

Act quickly: children with learning disabilities may have difficulty remembering/recounting what took place

It is important for a school to respond quickly to any reported bullying incident, but more so for young people with learning difficulties. The young people concerned may also need additional resources to support the process of recounting and relating the event.

The resource pack supporting this tool was created by the East Sussex Anti-Bullying Team. It consists of guidance for staff and supporting printable worksheets, aimed at helping SEND learners identify the distinction between relational or one-off events and bullying, recounting the event, a simple structure based on restorative approaches to guide dialogue, and a simple well-being diary to record feelings after the incident.

QUICK WIN or MEDIUM / LONG TERM?	QW- quick win QW	SOCIAL CONTEXT V- relating to the victim  
PHASE	ALL ALL	
WHAT YOUNG PEOPLE SAY	"We want to know where to go and who to speak to if bullying occurs..."	
WHAT PARENTS SAY	Investigations have been reported to take weeks and months, during which time the child may continue to be bullied, or be excluded from activities. This leaves parents feeling 'in limbo' and as though nothing is being done. It is important that some tangible action or investigation is seen to happen.	
WHAT RESEARCHERS SAY	Highlighted in case studies as effective practice	
COST RESOURCE	Identified staff would need to prioritise SEND victim support- time implications	
RELATED STRATEGIES		

LINK TO RESOURCES

[Reporting and Recording SEND Bullying 1](#)

CASE STUDIES