

ABA-AFA-13-032

Staff training on specific/generic disability issues and needs

Increasing the understanding and awareness of the teaching and support workforce, particularly in mainstream settings with SEND cohorts or special school provision on site, is a vital component of any CPD programme.

Here are links to materials prepared especially for this programme, and other recommended materials.

Bullying and mental health: guidance for teachers and other professionals

SEN and disability: developing effective anti-bullying practice



Bullying and Autism Spectrum Disorders: guidance for teachers and other professionals

SEN and disability: developing effective anti-bullying practice



LINK TO RESOURCES

[ABA Specialist Module on Mental Health](#)

[ABA Specialist Module on Bullying and Autism Spectrum Disorders](#)

[Bullying and Tourettes Syndrome](#)
ADVICE from the National Tourette Syndrome Association USA

[ADHD and bullying](#)
Another USA-centric website, citing interesting research findings- 58% of CYP with ADHD either classified as bullying, being bullied or both, compared to 14% of CYP with ADHD

[DEAFNESS and bullying](#)
An excellent resource for professionals from National Deaf Children's Society

ANTICIPATE

ANTICIPATE- generic and specific staff INSET

QUICK WIN or MEDIUM / LONG TERM?

LT- long term

M/LTG

SOCIAL CONTEXT
C- relating to the whole school community

PHASE

ALL

ALL

C



WHAT YOUNG PEOPLE SAY

WHAT PARENTS SAY

Ensure that all teachers and staff have training in disability awareness guidance on spotting signs of bullying behaviours, techniques for managing situations as they occur; guidance on how to effectively offer support.

WHAT RESEARCHERS SAY

Positive "Interactions occurring within teaching and learning activities, teaching young people how to interact more effectively in groups and within learning context... structured learning tasks that involve genuine collaboration and interaction"
"There can exist a culture of disbelief surrounding the harassment of disabled"

COST RESOURCE

Resource and training commitment

RELATED STRATEGIES

CONTINUED...



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



Anti-Bullying Alliance have comprehensive resources on their website to support schools develop whole school approaches.

If it works for the most vulnerable children in your school, it will work for all learners!

CLICK [HERE](#) to LINK TO THE SITE

A Whole School Approach

A whole school approach to anti-bullying is cohesive, collective and collaborative action in and by a school community that has been strategically constructed with school leadership to reduce bullying and respond to it appropriately.

There is evidence that a 'whole school approach' (Cambridge Education, 2005) where the whole school community, including the pupils, teachers, support staff; parents and board of governors, are involved in confronting the issue of bullying is the most effective approach to tackling bullying in school.



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

