

Support the young person who has bullying behaviour to understand their behaviour and its consequences

The primary aim of any response to bullying behaviour, clearly, is to reduce the possibility of reoffending to zero.

Spending time with the child who has shown bullying behaviour and following the "restorative" guidelines in reviewing what happened, may help the child to understand the impact of their behaviour, its consequences, and therefore prevent re-occurrence. The process forces a level of retrospection designed to impact on feelings and emotions, and thus behaviour, whether the process directly involves the individual who has been bullied or not, and whether combined with punitive measures or not. There may be attachment issues at the root of the displayed behaviours.

The young person who has shown bullying behaviour may indeed also have special needs themselves, and the bullying behaviours be a feature of their condition (ADHD or ASD) or triggered by social pressures of their own (children with SEND who show bullying behaviour could be being bullied themselves, or join in with bullying behaviours as a protective factor), or a combination of both.

The use of non-punitive approaches must be weighed against the severity and the impact of the bullying behaviour, and the "history"/"attitude" of the child/YP who has bullied. It is clearly not an approach can that be considered for every bullying incident. However, they could bring about lasting change, and decrease the frequency of re-victimisation.

LINK TO RESOURCES

ATTACHMENT AWARE SCHOOLS A great resource from the team at Bath Spa University, with downloadable free resources prepared in collaboration with NCTL

WORKING WITH THE YOUNG PERSON DISPLAYING BULLYING BEHAVIOUR Some activities and strategies to support one-to-one counselling and behaviour change

FALSE FRIENDSHIPS

RESPOND		
RESPOND- in a graduated way		
QUICK WIN or MEDIUM / LONG TERM?	MT- medium term M/LTG	SOCIAL CONTEXT B- relating to CYP who shows bullying behaviours
PHASE	ALL ALL	B 
WHAT YOUNG PEOPLE SAY	Preferred a graduated, non-punitive or non-sanction-based response to bullying behaviours (sometimes sanction-based approaches worsen the situation)	
WHAT PARENTS SAY	Take action against the bullying behaviour It is important that something is done; it could be a conversation, a meeting, getting an individual to acknowledge their actions and apologise, or to move the bully to another class; warning of exclusion (if used selectively) so that the bully knows they cannot continue this type of behaviour; could be short term actions, could be longer term support.	
WHAT RESEARCHERS SAY	Low-level bullying behaviour has potential to escalate	
COST RESOURCE	Links to good restorative practice, with associate training and staff development implications	
RELATED STRATEGIES	RESTORATIVE APPROACHES	



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

