

MAKE AMENDS CASE STUDY
ON-GOING BULLYING BEHAVIOUR IN SCHOOL
June/2023

Nature of case / Facilitators if relevant	On-going bullying behaviours and social interactions that occur day-to-day between both parties.
Demographics	Both children attend a school for young people with various special needs. The two pupils we worked with and supported through the RJ process have moderate learning difficulties, both diagnosed with ADHD and Autism.
Narrative around situation	Both pupils were in daily conflict which was causing stress and alarm amongst other pupils and teachers. One student would get triggered by the other and he would swear and be violent to the harmed party. Teachers didn't know how to manage the situation and therefore a first referral from them was sent to Make Amends.
Organisations involved	School and Make Amends
Risks	Both boys had moderate learning difficulties, therefore it was important that they were mentally capable of going through the process.
RJ interventions provided and outcomes	The suitable RJ interventions that were used were shuttle mediation and ground rules. Both pupils understood what was wrong and right. We went through the 5 steps and incorporated user-friendly workshops with the children. It became apparent after a few sessions that the harmer didn't understand body language. The trigger was that the harmed stared at him and this would trigger harmer as he thought it was aggressive, but after successful shuttle communication the other party allowed us to share with him that in fact his eye movements was part of an anxiety sign. This was a huge moment for the harmer, and he felt remorse and understood the effects of anxiety, the harmer became empathic and caring and wanted to share this with the harmed party. The difference this had made is huge. The Harmer now meets the harmed at the school gates and walks him to his classroom which is something that was initiated by his own accord. Since the process there hasn't been any violence or aggression between the parties. The harmer now understands the harmed party and now understands that certain actions are due to him being scared or having anxiety moments.



Required Action/Support	We have worked with the school with this process and the teachers have been made aware of the ground rules that the boys have set.
Learning from experience/case	<p>This case was challenging due to the complex needs of both clients, we had to think outside of the box for the RJ process to work. We had to incorporate child friendly approaches suitable to both of the children's capabilities, for example utilising more non-verbal tools and communication, and it worked well.</p> <p>It was challenging at times, we had to be patient and do short 20-minute sessions but was successful.</p>
Feedback from harmed, harmer, relative, professionals, RJ Facilitator	<p>The referrers feedback on impact for the boys has been positive:</p> <p><i>“It was a really good experience for both of them... They now have more positive social interactions with each other (understanding that the behaviour was not an actual threat) and wider (understanding that everyone is different and has their own ways).”</i></p>

