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Take responsibility for bullying behaviour beyond the schools gates

Some learners with SEND are at their most vulnerable on their way to and from school, especially to manipulative/coercive bullying behaviours. It is even possible that some learners with SEND do not question incidents and events, as they have "absorbed" this into everyday life.

A first step is to explicitly ask the question regarding well-being outside the classroom. It may then trigger activity at individual, group or whole-school level.

LINK TO RESOURCES

[Anti-Bullying Alliance support for outside of school](#)

[Government Advice on Cyber-Bullying for Schools and Parents](#)

[List of Supportive organisations](#)

['What To Do About Bullying Out of School Hours'](#)

[Anti-Bullying Alliance support for 'The Bystander'](#)

[Discipline and Behaviour \(DfE Guide p7 Conduct Outside the Schools' Gates\)](#)

[Dealing with Bullying Guide for Parents of Disabled Children](#)

ANTICIPATE

ANTICIPATE- influence of wider community

QUICK WIN or
MEDIUM / LONG
TERM?

LT- long term

M/LTG

SOCIAL CONTEXT
VBC- relating to CYP who show
bullying behaviours, who are being
bullied and the wider community

PHASE

ALL

ALL



WHAT YOUNG
PEOPLE SAY

Concerns about on and offline bullying behaviours outside of school; the bystander; how parents are involved

WHAT PARENTS
SAY

Educate the wider community include other parents, so that they better understand disability and difference.

WHAT
RESEARCHERS
SAY

COST
RESOURCE

Cannot work in isolation from whole school strategies that relate to community interaction and influence.

RELATED
STRATEGIES

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying behaviours that happens anywhere off the school premises, e.g. on public transport or in a town centre.