sense, can manifest itself in an overt and discrete manner. Discrete bullying can be just as destructive as overt bullying, if not more so. By its very nature, discrete bullying can be compounded over long periods of time. This can affect both pupil and staff performance in a detrimental and wide-ranging manner.

* Please refer to Forest Bridge School's 'Use of the Internet Policy' document.

* Please refer to full details in the Policy section on Cyberbullying.

When it is not Bullying

It is not deemed 'bullying' when two or more students or young people of a similar age and size are involved in verbal or physical contact, including name-calling and fighting, where there is no power imbalance. However, these situations can potentially escalate to bullying and must be addressed through the school's Behaviour Management policy. At Forest Bridge School, we also focus on our pupils' understanding of the differences between harmful behaviours to identify whether they are involved in bullying incidents. We use an infographic with pupil-friendly language to help them understand and identify whenever they have actioned or have been recipients of those behaviours' harmful effects (see Appendix A).

The Effects of Bullying

Bullying can have a damaging, long-term effect on individuals, their own behaviour and self-esteem, and even on their school attendance and achievement. The whole school community (including the perpetrator, staff, family and friends) can be adversely affected. Emotions such as helplessness, frustration and anger are likely to be felt.

Rationale

Bullying has implications for the whole school community. It is relevant to the management and organisation of the school, as well as to all aspects of the wider curriculum. This includes what is planned and taught in the classroom and what is learnt through other school and community-based activities. The aims and implementation of many existing whole-school policies are central to delivering a safe, caring, supportive environment. The Policy will continue to promote practices and support maintaining a culture where bullying is unacceptable.

The Policy will support and promote practices which prevent and reduce the opportunities for bullying to occur. The Policy will promote a swift, fair and sensitive response in all bullying situations, should they occur. This Policy will also encourage all members of the Forest Bridge School community to have a voice and to feel that they can influence both their own learning and decisions, which are, in turn, directly related to their well-being.

Please refer to Forest Bridge School PSHE and Citizenship Policies

Disproportionate Retaliation

We define disproportionate retaliation as any action towards an instigator of aggression by using a force disproportionate to the size of the attack, especially if the retaliation can cause serious injury or harm. Although this is not bullying, it will still be classified as child-on-child abuse. It will have to be treated accordingly with the relevant sanctions in place and any elements of post-retaliation teaching on the implications of those behaviours to the health and safety of all within and outside the school community and in accordance with restorative justice.

Legal Context

The following is a legal framework for bullying prevention in schools.

However, it must be viewed within the context of the special educational needs and specific disabilities, including communication deficits, of the students of Forest Bridge School.

- Under Article 28 of the UN Convention on the Rights of the pupil (Ratified UK in December 1991), schools should have a bullying policy, and each pupil should be told what they must do if they find themselves being bullied.
- Head Teachers have a legal duty under the Schools Standards & Framework Act 1998 to have procedures in place to prevent bullying among pupils and to bring these procedures to the attention of the whole school community.
- Schools have a legal duty under the Schools Standards & Framework Act 1998 to ensure that the Head Teacher determines measures regarding behaviour (eg making rules and enforcing them), which encourage good behaviour and respect for others.
- Head Teachers must have a policy to prevent bullying among pupils and must ensure that the documentation complies with the Human Right Act 1998.
- Section 88(2) of the Education and Inspections Act 2006 (EIA 2006) requires a governing body to: 'make, and from time to time review, a written statement of general Headteachers to guide the Head Teacher in determining measures to promote good behaviour'.

Equal Opportunities

The concept of equal opportunities is an integral part of the ethos and aims of the Forest Bridge School community. The aims of the Policy embrace this, regardless of age, gender, ethnicity, religion and socio-economic background. All Forest Bridge students will have appropriate access to the whole curriculum-both academic and social- which will support, encourage, promote and maintain the highest standards of pupil safety and well-being.

Anti-Bullying Policy: links to the National Curriculum, Behaviour Management Strategies and to current Guidelines and Initiatives

Anti-bullying practices directly align with, and promote, all planned curriculum PSHE and Citizenship learning and opportunities, as well as planned activities (both overt and discreet) in associated curriculum work, such as Assemblies (e.g. through the use of the PSHE Circle/Tutor Time and that of the School Council.)

Curriculum (Preparation of Adulthood curriculum area and Social Skills domain)

Forest Bridge School acknowledges that emotional well-being is a vital component of the education process for the whole school community. Our curriculum has an entire area of subjects (PFA: Health and Wellbeing, Employment (Prerequisites and Functional), Independent Living skills, Community Inclusion)) and the domain (subject) of Social Skills that focus on the promotion and maintenance of emotional and physical health and well-being of our pupils. The personalised learning objectives of these different subjects will be used as appropriate to develop social and emotional skills (e.g. empathy and managing feelings) to support the reduction of bullying. Opportunities throughout the school calendar and class timetables will be promoted to raise awareness of the negative consequences of bullying.

Restorative Justice (RJ)

This Policy supports the Headteachers of Restorative Justice. Victims of all types of bullying will be given total, effective support. It is also vital that the victim understands- and sees- that the perpetrator's negative behaviour/action(s) are dealt with appropriately. 'Restorative Justice' is a method by which the focus is on the harm that has been done, and how it can be repaired. RJ is a proven, effective tool for victims of bullying, the bullies themselves, and the whole school community. RJ will be used as an effective behaviour management tool alongside already existing methods within the school.

RJ practices can:

- give power to those who have been bullied
- validate their opinions, emotions and concerns
- demonstrate that they are a valued part of the whole school community

The three RJ Headteachers:

1. Those who have done harm face up to those whom they have harmed
2. Those who have been harmed have a say in how the harm is repaired
3. To enable those who have done harm to make amends (and, as appropriate, to ultimately be accepted back into the whole school community as a valued, member- thus restoring balance.)

Benefits of Restorative Justice:

Victims are supported to/given the opportunity to express themselves safely, dignifiedly, and to request and expect an apology. Bullies are supported to see/understand the effect of their actions, supported to change their behaviour, given the opportunity to make amends. The school community is strengthened as pupils and staff participate actively in the process of dealing constructively with bullying.

Embedding anti-bullying work in schools: Government Guidelines

(Please refer to the guidance document for full details: 'SAFE TO LEARN': Department for Children, Schools & Families*)

Tackling bullying in schools is a key Government priority. This Policy promotes all the Headteachers in the 'Bullying-A Charter for Action' document and acknowledges that the Charter provides a framework for self-evaluation.

The Anti-Bullying Charter will be displayed prominently on the school premises for the benefit of the whole school community. In line with the Government guidelines*, this Policy covers *all* forms of bullying and includes the bullying of school staff, whether by pupils, parents or other staff, as well as bullying of pupils.

This Policy document will be incorporated within the Staff and Governors' handbooks and within induction programmes for all staff. The Head Teacher will allocate a named staff member, within the school leadership structure, responsible for anti-bullying work.

The named staff member will conduct regular audits of the schools' current practices to prevent, and deal with, bullying; and will also prioritise necessary changes to school policies and anti-bullying strategies as appropriate.

The Governing body will make and review regularly a written statement of general Headteachers to guide the Head Teacher in determining measures to promote positive behaviour. Good practice suggests this should be done every two years. Curriculum opportunities will be used to discuss and explore diversity issues and promote anti-bullying messages.

The SEAL programme activities will be used as appropriate to develop social and emotional skills (e.g. empathy and managing feelings) to support the reduction of bullying. Opportunities throughout the school calendar will be promoted to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week; whole-school Assemblies).

The issue(s) of disciplinary sanctions within Forest Bridge School will be the responsibility of the Head Teacher and the Governors. A variety of strategies, followed by regular evaluations/reviews, will be employed to combat bullying will be used, as appropriate to the SENs of the pupils and to each individual situation. These may include peer mentoring, adult mediation services, and restorative justice approaches.

Additionally, a school-wide generic behaviour support plan that has been designed to address bullying behaviour has been put in place to give general guidance on proactive and reactive measures whenever bullying/disproportionate retaliation behaviour is observed (*see Appendix B*). The plan's scope is to guide the teachers/ABA supervisors in addressing behaviour in accordance with school-wide policies and procedures. The focus on proactive strategies to address and prevent bullying remains at the core of everything we do as a school for our pupils, and the plan is meant to be used as an additional resource to inform individual pupils' behaviour support plans or used as it stands for a whole classroom or classrooms. We encourage class leaders to treat the plan with the necessary adaptations and adjustments according to each pupil's individual needs, level of understanding and

frequency/duration/magnitude and history of engaging with the behaviours that it is designed to address.

This Policy supports promoting individuals from the whole school community to report all bullying incidents with confidence. The Head Teacher will ensure that there are clear, simple reporting arrangements for parents/carers.

Record keeping will enable the school to:

- manage cases effectively
- monitor/evaluate strategy effectiveness
- celebrate the anti-bullying work of the school
- demonstrate defensible decision-making in the event of complaints being made
- engage and inform multi-agency teams as appropriate.

The DCSF recommends that schools review general and specific staff induction and CPD to identify how to ensure staff training reflects the anti-bullying policy and practice in the school

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. We make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils, in accordance with their behaviour systems in place and with respect to their cognitive abilities and understanding of these behaviours' impact and implications. We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff by demonstrating and modelling and modelling manners, courtesy and dignified/respectful relationships.

It is essential to our practice and ethos as a school that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per our behaviour policy. As with all safeguarding matters, the designated safeguarding lead will be engaged and make referrals into support services as appropriate.

Inappropriate online behaviour

Inappropriate online behaviour (the section referring to cyberbullying is separate from this section) referring to the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment, will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, please see the school's behaviour management policy.

When an incident involves nude or semi-nude images and/or videos, the staff member will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated. The school will follow the principles set out in Keeping children safe in education and in accordance with our behaviour management policy.

Cyberbullying

Definition (Department for Children, Schools & Families): 'Cyberbullying is an aggressive, intentional act carried out by a group or an individual, using electronic forms of contact, repeatedly over time, against a victim who cannot easily defend him/herself.' It is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. Some aspects of cyberbullying are different from other forms of bullying; it adds a new dimension to the problem as a whole.

This Policy will encourage a full understanding of the implications of cyberbullying to the whole school community, including the following aspects:

- Unlike other forms of bullying, cyberbullying can invade the complete privacy of the personal space of pupils and young people at home and outside of school hours. This can occur over a full 24-hour plus period.
- Cyberbullies are able to communicate their messages to a wide audience with speed, and they can remain unseen and often unidentifiable.
- Cyberbullying does not discriminate between age or size, peers or generations or locations.
- Some instances of cyberbullying are known to be unintentional (i.e. the result of 'not thinking' such as sending something as a joke; or a lack of awareness and causality). *This has a distinct implication for the students of Forest Bridge School given the nature of their SENs and communications deficits.*

- Many cyberbullying incidents can themselves act as evidence-it is important, therefore, to know how to respond.

Types of cyberbullying (From the Anti-Bullying Alliance)

Seven categories of cyberbullying have been identified:

1. Text message bullying
2. Picture/video-clip bullying via mobile phone cameras
3. Phone call bullying via mobile phone
4. Email bullying
5. Chat room bullying
6. Bullying through instant messaging (IM)
7. Bullying via websites (including weblogs, personal websites & online personal polling sites)

Cyberbullying and the Law (Cyberbullying: a whole school community issue DCSF)

Education Law: Bullying is never acceptable. The whole school community has a duty to protect all its' members and provide a safe, healthy environment.

The following Education Acts and Government initiatives support these obligations:

The Education & Inspections Act 2006 (EIA 2006) outlines some legal powers relating to cyberbullying. Head Teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are on site.

The EIA also provides a defence for school staff in confiscating items from pupils (eg mobile phones). Bullying is not a specific criminal offence in UK Law. However, there are laws that can be applied in relation to harassing or threatening behaviour-including menacing or threatening communications.

The following laws may be used to combat cyberbullying:

- Protection & Harassment Act 1997 (criminal & civil provision)
- Malicious Communications Act 2003
- Public Order Act 1986

Preventing Cyberbullying

(From/See for full details: 'Cyberbullying: a whole school community issue' DCSF document)

The best way to deal with cyberbullying is to prevent it from occurring in the first place.

The Policy will support and promote the five key areas that Forest Bridge School need to address together to put into place a comprehensive and effective prevention plan:

1. Understanding and discussing cyberbullying
2. Regularly updating/Reviewing existing policies and practices
3. Making reporting cyberbullying easier
4. Promoting the positive use of technology
5. Evaluating the impact of prevention activities/strategies

Responding to Cyberbullying

In all cases, the school will:

1. Support the individual being bullied
2. Investigate incidents
3. Work with the perpetrator and, where necessary, apply appropriate sanctions

Student-to-Teacher Bullying

At Forest Bridge school we focus on teaching our pupils the necessary social skills that will help them navigate through life and become included members of the wider community with a clear and good understanding of respectful attitudes towards diversity. Sometimes, our pupils, in their journey through life and maturation, will come across attitudes and language that they may replicate, not always fully realising the harmful impact that those have on the members of the school and, subsequently, the wider community if left unaddressed and perceived solely under the lens of a diagnosis' impact. We also have a duty towards our staff to protect them from repeated slurs that deeply affect their mental and emotional health. Our general Behaviour Support Plan takes these incidents into consideration and establishes appropriate strategies that can be used on occurrence. This allows both pupils and staff to understand that certain behaviours will have a very different response outside the understanding and nurturing school environment whilst keeping the school environment a positive working place for all involved. Additionally, our staff are appropriately trained to address those behaviours in a manner that befits their identity as educators and mentors to our pupils by, amongst other things:

- Explaining acceptable and non-acceptable classroom behaviour.
- Modeling positive behaviour, especially tolerance toward adversity.
- Rewarding student success rather than pointing out underachievement.
- Talking an agitated student through the situation (e.g., 'I understand how you feel,' and 'We should talk about this') to temper emotions.
- Speaking with school personnel who are experienced with handling bullying behaviour.
- Speaking calmly and trying to redirect student aggression.
- Reminding the student of classroom rules.
- Following the pupil's behaviour plan if they anticipate the student will become a threat.
- Trying to transfer the student to a safer space or remove other students to a safer location.

Key Safety Advice

(For full details see: 'Cyberbullying: a whole school community issue', page 5, DCSF document)

The whole school community has a responsibility to ensure 'cyber safety'. Strategies will be employed, at every opportunity, to promote online safety. Pupils will be given key safety advice as appropriate. Parents/carers will be offered key safety advice as appropriate. *See Appendix # 1 for Contact Lines and Helpful Agencies*

Resources

The Curriculum Leaders of the subjects most linked to emotional and physical Health and Wellbeing will order and acquire new and replacement resources in consultation with staff/SLT, subject to the yearly budget allowance.

A resource of factual anti-bullying material(s) will continue to be developed.

Resources linked to Restorative Justice will continue to be acquired.

Appropriate resources to support the whole school community will be acquired, for example, those produced by MENCAP, the NSPCC, CHILD/PARENT LINE and the ANTI-BULLYING ALLIANCE ICT-related resources will be acquired as appropriate/ Lists of useful websites will be added to the Resource Lists.

Confidentiality

Students may occasionally make personal disclosures in class or to school staff. Any disclosures of a sensitive or controversial nature would be passed onto the Headteacher, and dealt with as appropriate. Teachers cannot offer pupils, or their parents/carers, unconditional confidentiality.

Monitoring, evaluation and review

The school will monitor incidences of bullying and ensure that the Policy is being followed through observations and sample checks, as appropriate. The results of any ensuing data will inform the policy's ongoing development/review process. The Policy will be promoted and implemented throughout the school at all times.

Role of the Subject Leader

The PFA and Social Skills curriculum leaders will review this Policy regularly and assess, with SLT, its implementation and effectiveness in meeting the needs of the school and its community.

APPENDIX # 1

Further information and useful resources may be obtained from the following contact lines and helpful agencies:

- www.teachernet.gov.uk/publications
- Safe to Learn (DCSF 2007)

- Anti-Bullying Alliance (ABA) (a partnership body based at the National Children's Bureau)
- A whole school community issue', page 5, DCSF document)
- (From the Anti-Bullying Alliance)
- 'Cyberbullying: a whole school community issue', DCSF document
- MENCAP
- CHILD LINE
- PARENT LINE
- NSPCC & Child Protection Helpline
- KIDSCAPE
- beatbullying.org.bbclic.com
- Mentoring & Befriending Foundation
- Educational Action Challenging Homophobia
- Victim Support Scheme
- CHILDNET
- Young Minds
- Miss Dorothy (website for children/young people)
- Youth2Youth
- Restorative Justice Consortium

Appendix A

Words for When Things go Wrong



CONFLICT:

The people involved do not mean to upset others. Everyone involved wants to fix the problem and make things better. Adults can help us make things better.



RUDE:

Happens sometimes and can make people feel upset or angry. When the rude person knows they have upset someone, they take responsibility. The person who was rude may not understand their actions upset others.



MEAN:

When someone is mean, they are choosing to act in a way that might upset someone. They might do this because they are angry or upset. Being mean makes people feel sad. Adults can help us understand if our actions are mean.



BULLYING:

Bullying happens a lot of times. It is thought about and done on purpose to make someone feel sad or worried. Bullies will be very unkind to the person they are bullying and this can be emotional or physical. Adults **WILL** help people being bullied and help it stop.

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or twice	Repeated
Not planned, in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose; is not responsive to provocation
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or lack of social communication skills	Based in anger; impulsive cruelty or lack of empathy	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behaviour often regretted	The bully blames the target
An effort is made by all parties to solve the problem			The targets want to stop the bully's behaviour and the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/should not be ignored	Restorative approaches and mediation will be used but the behaviour will also be sanctioned

Appendix B



Forest Bridge School

Behaviour Intervention Plan for Bullying/Disproportionate Retaliation

Forest Bridge School is a Special Free School for children and young people with a primary diagnosis of autism. The school aims to provide a suitable environment with a high level of support and excellent teaching for all pupils. The school delivers evidence-based approaches derived from published literature on functional behavioural assessment and treatment, in conjunction with the principles and techniques of 'Professional Crisis Management'. Due to the nature of autism, which can affect how our pupils communicate their needs and desires, staff need to be vigilant in observing behaviour, the antecedent events that precede it and the events that result from those behaviours. The school's approach to behaviour management is designed to keep pupils and staff safe and to encourage all pupils to be successful and develop academically, socially and behaviourally.

Applicable classes: Intermediate and Advanced learner cohorts	
Assessor:	Date:
<input type="checkbox"/> Initial BIP	<input type="checkbox"/> BIP Update
Target Behaviour(s) for reduction:	
<p>Verbal Bullying is any instance of repeated and unprovoked taunting, teasing, mocking or name calling towards a peer about any feature of their life which could be used to wound them. This includes derogatory language about the peer's gender, sexuality, race, religion, weight or disability. This also includes repeatedly threatening a peer with physical aggression and spreading negative rumours about a peer. <i>See pupil-specific BIPs for examples and non-examples of verbal bullying typically exhibited.</i></p>	
<p>Physical Bullying is any instance of repeated and unprovoked peer aggression. This may include pushing, shoving, punching, kicking, or tripping someone over. <i>Note: Physical bullying <u>does not</u> include reciprocal physical aggression as part of a fight between pupils if there is no imbalance of power and the force is not disproportionate to the attack. However, if disproportionate retaliation is observed, it will be treated with the same reactive strategies that are in place for physical bullying.</i> <i>See pupil-specific BIPs for examples and non-examples of physical bullying typically exhibited</i></p>	

Disproportionate Retaliation is any action towards an instigator of aggression by using a force excessive to the size of the attack, especially if the retaliation can cause serious injury or harm.

See pupil-specific BIPs for examples and non-examples of disproportionate retaliation typically exhibited

Replacement Behavior(s):

- Pupils taught to ask for space or to move away from non-preferred peers.

Alternative Behavior(s):

- Pupils taught appropriate methods of social interaction through social skills targets and natural/incidental teaching.

Proactive Strategies:

- At snack and lunch playtime, age-appropriate items are to be available outside for pupils to be encouraged to play with, e.g. sports equipment, football, frisbee, etc.
- Pupils, depending on their level of verbal behaviour and cohort, to be taught during social skills lessons about the 'Stop, Walk and Talk' technique (<https://doi.org/10.1901/jaba.2009.42-747>)

Reinforcement Strategies:

- Class Friendship contingencies: Each class to have their own group contingency that promotes kind behaviour, and pupils will be getting points, moving up the ladder, gaining friendship chain links etc. – depending on the topography of the reinforcement system that the classroom has chosen to implement. Pupils who have exhibited a certain number of kind behaviours to their peers in matters of frequency will be able to gain a reward (e.g. offsite reinforcement trip).

Reactive strategies:

General reactive strategies

- The pupil immediately receives a strike.

*Note: In regards to bullying remarks **towards pupils and staff members**, if the bullying involves LGBTQIA+, sexist and racist slurs, the pupil will receive a strike immediately even if the slur is not observed to be repeated as per bullying definition due to the severity and serious social implications and stigma those slurs have in the general community*

- Record all instances of bullying on CPOMs, including the ABA supervisor and class teacher as the alerted parties, in addition to the safeguarding leads.
- Strikes involve a letter sent home by Elizabeth to inform parents that the pupil has engaged in bullying. The letter may be sent home via email instead if delivery of the letter via the pupil is problematic.
- Once pupils accrue a certain number of strikes, they lose access to the reward set by the whole class reinforcement contingency. See pupil-specific BIP for the target number of strikes before the loss of reinforcement. It must be said that pupils still access any trips for educational purposes as part of the curriculum.
- Restorative justice:

- The pupil will write a letter of apology to the affected party
- The pupil will start demonstrating kind behaviours towards the affected party
- The pupil will set their own consequences that will be restorative in nature (e.g. wanting to apologise in person, assisting and offering help to the affected party)

Note: Strikes are only to be delivered for bullying behaviour or demonstration of disproportionate retaliation that could lead or led to severe injury. They are not to be delivered for any other types of behaviour.

Data Collection:

- Any instances of bullying to be recorded on the school safeguarding system (CPOMs).
- Any instances of peer aggression that led to seclusion or physical intervention are to be recorded on an incident report form.

Signatures

ABA Supervisor: _____ Date: _____

Class Teacher: _____ Date: _____

Parent/carer: _____ Date: _____

Parent/carer: _____ Date: _____

Reviewed with Staff on: _____ *Staff to sign an acknowledgement*

