

## Support after a bullying incident

### Acknowledgements

This resource is reproduced with the kind permission of East Sussex County Council Anti-Bullying Team, from their Practitioners' Toolkit: *Responding to bullying of children & young people with special educational needs and disabilities*.

### Background- the importance of communicating about bullying

All too often, a bullying incident is dealt with, and little follow-up occurs afterwards.

The **same bullying behaviours can re-appear almost instantly**, making the young person who is being bullied feel more helpless and distressed than before, and unwittingly empowering the young person/people who are bullying to continue unabated. Issues could escalate, leading to all parties (young people, their parents, other responsible adults) losing confidence in the systems and processes that have been implemented.

**Young people with SEND who are being bullied make it clear that schools should openly communicate about bullying more**, and that this should include communication with the young people who are exhibiting the bullying behaviour as well as the young people who are being bullied.

**Parents of learners with SEND are equally clear:** Communicate with them too! This would help solve the distrust that could occur particularly when non-punitive approaches are being adopted to deal with low-level bullying incidents. It helps all those involved to feel that they are working towards a solution, even when this takes time.

Developing good communication applies to all people involved, that is, between parents and school, between pupils, and between parents of the child suffering the bullying and those carrying out the bullying acts.

Here are some simple guidelines.

## Support after a bullying incident

- 1. Each individual's suggestion for making amends can form part of a 'contract' which can be monitored at regular intervals**

Agree a review date. Make sure all parents involved know this will happen. There need not be any joint meetings between the child who has been bullied and the child/children who are bullying. But ensure all parties know that follow-up monitoring is going to take place.

- 2. There should be a follow up meeting to check on how things are progressing. It is a good idea to make short notes on this meeting**

These notes need not be extensive, but it is evidence should problems re-occur or escalate.

- 3. All records of the incident, including the child's or young person's 'contract', should be filed and updated if necessary. This is particularly useful where parents need to be notified.**

Good practice, for reasons given above.

- 4. In order to help the young person feel safe and for you to monitor the situation ask the young person who has been bullied to fill out the 'checking in diary' (see "Checking in Diary") with an adult every day.**

It is important that young people who struggle to communicate are supported fully to keep this record.

This is especially important if a young person's condition makes it difficult for them to remember any agreements regarding behaviours, or remember that a bullying incident happened in the first place.

Monday

Tuesday

Wednesday

Thursday

Friday

- 5. Where a young person has difficulty in communicating, or finds it particularly difficult talking, to an adult in person, you might want to think about asking them to do a blog each day or send you an email outlining how the day went. Ensure that the parent or carer also has access to the on-line blog or emails.**

Some young people with SEND are incredibly passionate about their independence, and moving towards independence. Even though they may have been bullied, they may feel strongly about having regular meeting after an incident.

If this is the case, such an approach as outlined above will help all parties to work together to ensure that the chances of bullying occurring again are reduced.

- 6. Be sure to get the child or young person to highlight the positives and not just the negatives.**

This is so important. Increased well-being leads to increased progress and achievement, socially and academically.

### 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](mailto:antibullying@afa3as.org.uk)

**ABA Information Hub: [www.anti-bullyingalliance.org.uk/1198](http://www.anti-bullyingalliance.org.uk/1198)**

Achievement for All 



Funded by



Department  
for Education

**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.

Monday

        

---

---

Tuesday

        

---

---

Wednesday

        

---

---

Thursday

        

---

---

Friday

        

---

---