



## BALLYOWEN MEADOWS SPECIAL SCHOOL

### ANTI-BULLYING POLICY FOR PUPILS 2022

#### Key Information

<b>Review and Sanction date</b>	<b>By</b>
<b>26<sup>th</sup> November 2015</b>	<b>Board of Management</b>
<b>2017-2018</b>	<b>Interim Manager</b>
<b>7 November 2022</b>	<b>Board of Management</b>

**CONTENTS**

**INTRODUCTION**

**RATIONALE**

**AIMS**

**DEFINITION OF BULLYING**

**CYBER BULLYING**

**RELATIONSHIP TO THE CHARACTERISTIC SPIRIT OF THE SCHOOL**

**THE BEHAVIOURS OF CHILDREN WITH ASD AND THE CHARACTERISTICS OF BULLYING BEHAVIOURS**

**SIGNS AND SYMPTOMS THAT SOME CHILDREN ON THE SPECTRUM MAY DISPLAY**

**DETERMINING THE FUNCTION OF THE BEHAVIOUR**

**PROCEDURES FOLLOWING SUSPICION OF CHILD TO CHILD BULLYING BEHAVIOUR**

**STRATEGIES AND REDUCING AND PREVENTING BEHAVIOUR**

**THE TARGETED CHILD**

**BULLYING AND THE BALLYOWEN MEADOWS SPECIAL SCHOOL CURRICULUM**

**SUMMARY**

**IMPLEMENTATION OF POLICY**

## INTRODUCTION

The school staff, parents and the Board of Management of Ballyowen Meadows Special School have consulted in relation to the development of this policy.

In Ballyowen Meadows Special School we recognise that our pupils remain a vulnerable group in society and therefore are particularly susceptible to bullying. Pupils who attend Ballyowen Meadows Special School may encounter or have encountered bullying in both the community and their personal lives.

In Ballyowen Meadows Special School we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## RATIONALE

The purpose of this policy is to provide a definition of bullying and also to explain how bullying behaviour relates to children with autistic spectrum disorders. In accordance with the Department of Education and Skills "Anti-Bullying Procedures for Primary and Post-Primary Schools" September 2013 (referred to in this document as the ABPs), the procedures used by Ballyowen Meadows Special School when dealing with bullying are set out here. The Board of Management has incorporated the required elements of the Template Anti-Bullying Policy from the ABPs into the Anti-Bullying policy from Ballyowen Meadows Special School.

This anti-bullying policy operates in conjunction with the Ballyowen Meadows Special School's Code of Behaviour and together these policies recognise the individuality of each child's needs to be accommodated while at the same time acknowledging the right of every child to education in a disruption free environment.

Pupils may have difficulty understanding the effect of their own behaviours on others. If pupil's negatively affect others, positive behavior management approaches are used.

## AIMS

This policy aims to support pupils in relation to bullying in the following ways:

- To foster a school ethos of mutual and self respect
- To raise awareness of bullying as a form of unacceptable behaviour by providing a definition of bullying for the whole school community
- To create an environment in which bullying is considered unacceptable behaviour and where the whole community is willing to take positive action should it occur
- To raise awareness of the problem and to encourage vigilance in all members of the community to detect bullying behaviour
- To explain the relationship between bullying behaviour and ASD
- To provide guidance regarding the signs and symptoms of bullying
- To outline, promote and raise awareness of preventative approaches that can be used in response to reported incidences of bullying

- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- To outline procedures for noting and reporting instances of bullying behaviour
- To outline procedures for investigating and dealing with incidents of bullying behaviour
- To provide opportunities for the consideration of issues relating to bullying throughout the whole curriculum, and thereby addressing the problem through education
- To provide help and guidance for both victims and those accused of bullying.

## DEFINITION OF BULLYING

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

Deliberate exclusion, malicious gossip and other forms of relational bullying, Cyber-bullying and identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveler community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Therefore, bullying is defined as repeated aggression, whether verbal, psychological or physical, conducted by an individual or group against others. Examples of bullying include physical aggression, damage to property, intimidation, isolation, name-calling, taunting or 'slagging'. Child to child bullying, teacher to child and parent to child bullying (including a child other than their own) are examples of the areas where bullying may occur.

This policy focuses solely on bullying that involves pupils who attend Ballyowen Meadows Special School. Bullying of adults by adults is dealt with separately in the Ballyowen Meadows Special School Anti-Bullying and Harassment (Dignity in the Workplace) Policy and the Ballyowen Meadows Special School Parent School Communication Policy.

In addition, isolated instances of aggressive behaviour, which would not be described as bullying, is dealt with under the Code of Behaviour. However, when the behaviour is systematic and ongoing, it is bullying.

Bullying can be:

- Emotional                    being unfriendly, name calling, excluding, tormenting (e.g. hiding books, threatening gestures), passing on malicious gossip, excluding another child from play, social activities or class work.
- Physical                      pushing, kicking, hitting, punching or any use of violence
- Racist                          racial taunts, graffiti, gestures

- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet, such as email & internet chat room misuse
- **Mobile threats by text messaging & calls, social networking**
- **Misuse of associated technology , i.e. camera & video facilities**
- **Identity-based, i.e. focusing on someone's membership of a certain ethnicity or social group, e.g. transgender pupils, membership of the traveler community**

Bullying is usually distinguished from friendly teasing or conflict situations. Ballyowen Meadows Special School differentiates between these two;

Typical peer conflict situations involve:

- Equal power between students
- Students involved may be friends
- Negative actions don't follow a pattern
- Conflict not premeditated and no real intention to cause harm
- Followed by sincere remorse
- Interest in repairing relationship
- Both students play active role
- Students may be supported by other peers
- There is an intention to resolve a situation

Bullying involves:

- Imbalance of power between students
- No real friendship between students
- Negative actions are repeated
- Actions are purposeful and possibly premeditated
- Bully shifts blame, no sincere remorse
- No interest in repairing relationship
- Incident is one-sided
- Target is alone without peer support
- Intention is to gain power, control, or items.

Behaviours of a child with ASD may sometimes show characteristics as listed here, but may not be associated with full understanding of the impact on the recipient.

## PREVENTION OF HARASSMENT

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the grounds specified, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the traveler community.

## **CYBER BULLYING**

Due to the nature of the pupils that attend the Ballyowen Meadows Special School, we consider them vulnerable to the potential harm of cyber bullying. Cyber bullying may be defined as an individual or a group of people using mobile phones, the internet or other technologies to make recipients feel upset, threatened, humiliated or vulnerable.

There are very limited opportunities within the school day for cyber bullying to occur as pupils are not permitted to have mobile phones when in school or have access to any social networking sites (see Ballyowen Meadows Special School Code of Behaviour). However, we understand the implications and seriousness of cyber bullying and how it may affect the child. For many of our pupils, their spare time is spent on-line and we encourage parents to be actively involved in monitoring this. Young people are particularly adept at using new technology, which can seem a closed world to adults. We also advise that parents encourage their child's other interests so that they are less reliant on technology for their leisure time.

## **RELATIONSHIP TO THE CHARACTERISTIC SPIRIT OF THE SCHOOL**

The nature of autistic spectrum disorder means that children with 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 with ASD who are the recipients of such behaviours may be unable to express to communicate their aversion to such behaviours or to tell adults. This means that all staff at Ballyowen Meadows Special 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.

Ballyowen Meadows Special School uses positive behaviour management approaches in managing pupils' behaviour. The curriculum is designed to emphasise teaching through the use of positive reinforcement. Ballyowen Meadows Special School uses the principles of positive reinforcement by identifying effective forms of reinforcement and the manipulation of intermittent and other schedules of reinforcement. Pupil motivation is considered to be essential to the principles of positive reinforcement within the approaches used in Ballyowen Meadows Special School. Ballyowen Meadows Special School draws on up-to-date educational research to devise strategies to manage and minimize bullying behaviours and their effects.

## **THE BEHAVIOURS OF CHILDREN WITH ASD AND THE CHARACTERISTICS OF BULLYING BEHAVIOURS**

The pupils attending Ballyowen Meadows Special School have a diagnosis of an autistic 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 with ASD are likely to be unaware that certain behaviours are socially unacceptable.

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, for example, by demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.

Staff have a duty of care to be vigilant and alert to these behaviours. 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 class team, and also shared with other members of staff as soon as possible, particularly with those on duty during playtimes and lunchtime. Incidents of bullying with or without intent are recorded by using the Ballyowen Meadows Special School Bullying Report Form, Incident Behaviour Report Form and reported to the School Principal. It should be recorded on these forms if the child who was the target was or was not able to articulate their experiences.

The school acknowledges that there are three parties involved in bullying – those who bully, those who are bullied and those who witness the bullying. Staff bear this in mind when dealing with bullying incidences and try to support and work with all parties involved.

#### **SIGNS AND SYMPTOMS OF BULLYING THAT SOME STUDENTS ON THE ASD SPECTRUM MAY DISPLAY**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child displays:

- Increased anxiety (displayed through increasingly obsessive behaviours, hand movements, repetitive questioning and statements, or short temper)
- Reluctance or unwillingness to go to school
- Other unexplained increase in difficult behaviours
- Deterioration in school performance or loss of interest in school
- Property or possessions missing or damaged
- Unexplained bruising or injuries
- Withdrawal
- Aggression
- Seeming over-sensitive or over-reacting to minor occurrences (being 'on edge')
- Seeking revenge
- Repeatedly exposing him or herself to the same kind of bullying situation. Although the pupil may know it is a negative interaction, they may still consider this better than no interaction at all. It becomes a scenario they are familiar with and which follows a predictable sequence.

#### **MISUNDERSTANDING**

There are many reasons why students with ASD may display behaviour that appears similar to bullying, such as poor understanding of interactions and a reaction to previous social experiences.

- It might be learned behaviour that they have witnessed or used previously to gain a desired response.
- 'Cause and effect' may be the only kind of interactions they know how to initiate – the motivation behind the behaviour is unlikely to cause intentional harm.
- They may lack the skills to maintain an interaction appropriately, and have difficulty 'reading' another person's responses, so they don't realise when the other pupil is no longer enjoying the interaction.
- They may seek out interactions in an 'in your face' way, lacking boundaries.
- They may be following a 'leader's' instructions or be seeking approval or acceptance into a gang by joining in with someone else's bullying.
- They may be mimicking incidents or behaviour that they have witnessed or, of which they have been a part.
- Their behaviour might be an attempt to retaliate, without any understanding of the consequences of their own behaviour.
- Displaying Aggressive behaviour might be a strategy to avoid being bullied themselves.
- They might be feeling frustrated at being left out and want to force other students to be their friends.
- Difficulties with winning and losing.

#### **Misunderstandings and Behaviours with the Characteristics of Bullying**

It is important to remember that not all cases that look like bullying in fact involve bullying. In some cases, particularly with pupils with ASD, the situation may involve a lack of empathy or a lack of understanding. Sometimes in cases of misunderstanding, the recipient needs help to understand that the behavior of the other child needs to be seen as not intentionally hurtful. In other situations, it may be useful for a perpetrator to

understand that their behavior had the characteristics of bullying, but the teacher's response is to try and help them find more suitable alternative behaviours. In either case, each child needs help to understand.

Here are some examples of behaviours which teachers may explore when helping children to understand these situations:

<b>Behaviours with the characteristics of bullying</b>	<b>Accident or misunderstanding</b>
Someone thinks it's fun to upset you. They say things again and again and laugh when you get cross or sad.	Someone says something that they didn't know would upset you and they say sorry. They are sad you are upset.
They carry on when you ask them to stop.	They stop if you ask them to.
They take your things in order to see you get upset.	They borrow something without asking but give it back when you ask.
They kick, push, punch, or hurt you on purpose.	They accidentally bump into you or push past and then say sorry.
They mock things you say or call you names if you make a mistake.	They don't agree with everything you say but respect your opinion.

#### **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 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 with ASD may seek attention. For them, to use a behaviour directed against another child is another 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;
  - Redirection: adults deliberately diverting the child's attention away from occurring in the first place;



- 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 1.1 adult to monitor the bullying child at playtimes.

### ESCAPE

- Some children with ASD 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 the 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 with ASD emit behaviours in order to receive sensory input. For example, a child may bite another child because they are reinforced by the sense 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 or chewee tube.
  - 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 with ASD behave in a certain way in order to gain access to a tangible item. For example, a child may push a child off a swing in order to gain access to the swing.
- 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 School Principal and recorded in the relevant section of the Child's Individual Education Plan. It is important

that strategies are shared with all staff who are working with the child and also parents 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 will seek parental permission to refer the child to the Clinical team to extend the range of strategies that have already been tried without success.

If, following the implementation of recommendations made through consultation with the Clinical team, the child's bullying behaviour continues, the procedures contained in the next section will be followed.

## **PROCEDURES FOR INVESTIGATING AND DEALING WITH ALLEGATIONS OF CHILD TO CHILD BULLYING BEHAVIOUR**

In the event that a parent or a member of school staff expresses a concern in relation to bullying and a pupil of Ballyowen Meadows Special School, the following procedures will be followed by Ballyowen Meadows Special School.

### **STAGE ONE**

#### **PARENTAL CONCERN**

Should a parent/guardian have any concerns which need to be discussed with the class teacher, all staff members are more than willing to facilitate such a meeting, made only through the proper channels i.e. a phone call to the school office to arrange a convenient time for all parties involved. This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time.

As it is a serious accusation to make against a child, the school requires a signed form from a parent who believes their child is being bullied. When a parent(s) and/or child makes a complaint of a serious nature, parents will be asked to fill out a sheet over the following two weeks, naming, dating and if possible giving the time of the incident(s). Parents will be advised in writing that the alleged perpetrators' parents need to be told and may be given a copy of the form. A copy of this form may then be presented to the parent(s) of the alleged perpetrator.

#### **PARENT AND/OR SCHOOL STAFF CONCERN**

Teachers respect the need to support the esteem of each party involved in an incident. When a teacher becomes aware that a child is regularly involved in incidents he/she will start a record of such incidents. Prior to a record of incidences being kept, parent(s) will be informed in writing. Reports of bullying either from parents or staff members will be recorded by using the Ballyowen Meadows Special School Bullying Report Form.

The purpose of this record is:

- To aid memory by recording details of the incident
- For clarity in assessment of the situation
- To identify behaviour and assess frequency and seriousness of the situation
- For planning and intervention
- To support both the perpetrator and victim
- To use the basis for future discussions with the parents of both children
  
- The Class teacher will investigate and act appropriately. If the teacher suspects that bullying occurred, the Principal/Deputy Principal should be informed
- Parents of those involved should be notified and given an opportunity to discuss the matter with the teacher
- If not too serious, the situation could be monitored for a while.

- Victim and alleged perpetrator to be treated seriously and with fairness.
- If the situation is serious and is continued for a time, then the Principal will request signed parental permission from the parents of both children to make a referral for clinical services.
- Direct contact between parents of both children will be encouraged and facilitated by the school where appropriate.
- The Class teacher will continue to monitor the situation and talk to victim and perpetrator(s) periodically and speak to parents.
- The Class teacher will repeat the discussion with class(es) about rights, responsibilities, e.g. by using role play, etc.
- A record should be kept of how the matter was handled and the outcome. When the class moves on, the succeeding teacher should be informed of any problems.

#### **INVESTIGATING A REPORT OF BULLYING AT STAGE ONE**

Staff investigating a report of bullying will adopt the following:

- A calm, unemotional, problem solving approach
- Incidents are best investigated outside of the classroom situation
- Teachers will speak separately to the children involved
- Parents will be informed where it has been determined that bullying has occurred
- Once the bullying of the child has ceased, the teacher will check with the child on a regular basis that no further difficulties have arisen.

Should the action taken at this stage prove not to have resolved the issue, the staff will proceed to stage two.

#### **STAGE TWO**

- The Principal will arrange to meet with the parents of the child who is seen to be bullying and separately with the parents of the victim of bullying. In the event that a referral to Clinical Services, Psychology, has been made, then a psychologist will be invited to attend the meeting. The co-operation of parents is essential.
- The children themselves may be required to attend part or all of this meeting. The child who is bullying will be placed on report. This means that the child's behaviour in all areas is monitored by school staff during the day.
- The child has ongoing meetings with his/her teacher and together they decide on what is to be written for that part of the day. All positive behaviour, progress on work etc will be noted. At the end of the day, the teacher writes his/her own comment. The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour.
- Initially a review of the reports will be carried out on a weekly basis, in a meeting with the Principal, teacher, parents and child. If progress is being made, longer intervals between meetings may be decided upon. The co-operation of parents is essential.
- The child who is the victim of bullying will also meet with the Principal and his/her parents. The aim of such a meeting(s) will be to address the child's emotional needs and devise strategies for the child to deal with the bullying. This may involve reinforcing the programme being covered in class, or other strategies.

If the situation is not resolved, the Principal will inform the Board of Management.

### **STAGE THREE**

It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and the Board of Management. Sanctions that are implemented are aimed at encouraging positive behaviour and support the esteem of the child. However, if, following these sanctions, the situation is still not resolved, then the rules and procedures for serious misbehaviour in the school Code of Discipline will be invoked by the Board of Management. If necessary and appropriate, the Gardai will be consulted. Parents have the right to make a formal complaint if they feel that the school has not dealt with any incidents sufficiently by using the Ballyowen Meadows Special School Complaints Procedure contained in the Parent School Communication Policy.

### **STRATEGIES FOR PREVENTING AND REDUCING BULLYING**

All school staff work actively on preventing bullying and ensuring that Ballyowen Meadows Special School is a safe and positive place for all of our pupils. Our strategies include:

- Planned transition times between different activities, lessons, etc.
- School rules about bullying are very specific so there can be no misconceptions and pupils are aware of the consequences
- Pupils are taught specifically what behaviours and actions constitute being a good friend
- Identifying risk times and places e.g: playtime.
- Choosing groups and teams in lessons to prevent pupils being left out or bullied
- Examining group dynamics
- Providing positive role models and celebrating positive behaviour
- Tackling cyber bullying
- Creating structure at playtimes (designated areas for activities)
- Assigning specific positions to some children
- Allowing some children to have their own break time and lunch time
- Promoting tolerance, understanding, respecting and accommodating people's differences.
- Extended SPHE/social skills curriculum, e.g. pupils learn about their own strengths and areas where they need support, writing stories or poems or drawing pictures about bullying, reading stories about bullying, making up role-plays, having discussions about bullying and why it matters, discussing scenarios 'What if...',
- Explicit teaching of acceptable and unacceptable ways of expressing feelings, how they behaviour can affect others, calming down and self-regulating as an alternative to expressing their anger and frustration inappropriately.

- In Ballyowen Meadows Special School, we recognise children's individual achievements in the area of social interaction and reinforce them through the use of praise and rewards.
- Because of their difficulties with 'reading' social situations, students with an ASD need to be taught how to distinguish between bullying and accidents or misunderstandings e.g. using Social Stories.
- One week every year the school promotes an anti-bullying week. This will be organised by the Deputy Principal, school coordinator of SPHE. This involves addressing bullying and the effects of bullying within the SPHE lessons and links with the whole school thematic plan; Myself, Myself and Others, Myself and the Wider World. Teachers will use resources that are suitable for the individual needs of pupils in their class.
- Where appropriate a child's Individual Education Plan will contain SPHE targets aimed at establishing and maintaining positive peer relationships.
- Pupils are not permitted to bring mobile phones to school or to access social networking sites when online in school.

Pupils responsible for bullying will be helped to:

- Accept the undesirability of their behaviour and undertake that there should be no repetition of such behaviour
- Find solutions to the problem, target setting, agreements with parents.
- Accept any punishment that is considered appropriate.
- Understand that, should such repetition occur, it will result in far more serious consequences.
- Acknowledge that they are personally responsible for their choice of future behavior.
- Accept a period of reflection where the incident is considered and a means of reparation is decided upon
- Be prepared to discuss strategies with staff/parents to help them to understand & refrain from bullying behaviour in the future.

#### OUTCOMES FOLLOWING INTERVENTIONS

- The person/s displaying bullying behaviour may be asked to apologise.
- Different strategies and consequences are employed to highlight the serious nature of treating others in a negative, hurtful or offensive way.
- Other consequences may take place. Consequences are to be fair, consistent and appropriate to students' understanding.
- Consideration of exclusion would only take place as a last resort after exploration of all alternatives.
- If possible, the students will be reconciled and a positive relationship encouraged.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **THE TARGETED CHILD**

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

The targeted child will receive help and support and guidance in dealing with bullying behaviour and in becoming less susceptible to it.

The criteria used for deciding on class placements in Ballyowen Meadows Special School takes account of peer relationships in that, as far as is practical, children who do not work well together are not placed in the class together.

## **BULLYING AND THE BALLYOWEN MEADOWS SPECIAL SCHOOL CURRICULUM**

Ballyowen Meadow Special School requires all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with respect, friendliness, care and courtesy. We familiarise new staff and volunteers with our behaviour policy and its guidelines for behaviour. We expect all members of our school community to keep to the guidelines, requiring these to be applied consistently.

The staff of Ballyowen Meadows Special School is willing to work in partnership with parents. Parents are regularly informed about their child's behaviour, progress and attitudes. Staff are willing to work with parents to address recurring inappropriate behaviour, using our observation records to help us understand causes and to jointly decide how to respond.

In all work with children, school 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. The Ballyowen Meadows Special School curriculum builds on this through activities which include SPHE, PE, Music, Drama, Language and communication, Visual Arts and through the Whole School Inclusion Programme.

One week every term the school promotes an anti-bullying week. This will be organised by the Deputy Principal, school coordinator of SPHE. This involves addressing bullying and the effects of bullying within the SPHE lessons. Each class will be supplied with a teaching pack containing resources for these lessons. Through sessions and group work, pupils are encouraged to develop an ethos of co-operation and respect for everyone.

Ballyowen Meadows Special School recognise that staff and parents are important role models for 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 ASD.

## **SUMMARY**

We believe that children flourish best when their personal, social and emotional needs are met. We aim to teach pupils to behave in socially acceptable ways and to understand the needs and rights of others so that all have opportunities to develop as successful, confident and caring individuals.

## **ROLES AND RESPONSIBILITIES:**

All staff, under the guidance of the Principal participate in, and contribute to, the implementation of an effective and equitable Anti Bullying Policy for pupils attending Ballyowen Meadows Special School.

## **SUCCESS CRITERIA:**

The school evaluates the success of the policy through;

- Participation of all staff in the policy
- Feedback from all staff
- Staff satisfaction
- Parental satisfaction

**TIMETABLE FOR REVIEW:**

A review will be conducted based on the success criteria outlined, and also on an annual basis.

**RATIFICATION AND IMPLEMENTATION:**

This policy was ratified by the Board of Management Thursday 26<sup>th</sup> November 2015 and copies are available in hard copy to all parents and staff on request from the School Office. It is also available on the school website.

## BALLYOWEN MEADOWS SPECIAL SCHOOL

### BULLYING REPORT FORM

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

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**3. Source of bullying concern/report (tick relevant box(es))\***

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

**4. Location of incidents (tick relevant box(es))\***

Playground	
Classroom	
Corridor	
Playroom	
School Bus	
Dining Room	

**5. Name of person(s) who reported the bullying concern**

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**6. Type of Bullying Behaviour (tick relevant box(es)) \***

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)



**8. Brief Description of bullying behaviour and its impact**

**9. Was the child able to articulate their experiences?**

**10. Details of actions taken**

Signed \_\_\_\_\_ (Class Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

**BALLYOWEN MEADOWS SPECIAL SCHOOL**

**Incident/Accident/Medical/Substance Misuse**

**Reporting Record Form**

**Note on form completion**

Please ensure the following steps are adhered to:

1. Provide only the name of the pupil to whom the form relates.
2. Complete separate forms for each pupil involved.
3. For reasons relating to data protection and confidentiality, do not include more than one pupil's name on any form.
4. Staple together all related forms – do not leave forms unattached.
5. State only the exact circumstances and what was taking place, as witnessed by you.
6. Include clearly and accurately the date, time and location of the incident.
7. Please ensure that all sections of this form are fully completed as incomplete forms will not be signed off.

**Section A: Description of Incident**

<b>Pupil Name:</b>	<b>Class Teacher:</b>
<b>Have additional forms been completed for other pupils? (please tick)</b>	<b>Yes <input type="checkbox"/> No <input type="checkbox"/></b>
<b>Date of incident:</b>	<b>Time of incident:</b>

Which of the following does your report relate to \*: (please tick)

- Behaviour Incident  Existing Medical Condition   
Accident/Injury  Substance Misuse

\*If the incident relates to Bullying or Child Protection, please complete the relevant School Form.

**Brief Report**




<b>Seated</b>	Low Level Restriction <input type="checkbox"/>	Medium Level Restriction <input type="checkbox"/>	High Level Restriction <input type="checkbox"/>
<b>Standing</b>	Low Level Restriction <input type="checkbox"/>	Medium Level Restriction <input type="checkbox"/>	High Level Restriction <input type="checkbox"/>
<b>Child Hold</b>	<input type="checkbox"/>		

**Section B: Details of Injuries**

Was anyone suffering from physical or psychological infirmity prior to the accident/incident? (please tick) Yes  No  If yes, please give details:

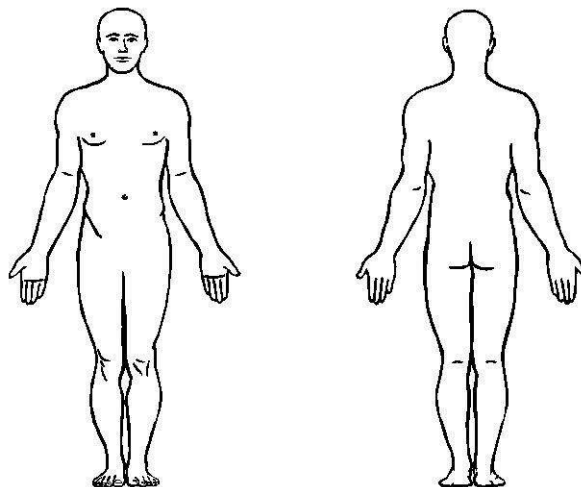
Is this a report of a substance misuse-related incident? (please tick) Yes  No

Was Medical attention Required? (please tick) Yes  No  If yes, please give details:

Outcome/result of above:

**PART 1: Pupil Details**

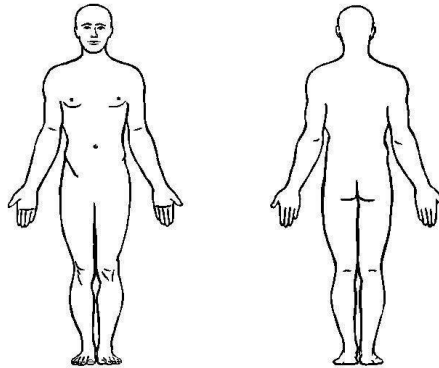
INJURY DETAILS (If Applicable)			
TYPE OF ACCIDENT/INCIDENT		TYPE OF INJURY	
Injured/damaged by a person <input type="checkbox"/>	<input type="checkbox"/>	Fatality <input type="checkbox"/>	Burns <input type="checkbox"/>
Struck by/contact with <input type="checkbox"/>	<input type="checkbox"/>	Bruise <input type="checkbox"/>	Scalds <input type="checkbox"/>
Caught in/under <input type="checkbox"/>	<input type="checkbox"/>	Concussion <input type="checkbox"/>	Injury not ascertained <input type="checkbox"/>
Slip/trip/fall <input type="checkbox"/>	<input type="checkbox"/>	Internal injury <input type="checkbox"/>	Trauma <input type="checkbox"/>
Road Traffic Accident/Crash <input type="checkbox"/>	<input type="checkbox"/>	Abrasion, graze <input type="checkbox"/>	Unconscious <input type="checkbox"/>
Exposure to substances/environments <input type="checkbox"/>	<input type="checkbox"/>	Fracture <input type="checkbox"/>	Sprain <input type="checkbox"/>
Manual handling <input type="checkbox"/>	<input type="checkbox"/>	Torn ligaments <input type="checkbox"/>	Other (please give details)
Property damage <input type="checkbox"/>	<input type="checkbox"/>	Open wound <input type="checkbox"/>	
Biting <input type="checkbox"/>	<input type="checkbox"/>		
PART OF BODY INJURED			
Head (except eyes) <input type="checkbox"/>	Eyes <input type="checkbox"/>	Face <input type="checkbox"/>	Neck, back, spine <input type="checkbox"/>
Chest abdomen <input type="checkbox"/>	Shoulder <input type="checkbox"/>	Upper arm <input type="checkbox"/>	Elbow <input type="checkbox"/>
Lower arm, wrist <input type="checkbox"/>	Hand <input type="checkbox"/>	Finger/s <input type="checkbox"/>	Hip joint, thigh, kneecap <input type="checkbox"/>
Kneejoint <input type="checkbox"/>	Lower leg <input type="checkbox"/>	Ankle <input type="checkbox"/>	Foot <input type="checkbox"/>
Toe/s <input type="checkbox"/>	Multiple injuries <input type="checkbox"/>	Trauma, shock <input type="checkbox"/>	Other (please specify)



Details of Injury Reported by Pupil (please use body maps above to illustrate location and record name)


**PART 2: Staff Details**

INJURY DETAILS (If Applicable)			
TYPE OF ACCIDENT/INCIDENT		TYPE OF INJURY	
Injured/damaged by a person	<input type="checkbox"/>	Fatality	<input type="checkbox"/>
Struck by/contact with	<input type="checkbox"/>	Bruise	<input type="checkbox"/>
Caught in/under	<input type="checkbox"/>	Concussion	<input type="checkbox"/>
Slip/trip/fall	<input type="checkbox"/>	Internal injury	<input type="checkbox"/>
Road Traffic Accident/Crash	<input type="checkbox"/>	Abrasion, graze	<input type="checkbox"/>
Exposure to substances/environments	<input type="checkbox"/>	Fracture	<input type="checkbox"/>
Manual handling	<input type="checkbox"/>	Sprain	<input type="checkbox"/>
Property damage	<input type="checkbox"/>	Torn ligaments	<input type="checkbox"/>
Biting	<input type="checkbox"/>	Open wound	<input type="checkbox"/>
PART OF BODY INJURED			
Head (except eyes) <input type="checkbox"/>	Eyes <input type="checkbox"/>	Face <input type="checkbox"/>	Neck, back, spine <input type="checkbox"/>
Chest abdomen <input type="checkbox"/>	Shoulder <input type="checkbox"/>	Upper arm <input type="checkbox"/>	Elbow <input type="checkbox"/>
Lower arm, wrist <input type="checkbox"/>	Hand <input type="checkbox"/>	Finger/s <input type="checkbox"/>	Hip joint, thigh, kneecap <input type="checkbox"/>
Knee joint <input type="checkbox"/>	Lower leg <input type="checkbox"/>	Ankle <input type="checkbox"/>	Foot <input type="checkbox"/>
Toe/s <input type="checkbox"/>	Multiple injuries <input type="checkbox"/>	Trauma, shock <input type="checkbox"/>	Other (please specify) <input type="checkbox"/>



**Details of Injury Reported by Staff** (please use body maps above to illustrate location and record name)


RESULT		
Debriefing time required	Absence Required	
≤ 15 mins <input type="checkbox"/>	No absence <input type="checkbox"/>	1-4 Days Absence <input type="checkbox"/>
≤ 30 mins <input type="checkbox"/>	Excused Rest of Day <input type="checkbox"/>	5-7 Days Absence <input type="checkbox"/>
≤ 45 mins <input type="checkbox"/>	Light Duty <input type="checkbox"/>	8-14 Days Absence <input type="checkbox"/>
≤ 60 mins <input type="checkbox"/>		14 Days Absence <input type="checkbox"/>

<b>Reported by:</b>	<b>Signed:</b>	<b>Date:</b>
<b>Witnessed by:</b>	<b>Signed:</b>	<b>Date:</b>

Reported to:	Signed:	Date:
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## Things To Remember

### Guiding Supporting Escorting

#### Principles Of Holding<sup>SM</sup>

The use of restrictive physical interventions as a last resort to manage risk behaviour and minimize harm.

#### Maintain a Supportive Stance<sup>SM</sup>

- Position
- Posture
- Proximity

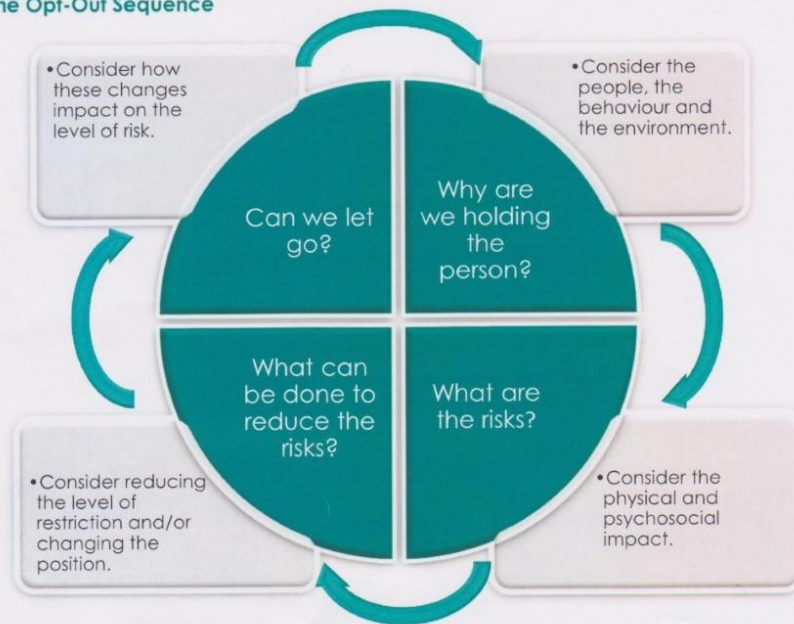
#### Gain Biomechanical Benefit

- Outside / Inside
- Limit Range of Motion

#### Procedural Considerations

The situational application of the key principles can be used in those circumstance where a physical intervention is required to manage risk behaviours as a last resort when all other non-physical interventions have been explored.

#### The Opt-Out Sequence



**Section C: Post Crisis Intervention**

	<b>Pupil</b>	<b>Staff</b>
Control – physical and emotional	<input type="checkbox"/>	<input type="checkbox"/>
<b>O</b> – the facts	<input type="checkbox"/>	<input type="checkbox"/>
Patterns – establish the trigger(s)	<input type="checkbox"/>	<input type="checkbox"/>
Investigate - alternatives	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate – future approaches	<input type="checkbox"/>	<input type="checkbox"/>
Give – control back	<input type="checkbox"/>	<input type="checkbox"/>

Outcome for Pupil			
<b>Parents Informed:</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Not applicable</b> <input type="checkbox"/>

Outcome for Staff (from debrief)			
<b>Health &amp; Safety Authority informed:</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Not applicable</b> <input type="checkbox"/>

SCHOOL MANAGEMENT FOLLOW UP			
<b>Record parties informed of incident: (please tick)</b>			
<b>Chairperson</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Not applicable</b> <input type="checkbox"/>
<b>Board of Management</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Not applicable</b> <input type="checkbox"/>
<b>Insurance Company</b>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	<b>Not applicable</b> <input type="checkbox"/>