

Children, Schools and Families

Keeping the child
at the centre



Hertfordshire County Council
www.hertsdirect.org/csf



Welcome to our CPD Networks
Spring term 2008

Anti-bullying
Implications for SEN/LDD

Thanks!

The SEN Advisory Team greatly appreciates the expertise, help and support in planning this session from:

Leading SENCOs

The Specialist Advisory Service

MAPS (Multi Agency and Psychology Service)

The SEN Team

Other colleagues from Standards and school Effectiveness

Your evaluations of the last CPD network session

Aims

- To consider some of the issues relating to bullying and children and young people with SEN/LDD (Learning Difficulties and Disabilities)
- To have ideas to develop your school's practice and SENCo/INCO role in this aspect of provision
- To further develop 'The Pupil Voice' in relation to Anti-bullying and SEN/LDD

Outline of session

- 1.30 Introduction - the national and Herts context for bullying and issues relating to SEN/LDD
- 2.00 Activity 1 – developing inclusive approaches to identifying and preventing bullying
- 2.35 Short break
- 2.45 Activity 2 – promoting the ‘Pupil Voice’
- 3.30 What can we all do to ensure anti-bullying policy and practice is inclusive?
- 3.40 Listening to pupils and evaluation

What is bullying?

The DCSF states that bullying can be defined when all 3 elements are present;

- There is an imbalance of power between the bully and target and the target would find it difficult to defend themselves
- The behaviour is intended to cause distress
- The behaviour is usually repeated

What is bullying? Some examples

Behaviour by an individual or group may include :

- Ignoring/sending to 'Coventry'
- Deliberately leaving out
- Name calling, including the victim's family
- ?
- ?
- ?

Why consider bullying

- It is harmful to all involved: not only the person being bullied but also those who bully and those who stand by
- It can lead to a lack of confidence, low self-esteem, depression, anxiety, physical harm, self harm and sometimes suicide
- Effective anti-bullying strategies can help pupils realise their academic potential and create a safe, happy and emotionally healthy learning environment

Jacqui Smith MP Minister of State (Schools and 14-19 learners) 2006

‘We all know that tackling bullying in all its forms is central to ensuring the safety and welfare of all members of the school community. We also know that it is central to achieving the wider objectives of school improvement, raising attainment and attendance and promoting equality and diversity’

*Bullying around racism, religion and culture, DFES
2006*

The Context- National and Hertfordshire

- Preventing and dealing with bullying, racism and harassment is a priority in 'Every Child Matters' and The DSCF 'Children's Plan'
- New DSCF Guidance, 'Safe to Learn' includes bullying around race, religion and culture. Further guidance for pupils with SEN is due Spring 08
- Priority outcome in Hertfordshire's Children and Young People's Plan
- Working with parents a priority- 'Keeping your child safe: Bullying' available on www.hertsdef.org.uk/safetoolkit

Evidence that disabled children and young people are more vulnerable to bullying

Some national statistics – a reminder

- The Disability Rights Commission reported that 38% of young people were bullied at school
- The National Autistic Society reported that 40% of pupils on the autistic spectrum have been bullied at school
- MENCAP found that nearly 90% of people with a learning disability experience bullying

Why might children and young people with SEN/LDD be more likely to be targets for bullying?

- They may be seen as 'different'
- They may be doing different work
- They may find it hard to make friends and might not have levels of social confidence, competence and friendship bonds that protect against bullying
- Their physical appearance
- They have high levels of adult support
- Their family background or reputation
- ?
- ?

Key Hertfordshire statistics

- Approximately 30% of children and young people in Herts reported being bullied in the last year
- Psychological bullying is more prevalent than physical
- Bullying via the internet is the fastest rising type of bullying
- Fear of bullying is higher than actual bullying and higher among girls
- Racist incidents involving assault have increased in Herts schools year on year

Hertfordshire JAR 2007

Pupils with SEN/LDD achieve well, however, 'instances of bullying of young people with LDD in and out of school do occur, but evidence from children and young people and their parents indicates that these often go unreported.'

How inclusive is your school's work on anti-bullying?

Activity 1

- How strategic is our response to identifying bullying?
- How can we actively identify and prevent bullying?

Who gets bullied?

Children and young people *perceived as different* may be picked on because :

- they wear glasses
- of their body size
- they have learning difficulties or disabilities
- of their skin colour
- they are new to the school

Who gets bullied?

- of their ethnic group
- they are clever
- they are considered to be 'posh' or a 'chav'
- they speak with a distinct accent
- they are gay/lesbian/bisexual
- they are in care
- they have experienced abuse or neglect
- They have poor personal hygiene
- ?

What about pupils with SEN/LDD who bully?

- In most cases schools should expect the same standard of behaviours as apply to the rest of the school community, having made the *'reasonable adjustments' necessary*
- What examples of reasonable adjustments have you made in this way?

Ref www.teachernet.gov.uk/publications - 'further information about specific forms of bullying'

Pupil Voice

- In order to address bullying we need to have an ethos and culture where pupils feel confident that they will be listened to

“It only works when you have effective relationships, where there’s mutual respect between staff and pupils, when pupils know that we are committed to listening and when we treat pupils with unconditional positive regard”

Teacher

From: Consulting Pupils - A toolkit for teachers

Macbeath. J, Demetriou. H, Rudduck. J, and Myers. K

Pupil Voice

- What are the benefits of pupil involvement?
- “When pupils are closely involved in assessment procedures and planning related to their personal learning needs they become more accurate in making judgements about their own performance and understanding”

Munby 1995, cited in Rose and Shelvin, *Support for Learning*
Vol.19

No 4, 2004

Pupil Voice

- “Listening needs to influence change. Meaningful participation is about listening to children and young people AND ensuring their views and experiences influence change”

“Building a Culture of participation, DfES, p.8 Every Child Matters – Change for Children(2003)

Activity

Think of a child/young person who has been bullied

1. How did you hear about the bullying?
2. What was your school response in terms of:
 - Existing whole school practice
 - Any additional reasonable adjustments you needed to make
3. Were there any subsequent changes to your whole school practice?

Spotlight briefing

Bullying and disability

- “Healthy schools, PSHE, Citizenship and SEAL programmes in schools provide opportunities for schools to explore the issue of equality, valuing diversity and disability generally and specifically in relation to bullying ...other approaches such as peer mentoring, befriending and buddying schemes, structured play activities

Spotlight briefing

Bullying and disability

- ...other approaches such as peer mentoring, befriending and buddying schemes, structured play activities during breaks and circles of friends can offer effective ways of supporting disabled children and making them less vulnerable to bullying (NAS 2006)”

Activity

- Sort the cards into practices that are:
 - frequently
 - sometimes
 - never

used in your school

** We have included some blank cards so you are not restricted by the examples we have given

- Share with your group an example of an approach that is frequently used with a particular pupil / group of pupils

What must schools do?

- Have an Anti-bullying policy
- Formulate and develop their school's Disability Equality Scheme to promote disability, eliminate harassment and discrimination (may be developed alongside Race, Gender and Community Cohesion)
- Ensure that school self evaluation answers question 'How do we make sure our pupils are healthy, safe and well supported'
- Establish procedures for dealing with bullying

Education Act 2005 Self evaluation

Schools are required to evaluate the extent to which learners feel safe and adopt safe practices and as part of this are prompted to consider whether the learners feel safe from bullying and racist incidents and the extent to which learners feel confident to talk to staff and others about when they felt at risk.

Education Act 2005 and school self evaluation

Inspectors will routinely seek views from pupils about their experience, including whether they feel free from bullying and harassment.

Recording bullying cases and racist incidents

- Hertfordshire asks schools to record bullying and racist incidents via SOLERO, on a termly basis. This is called the schools Racist Incidents and Bullying Survey and an integrated form to record incidents is provided.
- **We would expect incidents relating to bullying and disability to be recorded on this form also.**

What else can ensure anti-bullying work is inclusive?

- Adopt a rights based approach- pupils with SEN/LDD have the right to be as safe as other children and young people
- Ensure the school environment is welcoming, supportive and inclusive of pupils with SEN/LDD

- Ensure pupils with SEN/LDD have support mechanisms if they are involved in bullying and understand where they can get help
- Use a variety of methods to explore disability and bullying eg drama, art, poetry and music
- Ensure pupils with SEN/LDD have opportunities to participate in clubs and groups

- Consider effective ways of preventing bullying through the curriculum
 - Use of SEAL materials
 - Use of tutorial, class times and assemblies
 - Consideration of transition times
 - Listen carefully to the views of pupils

The Pupil Voice

Some thoughts from pupils at Roundwood Park School, Herts on the DVD 'Feelin' Good Day'

Ref 'Feelin' Good Day' – 'Sharing innovative practice in supporting Mental Health and Emotional Well-being across schools and other settings in Herts.'

Evaluations

- Please complete your evaluation form with comments about what you have found useful in this session and any ways that we could improve CPD Network sessions for you.
- We will copy these evaluation sheets and quickly return them to you. This is helpful for us to continue to plan future courses and network sessions with you. Many SENCOs/INCOs use these sheets as actions plans for next steps.
- Thank you for your support

References

- National Children's Bureau (April 07)
'Spotlight Briefing – Bullying and Disability'
- DCSF 'Safe to Learn: Embedding anti-bullying work in schools' DCSF -00656-2007 available on
www.teachernet.gov.uk/publications