

Overarching principles schools must adopt to tackle bullying of pupils with SEN and disabilities



Inclusion - Children and young people with SEND are included and participate fully in all aspects of school life.

Language - Disablist language is taken as seriously as homophobic or racist language.



Role models - All school staff are role models to others within the school in how they treat others.

Difference - Difference is actively and visibly celebrated and welcome across the whole school.



Understand - All pupils, school staff and parents/carers understand what bullying is.

Participate - Children and young people with SEND are included in decisions about them, are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

Partnership - Schools and other settings work in partnership with parents and carers when preventing, reporting and responding to incidents of bullying involving their child.

Report - All pupils within the school and their parents and carers understand how to report incidents of bullying.



Acknowledge - Children and young people with SEND and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.



Respond - Children and young people with SEND help to formulate appropriate action to respond to incidents of bullying.

Policy - These principles are embedded within school policies on bullying and behaviour and adopted within a whole school approach to behaviour, inclusion and wellbeing. They are widely and actively promoted to school staff, children and young people and their parents and carers.



SEN and disabilities: developing effective anti-bullying practice: A programme of work, led by the Anti-Bullying Alliance and funded by the Department for Education, to reduce the incidence and impact of bullying of children and young people with SEN and/or disabilities in schools.