Group approaches to reducing SEND bullying

Acknowledgements

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The power of working with groups

This section outlines a number of anti-bullying approaches that can be used with children and young people with SEND who are unable to access the one-to-one sessions.

Where traditional disciplinary approaches or sanction may sometimes be appropriate depending on the nature of the incident, increasingly schools and other youth settings are using alternative approaches to bullying that encourage a positive change in the motivation of the young person who has bullied, and support for the target of the bullying.

The primary aims of such approaches are to:

- **Prevent, de-escalate and/or stop any continuation of harmful behaviour.**

- **React to bullying incidents in a reasonable, proportionate and consistent way.**

- **Safeguard the young person who has experienced bullying and trigger sources of support for them.**

Such approaches should be viewed within the wider context of aiming to develop and embed an ethos of support and friendship for all vulnerable children and young people, where children and young people understand the responsibilities of the bystander in preventing incidents of bullying and supporting those vulnerable to bullying behaviour. This would include opportunities to discuss prejudice and challenge negative attitudes.

There are a number of support group approaches that have been found to work particularly well with children and young people with SEND: the two that will be described in more detail here are "the Circle of Compassion" approach, the "Circle of Friends" method and the "Support Group" Approach.

It is critical that the parents of all young people involved are contacted, and the approach that is being taken is explained. All too often there is confusion, and feelings that "the school is doing nothing", if parents are not fully informed.

WARNING

THE MATERIALS PRESENTED HERE ARE FOR ILLUSTRATIVE PURPOSES ONLY.

If any of these approaches are to be adopted in your school, it must be accompanied by staff training, development and support from appropriately skilled, accredited and/or trained staff.

For advice and guidance regarding training, contact:

Achievement for All 3As by email: antibullying@afa3as.org.uk

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CIRCLE OF COMPASSION (adapted from Coloroso 2003)

The Circle of Compassion approach can be particularly helpful in supporting children and young people with Autistic Spectrum Disorders (ASD) who are vulnerable to bullying behaviour.

Parents and teachers of children with ASD (or any bullied child) should sit down together to identify children in the classroom or community who can take the role of possible defenders. Teachers should enlist the parents' help to show active support to these children for courageous and compassionate behaviour.

Teachers should then take these children aside as a group and let them know that their proactive behaviour and empathy has been recognised, and that you would like to enlist their help in supporting (protecting) certain children from bullying. Giving the defenders and possible defenders attention strengthens their position, gives them direct access to each other, and lets them know that the adults will support them if they ask for help in supporting and defending a targeted child.

Next, with the group of identified defenders try and come up with a specific list of possible bullying situations for each targeted child, and discuss specific steps that they can take in each situation. The children may bring up actual incidents that have taken place but which are unknown to you; you should be prepared to be sensitive listeners without taking control of the discussion.

These children need to gain ground in their alternative leadership roles. Practicing leading discussions on these issues and creating their own action plans helps them to stand up to young people who are bullying, who are often acknowledged mainstream leaders in their peer groups. Some instances of potential bullying may provide special challenges. The following is an example taken from actual events.

"Children discussed how bullying often occurred on the playground that was farthest from the school building. Teachers very rarely walked all the way over to this farthest playground, so the young people who were bullying were able to torment children out of the sight and hearing of the teachers.

"All the children believed that if the teachers learned of persistent bullying on this playground, they would make it off–limits during play and lunch time; none of the children wanted this outcome, because this playground had some of the most interesting play structures (in addition to freedom from teacher oversight).

"This consideration thus hampered and constricted the defender children from taking direct action to stop the young people who were bullying. Several of the possible defenders then brought the situation up privately with a sympathetic

*teacher who they felt sure would protect the confidentiality of the students'
problem, and their concern over losing rights to that playground.*

*The teacher and the
students came up with a
plan. Since there were
several possible defender
children in the group,
and they usually played
together, at the onset of
any bullying behaviour,
one of these children
would run to get the
teacher,   while the
other defender children
would do their best to
keep those doing the
bullying at bay. They
agreed to use several
tactics, ranging from
delaying the person who
is bullying through verbal arguing, to defending the child targeted by standing
directly between him or her and the person who is bullying.*

*Obviously, this scenario would only work if the teacher responded quickly and
consistently each time. But after the discussion, the students felt confident that
they could trust this teacher to support them. Bullying on the distant playground
decreased substantially as a result."*

When children, who act as defenders, and those who would like to, know their
mission is acknowledged, they can form a ring of courage and compassion around
the targeted child, and prevent bullying from occurring. Once activated, the
children with this kind of bravery, if supported by peers and teachers, can change a
climate of hostility and fear to one of peace and safety.

Encouraging and supporting the defender children offers indirect but powerful
support to the bullied child, whether he or she has Asperger's or not. The child
becomes more confident, learning that others will defend him or her.

CIRCLE OF FRIENDS

'Circles of friends' originated in North America as one of a range of strategies to promote the inclusion into mainstream schools of students with disabilities and difficulties.

Until recently this technique was used mainly by primary schools, although it can also prove an effective anti-bullying strategy in secondary schools. Also known as 'circles of support', the approach provides emotional support to vulnerable young people who may feel isolated and rejected by their peers.

Young people are trained to befriend and support other young people identified as vulnerable to bullying, and one of the strengths of the approach is that it also supports those who bully as a result of feeling isolated and rejected themselves.

The approach teaches children and young people to empathise with peers who are feeling socially excluded and to look at how this might have been linked to their own behaviour. As well as benefiting the person for whom the circle of friends was set up, it provides all participants with a creative way of forming positive relationships with their peers. This is important, as there is evidence that children and young people find that having friends is one of the best ways to prevent or deal with bullying.

What follows is intended to provide practical help and guidance to anyone planning to set up a 'circle of friends.' Please use specialist trainers if you wish to implement this strategy.

Introducing 'circle of friends'

When a circle is established a group of volunteers meet regularly with the 'focus child' and an adult facilitator.

The circle acts as a resource to suggest strategies and set targets to deal with difficulties that have been jointly identified by the members of the circle and the focus child.

Setting up a Circle of Friends

In setting up a 'Circle of Friends' there are a number of stages. These consist of:

- Explaining about 'Circle of Friends' and getting permission for involvement from school staff, parents and the 'focus child'

- Talking to the whole class or tutor group to recruit volunteers

- Starting and continuing with the circles

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Getting the sequence right

A hierarchy of co-operation and consent is required in order to successfully establish and run a circle. In order to reduce the risk of needlessly investing time and the danger of raising and dashing hopes, we would suggest the following sequence of negotiation:

1. Headteacher/Head of Department
2. Parents of the child needing support.
3. The child needing support.
4. Prospective circle members.
5. Parents of volunteers selected

Contacting the parents of the child needing supporting

You should consider that a personal approach to the parents of the child is essential. They need to know clearly what is entailed and to have some realistic idea of possible outcomes. In this respect the term 'circle of friends' is rather misleading in implying that friendships can simply be created by seeking volunteers in this fashion.

Discussion with the child needing support

A circle can only be set up and run with the free and informed consent of the child needing support. This is an easy principle to state but careful (and subjective) judgement   is required in practice. Consent is dependent on the information provided by the adult   and this has to be done in a way which makes it as accessible as possible to the particular   child. Ready agreement by the child may be based on fantasy about what the circle can   offer and what the experience will feel like. Equally, refusal to participate may be based on   similar grounds or may be a momentary reaction to the prospect of missing a lunch time.

Parents of circle members

Particularly in view of the involvement of outside agencies it maybe necessary to provide   information to the parents of volunteers and to seek their consent. After discussion   with the Headteacher you may wish to operate on the basis of what is termed 'negative   consent'. Where a standard letter was sent to the parents of volunteers giving some background information and inviting them to contact the Headteacher with and concerns or questions: consent was presumed if the school did not hear from the parents.

SESSION 1 RECRUITING VOLUNTEERS - MEETING THE FOCUS CHILD'S CLASS

Preparation and planning

The first session with the whole class may have the potential for making a major impact on peer attitudes to the child needing support, regardless of the subsequent establishment of a circle. A full hour maybe necessary to get best value from this session   and that some suspension of the usual adult-pupil relationship is required.

In this situation it is essential for the adult to establish a spirit of shared responsibility, to emphasise that the class is being invited to help (both the child who needs support and the adult) and to respect the feelings and suggestions expressed.

Eliciting the positives

Consistently classes have shown great insight and creativity in identifying the positive   attributes and behaviours of the child needing support. Almost always the list was longer   and more diverse than might have been predicted and the process of 'giving credit'   in this way also seemed to facilitate the more difficult task of discussing the focus child's   difficulties.

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Listing the difficulties

The key to the process is the adult's concern to seek information openly, fairly, and non-judgmentally. The most obvious trap to guard against is that of being drawn into an alliance with the class, based on shared disapproval/indignation, so appearing to team up against the child needing support

In practice the class members often show a remarkable perceptiveness in identifying the child's difficulties (for example, in the case of autism, often recognising core features of the medical condition) and significantly improved acceptance and understanding of the child. The important ingredients in bringing about these changes seemed to be as follows:

- It was clearly important (and sometimes a relief) to be able to give voice to concerns about the child, and to have these acknowledged.

- The fact that these concerns were taken seriously by an adult (and shared with other class members) in some way validated these feelings - they were not just idiosyncratic and purely personal reactions nor a manifestation of "nastiness" in the child voicing the concern.

- The fact that "it's not just me" seemed to allow some youngsters to take the behaviour of the focus child less personally and engage in less blaming

- This is turn helped shift perceptions of the focus child and the way that responsibility was attributed: less "bad" or "mad", and more trying to cope with difficulties.

Selecting the volunteers

The favoured method for requesting volunteers in confidence is to give the whole class slips of paper and ask them to write their name on this with a 'yes' if they were interested in volunteering or a 'no' if they were not. This should happen at the end of the whole class talk to catch the enthusiasm built up during the session. Explain at this point, that there might be too many volunteers as only 6-8 were required, but that those who are not initially involved would be placed on a reserve list. It should also be stressed that if a volunteer did not wish to continue being a member of the 'circle' then they could easily leave. The responsibility for selecting the 6-8 volunteers who would become members of the 'circle' was left with school staff. However, we did suggest that the group was balanced between children who were very able and those who had some difficulties.

The whole class meeting - recruiting volunteers.

(1) Introduction
    a) Explain your involvement with child being supported.
    b) Explain your interest in how youngsters get on with each other and how they can help each other

(2) Ground Rules a) Listen to each other. b) Treat each other with respect

(3) Need to talk about child or young person
    a) Emphasise this is unusual (to talk behind someone's back)
    b) Explain that the young person knows this is happening.
    c) Reason is that we need your help to think about ways in which we can support/help child or young person. Stress need and value of their insights.

(4) Need for confidentiality (explain)
    a) No references to who said what about who.
    b) Emphasise that adults are also bound by this confidentiality.

(5) Listing positives
    a) Before talking about difficulties, focus on positives – good at …, nice things about …   what the child or young person does well
    b) List all contributions on a flip chart.

(6) Difficulties
    a) Explain you've heard about some but probably not all.
    b) Ask for descriptions of behaviour – list.
    c) Describe sort of person she/he is – list.

(7) Discussion of friendships
    a) Display diagram (below)
    b) Introduce the circles.
        (1) Me – You.
        (2) People who you love and who love you.
        (3) Friends/acquaintances
        (4) People whose job it is to be in your life.
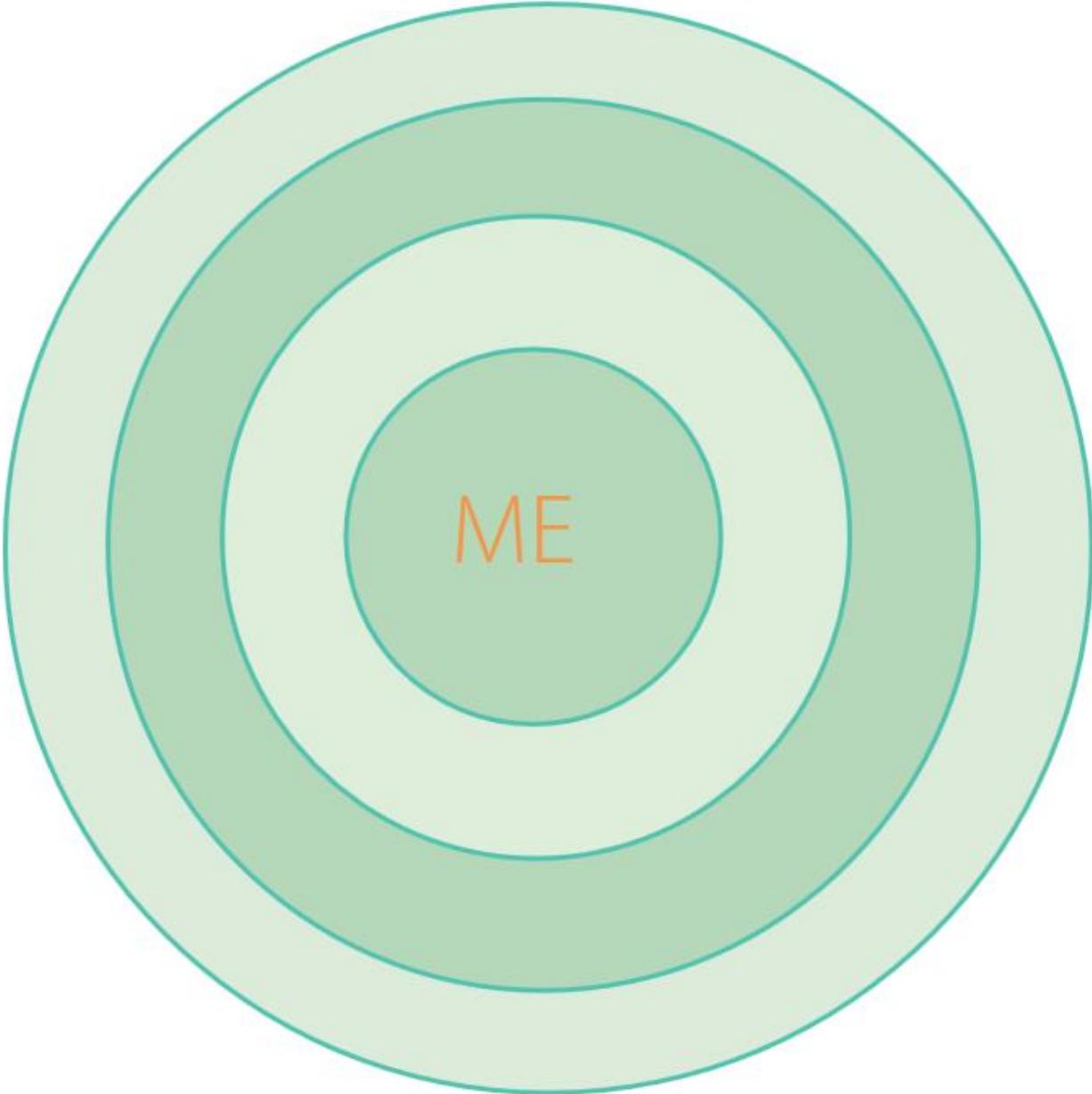   c) Ask for a volunteer and fill in his/her circles on the flip chart. They can ask class members for help/ideas.

(8) What would it be like if...
   a) Circle 2 and 3 had no people or only one or two in it.
   b) How would it feel – list.
   c) How would you behave – list.
   d) Compare to flip chart from (6).

(9) What's involved...
   a) Explain that you've heard about an idea called 'Circle of Friends' and you are looking to set up a group which will help with 'N's' difficulties.
   b) Explain what would be required e.g. meeting at lunchtime once a week.
   c) Explain that only 6/7 will be involved
   d) Pass out small pieces of paper. Ask them to think about whether they would like to volunteer, then to write their name on the paper with either a yes or a no. Stress confidentiality and 'no pressure'.
   e) Explain not everyone will be able to do it but it may need new people in the group at later date. However everyone can take responsibility for helping.
   f) Send letter home to all volunteer's parents, explaining about it.

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ME

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SESSION 2 FIRST MEETING OF THE CIRCLE

House keeping
The first meeting of the circles are often awkward, and some of the children needing support might be anxious or over excited by the process. Low key but efficient preparation is needed to ensure that accommodation and time is available, that the group get off to a prompt start and that disturbances are minimised.

Ground rules
For obvious reasons the first meeting is to set the ground rules and establish a style of working.

Building relationships
The first meeting is also the starting point for the special relationship between the circle and the child needing support. The motivation of the circle to help needs to be harnessed and heightened and the child needs to hear the acknowledgement of his or her strengths - as well as engage with the group in identifying difficulties which need to be worked on.

These are reported back from the whole class discussion as the 'child' was not present at that. As far as possible the 'child' and 'circle' need to be engaged in a shared responsibility and purpose whose ultimate goal is to help the focus child in day to day situations.

The first meeting of the Circle
(1) Introductions

(2) Re-state ground rules
>   a) Listen to each other
>   b) Treat each other as we would like to be treated

(3) Reminder re: aims
>   a) Work with N to help him/her make friends
>   b) To help N identify and sort out difficulties
>   c) To support each other in helping N

(4) Ask each to state reason for wanting to be in group

(5) Ask group to list positives (point out that N didn't hear what was said at 1st session and ask N to add any to list)

(6a) If N has behaviours that lead to social problems... and that be re-modelled and changed with help and support: Ask group to list things N needs to work on
>   a) Ask for descriptions of behaviours
>   b) Turn each aspect of the problem behaviour into a positive target, describing what N should be doing rather than not doing

c) Ask N to add to any of lists
d) Talk about what would be different if N achieved these targets – for him/her and for others

(6b) If N has a medical condition/disability that cannot be changed: Ask group to list things that they can do to support N

(7) Introduce problem solving
a) Explain need to work on 1 or 2 targets at a time
b) Ask group to decide which target(s) including N in discussion. Suggest that it may be   best to start with something quickly achievable
c) Think of possible ways to get to the target
d) Select jointly and help group spell out steps
e) Agree responsibilities and boundaries (what can N do? What can the group do?)
f) Emphasise realism about speed of change, set-backs etc.

(8) Agree name for group

(9) Arrange next meeting

Subsequent meetings of the Circle

(1) Warm up/settling in exercise (ideas)
a) "Warm fuzzy" comments (around circle)

(2) Good news
a) Ask for any situation involving N which went well (involving or witnessed by the members)   - get detail as to what N said or did, or what happened to N   - explore how participants felt
b) Ask for any success in working towards targets

(3) Bad news
a) Discuss any blockages in steps towards target
b) Re-think solutions
c) Any other problems

(4) Target setting
a) Maybe more of same, different means to same end, or a new target
b) Re-think solutions (if not already done in 3b)
c) Plan detail and agree responsibility and action.

FACILITATING CIRCLE TIME- Some guidance for staff leading the process

Stepping Out and…

A central feature of circles of friends is that they are about peers supporting peers. The adult's role is to facilitate rather than control or lead this process. The natural instinct to teach, direct and protect is something which may need to be held in check and used with discretion if the participants are to assume maximum responsibility and co-operate creatively. A number of tactics helped in this process.

A model "agenda"
At the outset, circle meetings should be structured around a simple framework. At the   core is a problem solving routine but the sequence of discussion points and content is   intended to help the process and sustain the motivation of all involved parties. But circles   may gradually evolve a format of their own where circle members are able to contribute   their own "good news" and "bad news" and to receive peer recognition and support.

Allocating roles
In addition to a simple framework for conducting the meeting, in some circles it might be helpful to allocate clear roles (and rotate these meeting by meeting) e.g. a chairperson, in order to strengthen the ground rules about speaking and listening. This   also helps to involve all circle members and even out levels of participation.

Pre-requisite skills
The circle has to operate as a group, coming to joint decisions and courses of action. This involves complex social, emotional and intellectual demands and can be a great challenge for younger children in Year 3 and 4. Experience of group based, co-operative discussion work, using approaches such as circle time, would clearly form a good foundation for participation in a circle of friends.

…Stepping In

The level of active intervention and guidance which is needed at any point in a particular circle is a matter for individual judgement and constant review.

The adult does retain responsibility (and power) for determining the overall boundaries and direction of the   circle and for the well-being of the participants.

New skills
Participants in the circle may require skills which individuals lack or which are intrinsically   difficult. For example, the challenge of providing constructive criticism, whilst sustaining   the relationship is one which is hard for most people and one which a number of circle   members were aware of struggling with.

Providing personal support

The dynamics of a small group mean that emotions and reactions can be intensified, particularly when the issues being dealt with are personal. On occasions very strong and negative reactions can be expressed by those needing support towards specific members of the circle. These individuals may need support in dealing with their own sense of responsibility and their own reactions to hurtful remarks and situations.

Taking control

You will need to remain mindful that the group process can develop in unexpected and unhelpful directions. In such circumstances an adult will need to resume direct control, identify what is happening and re-negotiate the direction and goal of the circle.

KEEPING THE CIRCLE MOTIVATED

For some members of circles the act of trying to help another person is its own reward, and in the longer term it is hoped that a more balanced, mutually rewarding relationship can develop. In the medium term, or where a 'self-sustaining' relationship does not emerge, circle members can feel that the enterprise is a one way street - all 'give', and little 'get'. A number of strategies can help in sustaining motivation:

Recognition

It is important that all members of the circle (including the child being supported) receive recognition and encouragement for the efforts they make. The fact that they may sometimes feel they are getting nowhere, or are receiving no thanks from the child being supported, needs to be openly acknowledged. The circle's long term willingness to stick with the child may carry a vital message for that child: in the longer term its impact may be as powerful as the specific skills and strategies targeted by the group.

Attainable targets

Circles sometimes set themselves extremely ambitious targets - and manage to achieve them. Achieving targets and seeing change and progress in the circle child seems to be a major source of satisfaction. On occasions the adult may need to intervene to help the group set realistic and attainable targets. The adult may also need to help the group negotiate with school staff to ensure that their chosen strategies are acceptable and supported.

Meeting the circle members' needs

In some circumstances it may be appropriate for the circle to meet without the presence of child being supported. This seems particularly useful where the child is giving relatively little back to the group or actively rejecting their attempts to help. Finally, it is important for the facilitator of the circle to allow the circle to evolve in its' own way whilst keeping sight of the original aims.

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An introduction to Circles of Friends - a staff guide

These brief notes will give you some background information and an idea of what would   be entailed in setting up and running a Circle of Friends in your school.

1. Circles of Friends originated in North America as one of a range of strategies to encourage the inclusion of children with disabilities into mainstream settings. Circles have been used to support children with a wide range of disabilities and have also been used in the community.

2. A circle usually consists of 6-8 volunteers (most often from the same class or tutor group) who meet regularly (usually weekly) with the child and an adult. The circle has three main tasks:
- To offer encouragement and recognition for successes and progress;
- To identify difficulties, set targets and devise strategies for achieving targets;
- To help put these ideas into practice.

3. Setting up a circle includes the following steps:
Gaining the support and   agreement of the child you wish to support and his or her parents.
- A meeting with the whole class (which the child does not attend) aimed at recruiting volunteers, which takes roughly 30-40 minutes
- Informing the parents of volunteers and gaining their agreement to their children's participation
- Weekly meetings of the circle, the focus child, and an adult facilitator (taking 20-30 minutes).

An introduction to Circles of Friends - a parents' guide

1. What is a 'Circle of Friends'? A circle is a group of 6-8 youngsters who have volunteered to meet regularly with your   child and a teacher (usually this is for 20-30 minutes per week).

2. What's a Circle for and what happens? The circle has 4 main aims:
- To create a support network for your child
- To provide your child with encouragement and recognition for any achievements and progress
- To work with your child in identifying difficulties and coming up with practical ideas to help sort out these difficulties
- To help put these   ideas into practice.

The adult is there to help the circle, but the work is done by the youngsters with your   child - coming up with ideas, trying things out, reporting back. The circle can't provide instant friendship - but we hope that it will help your child to   build closer and better relationships with other children.

3. How will it be set up? The members of your child's class would be asked if they are interested in volunteering   to be in the circle. Your child's teacher or other member of staff will explain to them what   this involves - usually this is best done when your child is not actually in the room. We almost always end up with more volunteers than we need and selection will be   carried out by those who know the child and those wishing to become volunteers. The   group then meets regularly with an adult.

4. Will it help? Obviously we can't guarantee this. However, Circles of Friends have been used quite widely in North America and are increasingly being used in this country.

Initial evaluation of its use with youngsters with, for example, autistic spectrum disorders who are vulnerable to bullying is positive.
- Children at the centre of the circles have shown improved behaviour and less worry about mixing with their classmates
- The volunteers have been very good at coming up with creative and practical ideas.
- Most volunteers have been keen to continue their involvement
- School staff have found them very worthwhile.

Please contact _____if you would like to discuss 'Circles' in more detail or if you have any questions or concerns.

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Support Group Approach to Bullying (adapted from Robinson & Maines: 2000)

Developed by Barbara Maines and George Robinson, the Support Group Approach is a non-punitive, problem-solving approach based on the belief that punishing the young people who are exhibiting bullying behaviour does not end bullying.

It stresses that it is bullying behaviour, rather than the person doing the bullying, that is not liked and that the main aim of the intervention is to stop the bullying.

The approach involves setting up a small support group containing those responsible for the bullying and bystanders.

It aims to get all members of the group to take responsibility for their behaviour and its consequences and to make a commitment to joint action, which will result in an end to the bullying and provide support for the bullied pupil.

When bullying has been observed or reported the following steps can be taken:

Step one: Interview with those being bullied. When the adult finds out that bullying has happened they start by talking to the person being bullied about their feelings. The adult does not question them about the incidents but does need to know who was involved.

Step two: Convene a meeting with the people involved. The adult arranges to meet with   the group of young people who have been involved. This will include some bystanders or   colluders who joined in but did not initiate any bullying. We find that a group of six or   eight young people works well.

Step three: Explain the problem. The adult tells them about the way the person being   bullied is feeling and might use a poem, a piece of writing or a drawing to emphasize his   distress. At no one time does she discuss the details of the incidents or allocate blame to   the group.

Step four: Share responsibility. The adult does not attribute the blame but states that   they know that the group is responsible and can do something about it. 'Each member of   the group is encouraged to suggest a way in which the person being bullied could be   helped to feel happier'

Step five: Ask the group for their ideas. Each member of the group is encouraged to   suggest a way in which the person being bullied could be helped to feel happier. The adult gives some positive responses but they do not go on to extract a promise of improved behaviour.

Step six: Leave it up to them. The adult ends the meeting by passing over the responsibility to the group to solve the problem. The adult arranges to meet them again to see how things are going.

Step seven: Meet them again. About a week later the adult discusses with each young person, including the person who was being targeted, how things have been going. This allows the adult to monitor the bullying and keeps the young people involved in the process.

Concluding remarks

What do you do if there is a serious incident of violence?

When a young person seriously assaults another young person **the usual sanctions must be applied**, even calling the police if appropriate. This does not mean that the 'no blame approach' cannot be tried as well since the particular incident of violence would not be discussed.

The issue addressed is the misery of the person being bullied and how that might be alleviated.

Surely you need to know exactly what went on?

Think carefully about the level of detail that is required before responding to a bullying incident. But always, always, always take the perceptions of the young person who has been bullied as the starting point for any investigation.

Sometimes attempts to take accurate accounts about the events are likely to stir up further disputes, to increase hostility towards the young person being bullied and to waste a lot of time because the 'truth' may be hard to find and may vary from one person's perspective to another.

Bullying is a complex process and you are not likely to discover all its ramifications and certainly not all its causes by intensively questioning the participants.

What if only one person who is bullying is identified?

We believe that it is very rare that bullying takes place in real isolation - there is nearly always some knowledge and even consent from a group, even if they disapprove and refuse to join in.

Secretive bullying of one person by another is rare and hard to discover but if it is revealed then the 'support group approach' might still be tried.

A peer group could be given the opportunity to help put things right, even if they have not been involved in the unhappiness.

What about young people that provoke bullying?

Some young people with SEND may display behaviours that appear   to encourage bullying from their peers (e.g. the provocative "victim").

Any young person who has poor social and friendship skills or who is very unassertive should be offered help and support in order to learn appropriate social interaction. This should not be implied as a responsibility to stop the bullying for themselves.

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When the group convenes to discuss the plight of the young person being bullied someone may suggest that he or she is encouraged to behave in a different way ... 'we could ask her/him to stop...' That is fine as long as the group take the responsibility to help her/him and the changes are within her/his ability.

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ROBINSON, G. and MAINES, B. (2000) Crying for help: the no blame approach to bullying. Lucky Duck Publishing Ltd.

Help us improve this resource

If you have ideas or suggestions that would improve this resource, such as alternative statements, or adaptations to make activities more affective with younger/older learners, or in the context of specific learning difficulties, we would really welcome your suggestions and comments:

Please contact **antibullying@afa3as.org.uk**

ABA Information Hub: www.anti-bullyingalliance.org.uk/1198

SEN and disabilities: developing effective anti-bullying practice: A programme of work, led by the Anti-Bullying Alliance and funded by the Department for Education, to reduce the incidence and impact of bullying of children and young people with SEN and/or disabilities in schools.