

STRATEGIES TO REDUCE THE IMPACT AND INCIDENCE OF SEND BULLYING

ABA-AFA-13-006

Listen to both sides... including the learner who is bullying

It is interesting to note that both learners with SEND and their parents have expressed a need to understand the the young person who is bullying as well as dealing with incident. It is possible that the behaviours of the child/YP who is being bullied could have directly or indirectly triggered a series of incidents*. It is possible that the child/YP who is bullying has SEND issues themselves. Good restorative approaches, used early in the process, can dramatically reduce the chances of reoccurrence.


**Effective pre-emptive action would be for a classroom teacher to prepare other children for learners with SEND who are coming into their class (e.g. "Please understand that Jamie sometimes makes involuntary noises because of his disability").*

LINK TO RESOURCES

[Restorative Thinking \(good definitions and descriptions for schools\)](#)

[Changing Bullying Behaviour \(Ca USA\)](#)

[Changing Bullying Behaviour \(Norfolk Schools\)](#)

COMMUNICATE		
COMMUNICATE- Listen to both sides		
QUICK WIN or MEDIUM / LONG TERM?	QW- quick win QW	SOCIAL CONTEXT B- relating to CYP who bully B 
PHASE	ALL ALL	
WHAT YOUNG PEOPLE SAY	The bully needs support as well as the person being bullied. Opportunity to talk and agree, in partnership, the appropriate response to a bullying incident.	
WHAT PARENTS SAY	Recognise that bullies often have their own problems. Parents know that children deal with difficult situations and that their bullying may be a consequence of feelings provoked by other wider events. They want all children to be listened to and supported.	
WHAT RESEARCHERS SAY		
COST RESOURCE	Specific training and staff development required	
RELATED STRATEGIES		



For more information on the programme, visit the [Anti-Bullying Alliance](#) information hub. These resources are hosted and developed by [Achievement for All](#)

