

The perception of the child who has been bullied is the starting point for every investigation

A very simple protocol, commonplace in many settings. Nothing can be more disheartening to a learner if a plea is ignored or dismissed as trivial at the outset.

Learners with SEND may struggle to describe the incident, or relate the emotional impact of the incident. The incident might not be "bullying". The incident may have been triggered by the child who has been bullied's own behaviour or by the actions of others i.e. teachers, other pupils. However, if the child who has reported being bullied feels listened to, and taken seriously, it is a firm platform from which to build on (see also ABA resource on ASD and bullying).

LINK TO RESOURCES

[Reporting and recording SEND bullying](#)

COMMUNICATE

COMMUNICATE-Listen to the person reporting the bullying

QUICK WIN or MEDIUM / LONG TERM?

QW- quick win
QW

SOCIAL CONTEXT
V- relating to CYP who are being bullied

PHASE

ALL
ALL

V



WHAT YOUNG PEOPLE SAY

"We want to know where to go and who to speak to if bullying occurs...
We want to be believed"

WHAT PARENTS SAY

Parents stress that it is essential that if their child reports bullying to another adult in the school, the appropriate response of the teacher is to believe that they are telling the truth. The consequences of a child reporting bullying to an adult at home or at school and the feeling that they are not listened to or believed are damaging and far reaching.

WHAT RESEARCHERS SAY

"Schools sometimes have problems
-detecting the existing level and nature of bullying, and monitoring on-going occurrence
-analysing how the young people concerned perceive bullying behaviour
-attempting to use teacher ratings as well as pupils' own reports of their experiences"

COST RESOURCE

Little in the way of resources, but use of language and behaviour change may be needed amongst some responsible adults

RELATED STRATEGIES

[Guidance on ASD and Bullying](#)