

# STRATEGIES TO REDUCE THE IMPACT AND INCIDENCE OF SEND BULLYING

ABA-AFA-13-005

## Named person a parent can contact about bullying

Parents are keen to have a named person they can contact to report a bullying incident. Parents of learners with SEND are sometimes the first to notice mood or behaviour changes triggered by bullying. These behaviours, however, could be triggered by other factors too. Having one named person helps parents, learners and schools deal with any incident quickly and effectively.

*When a parent wishes to report a bullying incident, the point of contact (or the generic school processes) might be different to the point of contact for SEN issues. This could cause confusion and reporting/referral delays. It is more likely that a named person can triangulate evidence more effectively, and resolve quickly any issues that may be relational or have other underlying causes.*

*Good proactive practice is to include reference to reporting procedures in education plan templates for all learners with SEND. Schools may have to alter their behaviour policy and practice.*

### LINK TO RESOURCES

#### Working with Parents

A guide to dealing with bullying: for parents of disabled children

*An excellent resource for parents. Schools should consider copying this for every parent of a child with SEND*



## COMMUNICATE

COMMUNICATE- Listen to the parents

QUICK WIN or MEDIUM / LONG TERM?

QW- quick win  
**QW**

SOCIAL CONTEXT  
VC- relating to CYP are is being bullied and the community

**VC** 

PHASE

ALL  
**ALL**

WHAT YOUNG PEOPLE SAY

WHAT PARENTS SAY

Parents are the experts in their child's behaviour and disability and know when something is wrong. Parents are usually the first people to either be told about the bullying or spot the signs of it through changes in their child's behaviour. When they report bullying to the school, they want to be believed and listened to, not labelled as "causing trouble" or being "overly sensitive".

WHAT RESEARCHERS SAY

"The testimonies of parents and carers reveal that, while bullying of their children with SEN and/or disabilities is always distressing, the responses of schools can influence the extent of the damage significantly. In the minority of cases, schools were felt to be offering helpful solutions. The majority, however, felt that the responses offered were ineffective and that there was much more that schools could and should be doing." *Perspectives p.63*

COST RESOURCE

Little in the way of resources, but may need changes to policy and practice, and Support Plan proformas

RELATED STRATEGIES