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A guide to dealing with bullying: for parents of disabled children

Information for families

Incorporating **The Lady Hoare Trust**

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Introduction

Parents can feel a whole range of emotions when they discover their child is being bullied. While initial feelings may include isolation, anger, sadness and guilt, it is important to remember there is a way forward.

This guide is for parents of disabled children. It contains information about spotting the signs of bullying, the action you can take, your child's rights and stories and tips from other parents. We hope it will give you ideas about what might work, things you could try and help you feel that you are not alone.

We spoke to a number of parents of disabled children who helped in writing this guide. The quotes included throughout the guide are their stories, thoughts and experiences. We thank them for sharing their insight, wisdom and help.

Throughout the guide we use the term disabled children. We use this term to include disabled children, children with special educational needs (SEN), children with a medical condition and children with additional needs.

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What is bullying?

Bullying can take place anywhere; in schools, in the wider community and online. The Anti-Bullying Alliance defines bullying as 'people doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' The Department for Children, Schools and Families 'Safe to Learn' guidance defines bullying as 'behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying can be:

- verbal: name calling, insulting, teasing
- physical: pushing, shoving, hitting, kicking, damage to property and belongings
- indirect: spreading nasty stories, exclusion from friendship groups, rumour spreading
- cyber bullying: bullying by text messages, mobile phones, email, chat forums, websites and instant messaging.

Disabled children may also experience different forms of bullying like:

- manipulative bullying: where a person is controlling someone
- conditional friendship: where a child thinks someone is being their friend but times of friendliness are alternated with times of bullying
- exploitative bullying: where features of a child's condition are used to bully them.

"He wanted to please them, wanted to be friends so he didn't see it as a problem."

"It wasn't long before people realised that they could take advantage of her."

"He's hypersensitive to smell. They'd spray deodorant in the room so he had to leave the room."

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Disabled children may be more vulnerable to bullying

Children are more likely to be bullied when they are vulnerable in some way. Research suggests that disabled children are three times more likely than their peers to be bullied. A recent survey by the charity Mencap discovered that 8 out of 10 children with a learning disability have been bullied. People's assumptions and prejudices about disability can make disabled children more vulnerable to bullying.

Why disabled children are more vulnerable to bullying

Disabled children may be more vulnerable to bullying because:

- of negative attitudes towards disability
- a lack of understanding of different disabilities and conditions
- they may be seen as 'different'

- they may not recognise that they are being bullied
- they may be doing different work or have additional support at school
- they may be more isolated due to their disability
- they may have difficulties telling people about bullying
- they may find it harder to make friends
- as a result of their condition, they may exhibit bullying behaviour, or
- they may experience lots of transitions which means they have to settle into new environments. Examples of transitions are moving from a special unit to a mainstream school, spending periods of time in hospital and returning to school.

It is understandable to feel anxious about bullying, but it's important to remember that not all disabled children are bullied.

"Don't assume your child is going to be bullied but be prepared in case they are."

"Prepare your child for school. If you're worried that they're going to be a target for bullies think how do I prepare them for this? Build their self confidence and self-esteem."

Spotting if your child is being bullied

It can be difficult to know if your child is being bullied. Some children may hide their feelings and may be reluctant to tell anyone. Other children may have difficulties communicating what is happening to them. For children with social or communication difficulties, they may not realise they are being bullied.

"My son has been bullied on school transport. He was a victim of 'happy slapping' but didn't tell us about it because he thought the boys were being his friends...We found out about it not from our son but through a friend whose daughter had come home crying as she was so upset about what she had witnessed on the bus."

"It's really hard to find out from him what's happening. He doesn't realise that it's bullying and that they're not just playing."

Tips from parents about spotting bullying

We asked parents how they realised their child was being bullied. They came up with a number of clues that you can look for in your child which may mean that

they're being bullied:

- becoming withdrawn
- coming home with cuts and bruises
- losing belongings
- reluctant to go to school or to a youth club – anywhere where the bullies are
- doing less well at their schoolwork
- changes in their mood - becoming depressed, angry, unhappy
- changes in their behaviour, for example wetting the bed
- showing aggression at home with siblings and other family members
- feeling anxious
- difficulties sleeping
- wanting to change their journey or time of their journey to school.

"He looked really fed up and was quieter than usual. He felt sick on a Monday morning which I think was anxiety. I knew something wasn't quite right."

"He'd be upset in the morning saying he didn't want to go. He'd think of anything to try and get out of going to school he was so unhappy."

"He was coming home with his clothing torn, his hood missing, sometimes with bruises on him. He was often upset and started having nightmares"

Some children do tell someone that they're being bullied.

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"We were lucky. When it started, she told us straight away."

Talking to your child about bullying

If you think your child is being bullied, try to talk to them about it. Some children may find it hard to talk about it and may not respond well to direct questioning. You may not want to ask them outright if they are being bullied, but rather ask questions about their day, how they're feeling and give them time and opportunities to talk to you about it.

"I didn't push the issue if he was reluctant to talk, I'd wait for him to open up. I'd ask him questions about his day, 'what did you have for lunch, did you see so and so today, did you play with him, who did you play with?'"

Tips for talking to your child about bullying

If you are worried that your child is being bullied, Bullying UK suggest that parents ask:

- what did you do at school today?
- who did you play with?
- what did you play?
- did you enjoy it?
- would you have liked to play with someone else or play different games?
- what did you do at lunchtime?
- is there anyone you don't like at school? Why?
- are you looking forward to school the next day?

The questions you use may depend on the age of your child, their level of understanding and the relevance to the situation. You may need to change the questions to suit the needs of your child.

"I can't just ask him what happened at school, I have to skirt around the issue."

"When I asked about the bruises he would lie and say he fell over. Eventually after a couple of days and some gentle questioning from us he then said what happened."

If your child has difficulties explaining what is happening

Some children may find it difficult to answer these types of questions. If your child has difficulties in explaining what is happening to them or communication difficulties, you may need to use different ways to communicate with them. Some things you could do are:

- draw pictures of your child's day or ask them to draw what has happened during their day. For example you could draw pictures of them at break, at lunchtime, in the classroom, moving about the school, draw what games

- they played
- use toys, puppets or pets to encourage your child to talk. You could use them to tell a story of a child being bullied and show how important it is to tell someone. Or your child may feel more comfortable telling a toy or puppet what is happening
- use a diary system or a box where you can both write comments and questions and then find a quiet time to talk about them together
- use scales to rate how your child is feeling at different times during their day. For example you could use a number scale or traffic light system where the different numbers or colours mean different feelings. If you use the traffic light system, you could use green for feeling good, orange for okay and red for upset
- use pictures of faces showing different expressions to explain feelings. You could draw pictures of happy, sad, angry, crying faces and ask your child to choose one to show how they're feeling
- use visual prompts like pictures in books, communication boards (visual symbols organised by topic) and cue cards (cards containing a message in a picture or written format).

"I drew a diagram of a body and asked him to show me what had happened to him. It was horrible when I realised the extent of this."

Further information

The National Autistic Society has further information about different communication techniques and resources you could use. See 'Useful Organisations' on page 25 for their contact details.

"When I asked about the bruises he would lie and say he fell over. Eventually after a couple of days and some gentle questioning from us he then said what happened."

Mencap's antibullying campaign, 'Don't stick it, Stop it' has a website for children and young people with a learning disability at [Web: http://www.dontstickit.org.uk](http://www.dontstickit.org.uk) You can use the website to talk to your child about how bullying makes the cartoon character Sam feel and what he should do.

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Coping with the effects of bullying and developing strategies

The effects on your child

Bullying is a horrible experience for any child, but the impact of bullying on disabled children may be different. For example a child with communication difficulties may already be reluctant to mix in social situations. Because of bullying they've experienced they may withdraw further. This might then mean they miss out on opportunities to develop their social skills and feel less confident in social situations.

"She struggles with friendships and sustaining friendships. She's lost her self-esteem."

"She now attends school part-time and attends a special school for one day a week. She also receives counselling. Everyone underestimated the damage done by the bullying."

Support for your child

Children and young people can be positively supported through these experiences and there are ways to develop their confidence and self-esteem. Many of the parents we talked to described different forms of support that had been put in place to help their child deal with bullying.

"She has a mentor at the school which she sees once a week. They work on building her self-esteem and self-worth and help with friendships."

"They worked on her confidence and gradually brought her out of herself, building up the confidence she lost. It's so nice to see the difference."

"The school uses the SEAL programme [page 15]. They're really proactive using it which can only be a bonus, so I'm hoping that will filter through. There's a lovely atmosphere in the school and they do a lot of anti-bullying work in the classroom."

Strategies for addressing bullying

Disabled children may experience bullying for diverse reasons and have different needs. Therefore different responses are needed when addressing bullying. There is no 'one size fits all' approach.

"Treat the child as an individual. Work with the situation, if something doesn't work find an alternative."

For some children, due to the nature of their disability, strategies and approaches that have been traditionally used to help deal with bullying may not be suitable. This may be because the child may not be able to understand them or the concept behind them.

"She was taught a few strategies but I'm not sure she used them. Some of it was too difficult, too abstract for her."

Different strategies suggested by parents

We asked parents what they did to deal with the bullying. Here are some of their suggestions of what helped:

- draw pictures of the bullying and the

Tips for building your child's confidence

To develop your child's confidence and self-esteem, you could:

- praise and encourage your child for all the good things they're doing and when they're trying new things. Tell them what they have done that you liked
- put a picture of your child with family members in their room to remind them that they are not alone
- show that you have confidence in them, for example "tying laces is hard, but I know you'll get there in the end"
- spend time with them and take time to listen to them
- work on social and communication skills, for example how to take turns, how to introduce themselves. You can do this through play and in

different ways your child could deal with it. For example you could draw pictures in the style of a cartoon strip which show your child walking away from the bullying or telling someone. Then talk about the different responses, what might not work and which is best for your child

- use social stories to help your child understand about bullying and to help them cope with what's happening. Social stories describe a situation in detail and focus on a few key points like what will happen and how people might react. The goal of social stories is to increase a child's understanding of

day-to-day family life

- reassure your child that you love them and this is not their fault.

There is a lot that you, as a parent, can do to help support your child with these issues. A number of organisations provide resources for parents to help you do that:

- Parentline Plus has information about building children's self esteem and increasing confidence
- Changing Faces has information about strategies to develop social skills and on making friends
- The National Autistic Society has information about Circles of Friends (see page 16).

For contact details see 'Useful organisations' at the end of this guide.

and make them more comfortable in different situations. You could use social stories to explain any situation like break times, assemblies, queuing for lunch. The National Autistic Society has further information about social stories, see 'Useful Organisations' on page 25 for contact details

- draw a map of the school and get your child to colour in different parts of the school. The colours you use can

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represent levels of safety, for example green for safe for the classroom, the toilets might be red for danger, orange for the unsighted parts of the playground

- practice responses your child could use if they're bullied, like saying no, walking away confidently, telling someone
- work on social skills, reading facial expressions and body language, listening skills and tone of voice
- give your child the opportunity to safely express their feelings about the bullying
- talk about bullying at home, when appropriate.

Suggestions of how to work with the school are on page 13.

Your feelings

Bullying can impact on the whole family. Many of the parents we spoke to experienced a range of emotions when they found out their child was being bullied, from anxiety and guilt to anger. Although it's hard, it's important to remain calm and remember there is a way forward.

"I went to high anxiety within seconds. I wanted to get in there and get it sorted. It took an enormous effort and support from my partner to take stock of the situation and to be patient."

"I felt that I'd let her down because I didn't know. I really didn't know. It was my worst nightmare and so frightening. Why is this happening? Is it something I've done?"

It can be very difficult letting your child go to school if you know they're being

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bullied.

"At work, my mind used to wander. I'd be thinking, 'it's lunchtime, I hope he's okay.'"

"Felt sick with nerves making him go to school everyday. Worried about what was happening."

Managing your feelings

It is natural to have these feelings but there are things you can do to help cope with them:

- talk about how you are feeling, perhaps with your partner or friends and family
- if there is a support group for your child's condition, contact them. They will probably have had similar enquiries

from other parents

- remember you're not alone and it can be resolved
- reassure yourself that you're doing a good job
- get support to help you deal with the situation from friends and family, local support groups and anti-bullying organisations
- enjoy time together as a family.

"Sometimes parents can feel that they have to handle this on their own. This doesn't have to be the case, support is out there."

"You're not the only one in this situation. You will come out the other side, hopefully for the better."

Even if the bullying was resolved, some parents still felt anxious that it would happen again.

"Now it's in the back of my mind as it's happened once before. I notice any comments about so and so not playing with him. I'm trying to reassure myself I'm doing a good job."

"I felt anxious that the bullying was continuing even after it was resolved. I was worried if it was still continuing, is he being left out, is he interacting with other children? I spoke to the school about this and they let me come in at lunchtime and discreetly watch my son in the playground so I could see him playing with others."

The effects on siblings

Children and young people who have disabled siblings or relatives can also be

affected by bullying. They may experience bullying because of their sibling's or relative's disability.

Some of the families we spoke to had experienced this:

"She came home in tears saying they'd been saying various things out loud – 'that's her with the spaz brother.'"

"Her brother was bullied at school. Sometimes she was also bullied – you know how rumours are spread, things he'd done in the past. On one hand she felt so protective, so defensive of her sibling. On the other huge resentment – he was causing her to get this grief which was out of her control."

They stressed the importance of talking about the situation within the family and also getting outside help to deal with the bullying, like talking to the school.

"We make bullying a point of discussion rather than a taboo issue. We talked about what she should be saying to people, how to explain his condition. Hopefully it made it clearer about how to explain it and her stronger to deal with it."

Our siblings guide

Contact a Family has a guide called 'Siblings' with information on how siblings of a child who has a disability or a long-term condition can be supported and some of the typical issues that come up.

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Call the Contact a Family helpline for a free copy.

Bullying at school

It can be hard for all parents to approach their child's school about bullying. Parents of disabled children may find it especially hard as there may be other factors influencing their contact with the school. For example, you may have struggled to get your child a place there, the placement may only just be working out or your child may be experiencing difficulties with other aspects of school life. However, schools do have an obligation to promote and safeguard the welfare of all children and have responsibilities regarding bullying and disabled bullying.

Letting the school know your concerns

If your child is being bullied at school, let the school know straight away. Some schools have communication systems for parents, like home-school diaries or homework diaries. If your child's school has a similar system you can use this to tell the school about your concerns.

Some of the parents we spoke to used these systems:

"I wrote my concerns in his communication book and the teachers looked for any incidents."

"The school had a policy about communication. You had to use the child's diary which would go to the class teacher. Then you could speak to the head of year, vice-head and head."



Who to speak to

If you're using a communication system, you may also want to speak to someone at the school. It is a good idea to speak to the class teacher to begin with. However, if you feel the situation is serious, you could speak to the head teacher.

We asked parents who they spoke to when they found out their child was being bullied. The person at school they talked to varied; for some it was the class teacher or Special Educational Needs Co-ordinator (SENCO). A SENCO is the member of staff who has responsibility for co-ordinating special educational needs provision. Other parents spoke to the head of year and others to the head teacher.

"I emailed the head and asked for a meeting. The school addressed the issues immediately – we were very lucky and had a good outcome."

"When I found out what was happening, I went straight to the teacher, head teacher and my son's support staff."

Meeting with someone at the school

The bullying may not be resolved immediately. You may need to meet with the class teacher or whoever you spoke to at the school a couple of times and work with them to try and resolve the bullying. If you are worried about meeting with the school, take someone to the meeting with you. You could take a friend or relative. A local voluntary organisation or national support group may be able to offer support.

Your parent partnership service (England and Wales only) may also be able to help. Parent partnership services provide advice, support and information to parents and carers whose children have special educational needs. Not all parent partnership services are able to support parents whose children are being bullied, but some can.

"I got unbelievable support from my parent partnership service. They helped me with letter writing, help with the statementing process for her emotional needs because of the bullying."

For details of your local parent partnership service contact your local authority or the helpline on Tel: 0808 808 3555. You can also visit Web: <http://www.parentpartnership.org.uk> to search for details of your local service.

Tips on approaching the school

We asked parents for their tips on how to approach the school if you have concerns:

- work with the school to resolve the issue. It may not happen immediately,

"I wrote my concerns in his communication book and the teachers looked for any incidents."

but keep meeting and working with them

- keep a record of all the incidents
- keep photos if there are any physical injuries
- ask for the bullying to be recorded in your child's individual education plan, statement or co-ordinated support plan (Scotland), if they have one, and speak about it at their annual review.
- if your child is unable to attend school because of the stress of the bullying, go to your GP and get a sick note
- get a copy of the school's anti-bullying policy, behaviour policy and complaints procedure
- if the bullying continues, you may want to make a complaint. Follow the complaints procedure. Put your complaint in writing and keep a copy of it. If you're not happy with the way your complaint is being resolved, go straight to the next stage. See page 16 for more details
- contact the support group for your child's condition, if there is one, and an organisation that supports children

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What you can ask the school to do

Parents also suggested you could ask the school to:

- have a named person your child can tell about the bullying. This could be their teacher, support worker or SENCO. Make sure your child knows where they are in the school and how they can find them
- have a safe place your child can go to during break or lunchtimes. This may be a quiet area, a designated classroom or the library. Make sure the lunchtime supervisors are aware of this
- create a sign or signal your child can use at school if they need to leave the room
- be responsible for the behaviour of pupils beyond the school gate, especially on school transport
- provide training for school and local authority staff in special educational needs and disabilities
- be aware of unstructured times, like lunch time, breaks, moving around the school. These times aren't always covered in statements or co-ordinated support plans yet support is often needed during them
- don't remove the child who is being bullied from the situation; remove the child who is exhibiting bullying behaviour
- encourage communication between teaching staff and lunchtime supervisors so they're aware of

what could be happening in the playground and classrooms

- provide a safe area of the playground which has more supervision
- allow children the opportunity to stay indoors at lunch and break times, for example by setting up lunchtime clubs
- provide support at times of transition, like moving from primary to secondary school and moving from a special school or unit to a mainstream school
- use the 'Social Emotional Aspects of Learning' programme (see page 15)
- use the 'Circle of Friends' programme (see page 16)
- review the anti-bullying policy regularly and involve parents and pupils, including disabled children and parents of disabled children, in the reviews
- work on social skills like practising letting other people speak first, listening to other people's opinions without reacting aggressively, understanding body language
- give praise and encouragement.

"The most useful thing they [the school] did over the next couple of weeks [after the bullying was reported] was to ensure that his self-esteem was not damaged in any way, they made sure they praised him for all the good things he did."

affected by bullying. Call Contact a Family's Helpline on Tel: 0808 808 3555 for details of support groups

- get advice about disability discrimination and the disability equality duty. See page 19 for more information
- if your child is off school for long periods because of their condition make sure their class knows why. There may be ways your child and their class can keep in contact, perhaps through letters, emails or texts
- explain your child's condition to the school, offer them information and suggest people from local support groups who could talk to staff about it
- make sure you get support for yourself and ask for help if you need it.

"Don't try to deal with it all yourself. Make sure you ask for help and get help."

"Write everything down. If there's an accident or incident at school ask for an incident report. That way you can see if there are any patterns."

The school's response

Many of the parents we spoke to had positive responses from the schools and found that the bullying was dealt with and support was put in place. Here are some of their experiences:

"I emailed the head and asked for a meeting. My child came to the meeting with me. The school addressed the issues immediately – we were very lucky and had a good outcome. We have a very supportive head who said he would address it. There was none of this 'that doesn't happen here'."

"Incidents will happen, but the new school intervenes. There's someone there at break. There was an incident when one child was throwing dirt on my son's head and at other children. They sat the whole class down and said it was unacceptable. They have a circle time and work with children. He attends a friendship group one afternoon a week. He's doing speech and language therapy on asking and answering questions. It's a million times better."

"I rang the school as soon as I found out. We met with the teacher before school started the next day. No one knew I was going in. The school's response was very good. They moved heaven and earth to help us, which was half the battle. He listened and said he would do something about it. I felt apprehensive about leaving her there. But they [the children exhibiting bullying behaviour] left her alone."

Social and Emotional Aspects of Learning (SEAL)

'Social and Emotional Aspects of Learning' (SEAL) is a voluntary programme for schools, designed to develop the social, emotional and behavioural skills of all pupils. It can be used in secondary and primary schools. Its aims are developing skills in self-awareness, managing feelings, empathy, motivation and social skills. More information about SEAL, including downloadable resources, is available on the SEAL website, Web: <http://www.bandapilot.org.uk>

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You could talk to your child's school and ask if they are using it. If not, ask if they will.

Circles of Friends

'Circles of Friends' was developed to promote the inclusion of students with disabilities and difficulties into mainstream school. It's a structured programme involving pupils, teachers and parents. The school recruits volunteers who will form the Circle of Friends, normally six to eight children. The aims are to:

- create a support network for your child
- give them encouragement and recognition for any achievements and progress
- work with them to identify difficulties, and
- devise practical ideas to help deal with difficulties and help to put them into practice.

Usually, the suggestion to use the Circle of Friends would be made by the SENCO or by an educational psychologist. But they may not know of it. Talk to them and tell them about it if you think this approach would help your child. The National Autistic Society has further information about Circle of Friends.

Taking further action

Unfortunately, some parents didn't have such a positive response from the school and had to take further action.

"We had a meeting with the school but the head said that bullying didn't happen in his school so there wasn't a problem. There was an anti-bullying policy but as

my daughter wasn't being bullied there was no need to use it."

If you have spoken to the class teacher and you are not satisfied with their response or the action they have taken to resolve the bullying, you can speak to the headteacher. If you're unhappy with the way the head teacher has responded or dealt with the bullying, there are other courses of action you can take.

"Keep pushing to get things sorted. Keep on the school's back. If the school isn't being responsive go to the governors, go to the education board. Don't take no for an answer."

Making a formal complaint

If you're not satisfied with the action the school has taken to resolve the bullying and you've spoken to the headteacher about it, you can make a formal complaint. All schools should have a complaints policy. It is a good idea to request a copy of the policy before you make your complaint.

If you are making a formal complaint, make it in writing and state clearly that you are making a formal complaint. Depending on the school's complaints procedure you may need to address it to the headteacher or chair of governors. However, it is a good idea to send the letter to the chair of governors anyway. Keep a copy of the letter for your records.

Help with making a complaint

A local voluntary organisation or advice agency may be able to help you with the letter. In England and Wales try asking the local parent partnership service.



Getting a response to your complaint

As each school has its own complaints procedure, the response of the governors will vary. However, there are some common elements. There is usually a timescale within which you can expect to receive a response to your complaint. The governors will often appoint a sub-committee to hear your complaint and decide what action should be taken. In most cases you can attend the sub-committee and take someone with you for support. In other situations, the governors will only accept paper submissions. The headteacher or another teacher will also attend and present their evidence.

"We had a governors meeting and they acknowledged that my daughter was bullied. The school assured me that lessons would be learnt."

Complaining to the local authority

If you are not happy with the way governors have attempted to resolve your complaint, you can make a complaint to the director of education at your local authority. In England and Wales, local authorities are integrating all services for children and young people under one department - you may need to

If your child is attending an independent school, some procedures are different. Please call Contact a Family's free helpline on Tel: 0808 808 3555 for further information about the action you can take.

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make your complaint to the director of 'Education and Learning' or 'Children's Services', depending on the name of the department.

"If the school hadn't addressed it, I would have taken it further like contacting the parent partnership service, going to the school governors, speaking to the local authority."

Anti-bullying policies

All schools should have an anti-bullying policy in place. The policy should set out the steps that will be taken by the school when incidents of bullying are reported or identified by staff, parents and children. You may find it useful to request a copy of the policy.

Discipline and behaviour policies

You may also find it useful to request copies of the discipline and behaviour policies. These policies may be useful if your child reacts to bullying or if your child exhibits bullying behaviour because of their condition.

When they are developing and implementing their discipline policies, schools are advised to take into account pupils' needs, including disabled pupils' needs. This is so the sanctions are reasonable and proportionate given the pupil's special educational needs, disability, age and any religious requirements affecting the pupil.

"When he was first diagnosed with ADHD, I requested a copy of the school's anti-bullying policy and discipline policy. I didn't feel I needed to refer to it but knew I had it as back up if necessary."

All schools should have an anti-bullying policy in place. The policy should set out the steps that will be taken by the school when incidents of bullying are reported or identified by staff, parents and children.

Safe to Learn: Anti-bullying guidance

In England, the Department for Children, Schools and Families (DCSF) has launched a package of anti-bullying guidance called 'Safe to Learn: embedding anti-bullying work in schools'. This includes guidance dealing with the bullying of children with special educational needs and disabilities.

The guidance is aimed at schools, but you may find it useful to have a look at it, especially if the school is struggling to resolve the bullying. It contains information about the legal duties for schools and suggestions on ways schools can prevent and respond to bullying. The guidance is available from Teachernet at Web: <http://tinyurl.com/5m3d4f>

Disability equality in schools

The Disability Discrimination Act 2005 introduced the 'disability equality duty'. This requires schools to take a more proactive approach to promoting disability equality and eliminating discrimination. This includes a requirement on schools to promote positive attitudes towards disabled people and to eliminate harassment. Schools are required to produce a disability equality scheme to show how they are meeting these duties. You can ask for a copy of the school's scheme.

The disability equality duty means schools should think about disabled children in all aspects of school life and promote positive attitudes towards disabled people. This may mean, for example, encouraging the participation of disabled children in the development of anti-bullying policies, including disabled role models in lessons and assemblies and ensuring disability awareness training for staff.

Unlawful discrimination

The Disability Discrimination Act 1995 made it unlawful to discriminate against disabled pupils and prospective pupils in all aspects of school life. This means that schools can't treat a disabled person less favourably than others for a reason which relates to their disability, and that schools have to make reasonable adjustments so a disabled person is not disadvantaged for a reason relating to their disability.

If you think your child has been discriminated against

If you think your child has been discriminated against for a reason relating to their disability or think the school is failing to make reasonable adjustments or is not fulfilling its obligations under the disability equality duty, please seek specialist advice. The Equality and Human Rights Commission and the Equality Commission for Northern Ireland can provide advice about disability discrimination and the possible courses of action open to you. See 'Useful Organisations' on page 25 for their contact details.

Other routes of complaint

There are other routes of complaint available like making a complaint to the government department which covers education (like the Department for Children, Schools and Families if you live in England) or to the relevant Ombudsman. However, you often need to have exhausted all other routes of complaints before taking this action and they can only investigate complaints in limited circumstances. If you are considering using these routes, please seek specialist advice.

Legal action

Some parents consider taking legal action in an attempt to resolve the bullying. This can be a long and difficult process and is not guaranteed to get the results you want. If you are thinking about taking

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Web: **www.cafamily.org.uk**

legal action, you should take legal advice to determine if you have a case. The Children's Legal Centre may be able to advise if you have a case and provide details of solicitors in your area that specialise in education law. If you live in Scotland, you may want to contact the Scottish Child Law Centre.

Children's Legal Centre

National Education Law Advice Line:
0845 345 4345 (press 3 for education)
Web: <http://www.childrenslegalcentre.com>

Scottish Child Law Centre

Tel: 0131 667 6333
Website: <http://www.scl.org.uk>

Moving schools

Some of the parents we spoke to moved their child to a different school because of the bullying and how it was dealt with. They were keen to stress that this may not always be appropriate for everyone.

"In some cases, a child may have gone to the wrong school for them and if they move the situation resolves itself. In other situations it could occur again unless the support is put in place."

"The school has recommended that she attends a smaller school, yet there are none in our area."

"Moving schools isn't for everyone, but if you're thinking about moving schools go and look at the new schools, see what you think. It may work."



Legal issues to consider when thinking of changing schools

Moving schools may not be an easy option. If the new school is full, you will have to go before an appeal panel to try and get a place at the school. If you live in Scotland, you may need to make a placing request. If your child has a statement of special educational needs (SEN), the name of the school on the statement needs to be changed. For advice in these issues ring our helpline.

Other issues to consider

When thinking about a move to a new school, you may also need to consider:

- how the move will affect your child and how they feel about moving
- what support is available for disabled children in any new school
- what help will be available to meet your child's special educational needs
- how accessible is the new school
- will the move upset your child's routine
- how your child will get to the new school
- how your child will fit into an established year group
- how much your child will miss their friends from the old school and how easily will they make new friends.

Some parents whose children moved schools had positive experiences.

"I removed him from the school and it's the best thing I've ever done. The new head said she got a pale withdrawn child. Now he's a bouncy boy who adores school and has so many friends."

"Moving schools was the best thing we did. He thinks the school is brilliant and loves it. The school seems to be more knowledgeable of SEN. The communication with the school is much better. They will put a note in his bag the day anything happens."

If your child is exhibiting bullying behaviour

If a child is being bullied they may bully someone else because they're mimicking behaviour or releasing their frustrations. Sometimes a child may exhibit bullying behaviour because of their condition. For example they may have a high pain threshold and so play roughly, they may copy other children's behaviour, they may crave sensory input in different ways or they may have behavioural difficulties.

"I got a call from the head. The other parents had complained that he had threatened their children. The head had tried to explain to them that he was autistic but the parents said that their children were no longer allowed to play with him in case he threatened them again."

Sometimes a child may react violently to prolonged bullying.

"My child dealt with bullying by swearing at them. The school responded by punishing him – not for standing up to the bullies but for swearing."

The school's response

If your child behaves or reacts in any ways like those mentioned above, the school may use sanctions to respond to the behaviour. In England, the guidance on school discipline and pupil behaviour policies advises schools how they might take account of a child's disability when applying the school's behaviour policy. This may mean the school takes different action or makes reasonable adjustments when applying the policy. You may find it useful to ask for copies of the school's behaviour and discipline policies.

If your child has an individual education plan, statement or a co-ordinated support plan (Scotland), it may include information on how to manage their behaviour.

"We encouraged him to talk to someone when he was bullied. At school he could go to a support worker or a teacher. At home if a kid in the street says something, we encouraged him to come home and let it out at home. We couldn't always stop the bullying but could work with him on how to deal with it when it happens."

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Web: **www.cafamily.org.uk**

Tips for parents

If your child is exhibiting bullying behaviour, you could:

- talk to them about what has happened, why they are displaying this behaviour and what they could do instead. See the section 'Talking to your child about bullying' for tips on communicating with your child if they have communication difficulties
- reassure them that you love them but don't like their behaviour
- praise and encourage them whenever possible
- use social stories to explore how they are feeling and how the other child may be feeling. See National Autistic Society website in 'Useful Organisations'
- if your child has difficulties in understanding feelings, use pictures of faces showing different expressions (happy, sad, angry) to explain feelings and how the other child may be feeling
- ensure the school is aware of your child's condition and the effect that it has on their behaviour.

If your child reacts violently to bullying, you could:

- talk about different ways they can respond to the bullying. See 'Talking to your child about bullying' for suggestions on different ways to communicate with your child
- draw pictures of the bullying and the different ways your child could deal with it. For example you could draw pictures in the style of a cartoon strip which show your child hitting back, walking away from the bullying or telling someone. Then talk about the different responses, what might not work and which is best for your child
- explore what could be reasonable responses to different levels of bullying, from teasing to more serious bullying
- establish a safe place where they can go if they're being bullied
- make the school aware of the bullying and how it is affecting your child
- encourage your child to use other ways to let go of their frustrations
- build their self-confidence and self-esteem
- create a sign or signal they can use at school if the situation becomes too much and they need to leave the room.

Bullying in different places and online

Bullying anywhere – talk to the school
Bullying doesn't just take place in schools, it can happen anywhere. If your child is being bullied in the community or online, it can be difficult to know who to talk to. It is always a good idea to let the school know what is happening as there may be action they can take. They may be able to provide additional support for your child while the bullying is being resolved.

Bullying in the neighbourhood
Some of the parents we spoke to experienced bullying in their neighbourhood and community.

"She used to play outside with the neighbours. It wasn't long before people realised that they could take advantage of her. They used to wind her up until she hit them back, call her spaz. This escalated and we had eggs thrown at the windows. One time the windows were broken. We went to the police about that. In the end we were scared to walk out of the door."

Talk to your local council or housing association

If you live in a council property or housing association property, let them know what is happening. One parent kept a diary of the incidents to show the housing association. Councils and housing associations have actions they can take against tenants who are victimising other tenants. Some families asked to be rehoused and moved to a different area to escape the bullying.



"We've moved away from the area now and it's much better. When we moved I made sure that everyone knew of her disability and if they had a problem with her to come to me. Someone called her stupid recently and she went mad but I sorted it straight away."

On the way to school

If the bullying takes place on the journey to and from school, the school may take action. If your child is being bullied on the way to or from school you should speak to the headteacher about what is happening. The school's anti-bullying policy may cover bullying outside of school.

At leisure facilities and clubs

Some children may be bullied at a club or leisure activity they attend. It is not a legal requirement for clubs or services to have an anti-bullying policy. But it is good practice for them to have one. You can ask the club or service if they have an anti-bullying policy.

You may also want to talk to the person

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Web: **www.cafamily.org.uk**

who organises the club to make them aware of the bullying and see what action they can take. You could also approach the park or play rangers about any incidents. Your local authority should have their contact details. The community police may also be able to offer some support.

Bullying online and mobile phones

If your child is being bullied via the internet or mobile phones, see Parentline Plus's guide 'Bullying – via internet and

mobile phones' for advice on how to deal with it.

You may also want to get a copy of the Department for Children, Schools and Families 'Safe to learn guidance on cyber bullying', available from Web: <http://tinyurl.com/2euuou>

Contacting the police

You can contact the police about bullying. If the bully is over 10 years old, they are over the age of criminal responsibility

One parent's story

"My son, Jacob, was being picked on by another boy. Jacob has a learning disability. He was being picked on by a boy who also has special needs but he is higher functioning than Jacob. He was upset saying he never wanted to go to school again and was finding it difficult to go to sleep at night and was very difficult to get out of the home in the morning.

However, the teaching staff were absolutely brilliant about it, I wrote my concerns in his communication book and the teachers looked out for any incidents and noticed this boy tripping him up. They immediately removed this boy and made him play in the infants' playground as a punishment; they also withdrew his golden time. They spoke to this boy about his behaviour and how he should behave.

They also spoke to Jacob about the incident and re-assured him to go

to them for help in the future over subsequent issues and, to me, the most useful thing they did over the next couple of weeks was to ensure that his self-esteem was not damaged in any way, they made sure they praised him for all the good things he did and the communication between home and school was brilliant over this time so that we could also praise him and up his self-esteem and confidence.

Jacob is now very happy and settled at school again and I commend the actions taken by his school.

We need to ensure that bullying issues are not just about anti-bullying, disability awareness, etc; we need to ensure that children and young people with additional needs are helped to be resilient individuals, skills which will prepare them for adulthood as well as keeping them as confident and secure as possible within their childhood."

in England and Wales so there may be action the police can take. Some of the parents we spoke to had involved the police.

"I've been to the police. The bullies were spoken to by the police and warned but it made no difference."

"I went to the police to ask if it would be considered a disability hate crime, and the constable took us very seriously."

Useful organisations

There are a number of voluntary organisations that can provide support to children who are being bullied and their families. If there is a national support group for your child's condition, you may want to contact them. They may have produced resources around bullying, like Mencap's 'Don't Stick It, Stop It!' campaign for children and young people with learning disabilities.

They may offer support and training like the National Autistic Society's 'help! 2' programme which includes an anti-bullying seminar for parents. Some organisations that support children who are being bullied, like Kidscape, provide sessions for children and young people to develop coping strategies to deal with the bullying.

Anti-Bullying Network

Web: <http://antibullying.net>
Web-based Scottish organisation providing anti-bullying support to school communities, with a parents' section and young people's section on how to cope.

"I went to the police to ask if it would be considered a disability hate crime, and the constable took us very seriously."

Beat Bullying

Web: <http://www.beatbullying.org>
Web-based information and practical advice on dealing with bullying for children, young people and adults.

Bullies Out

Web: <http://www.bulliesout.com>
Web-based information and practical advice on dealing with bullying for children, young people and adults in Wales.

Bullying UK

Web: <http://www.bullying.co.uk/>
Web-based help and practical advice on dealing with bullying for children and young people, parents and professionals.

Changing Faces

Tel: 0845 4500 275
Web: <http://www.changingfaces.org.uk>
Supports and represents people who have disfigurements to the face, hand or body from any cause.

Freephone helpline: **0808 808 3555**
Web: **www.cafamily.org.uk**

Childline

Tel: 0800 1111 (24 hours)

Web: <http://www.childline.org.uk>

Helpline for children offering emotional support and counselling on anything including bullying.

Education Support for Northern Ireland

Web: <http://www.education-support.org.uk>

Web-based information for parents, students and teachers about bullying and other issues.

Equality and Human Rights

Commission Disability Helpline

England - Tel: 0845 604 6610

Scotland - Tel: 0845 604 5510

Wales - Tel: 0845 604 8810

Web: <http://www.equalityhumanrights.com>

Provides information and guidance on discrimination and human rights issues, including disability discrimination.

Equality Commission for Northern Ireland

Tel: 028 90 890 890

Web: <http://www.equalityni.org>

Provides information and guidance on discrimination and human rights issues, including disability discrimination.

Kidscape

Helpline: 08451 205 204

Web: <http://www.kidscape.org.uk>

Provides a helpline for parents of children who are being bullied and confidence building sessions for children who are bullied.

Mencap – Don't Stick It, Stop It! Campaign

Helpline: 0808 808 1111

Web: <http://www.dontstickit.org.uk>

Web: <http://www.mencap.org.uk>

For people with learning disabilities and their families. 'Don't Stick It, Stop It!' is a campaign against bullying.

National Autistic Society

Helpline: 0845 070 4004

Web: <http://www.nas.org.uk>

Support for people with autism and their families.

Also has information about 'help!2' programme for parents of children who are being bullied

Web: <http://tinyurl.com/3gtfbr>

and Circle of Friends

Web: <http://tinyurl.com/3klfjn>

Parentline Plus

Parentline: 0808 800 2222 (24 hours)

Run a website for parents who are concerned about bullying

Web: <http://www.besomeonetotell.org.uk>

And 'Got a teenager'

Web: <http://www.gotateenager.org.uk>

Support on any parenting issue

Web: <http://www.parentlineplus.org.uk>

Respect Me

Helpline: 0844 800 8600

Web: <http://www.respectme.org.uk>

Scotland's anti-bullying service.

Teachernet

Web: <http://tinyurl.com/274wjy>

Web based resource for education profession from the Department for Children, Schools and Families. Includes links to the 'Safe to Learn' guidance and other legislation.

This guide was produced in partnership between Contact a Family and Parentline Plus.

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Written by Penny Roper

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Join us at:

MySpace

www.myspace.com/contactafamily

Bebo

www.bebo.com/contactafamily

Facebook

www.facebook.com

and search for 'Contact a Family'

Second Life

You can find our Contact a Family virtual advice office in Second Life on Aloft Island 19.40.22 (PG) or visit <http://tiny.cc/P9A5l> to teleport there directly

Freephone helpline: **0808 808 3555**
Web: **www.cafamily.org.uk**

Getting in contact with us

Free helpline for parents and families

0808 808 3555

Textphone

0808 808 3556

Open Mon–Fri, 10am–4pm;

Mon, 5.30–7.30pm

Access to over 100 languages

www.cafamily.org.uk
www.makingcontact.org

Contact a Family Head Office:

209-211 City Road, London EC1V 1JN

Tel **020 7608 8700**

Fax **020 7608 8701**

Email **info@cafamily.org.uk**

Web **www.cafamily.org.uk**



Other information booklets available

This guide is one of a series produced for parents and groups concerned with the care of disabled children. A full list of Contact a Family publications is available on request or can be downloaded from our website www.cafamily.org.uk

- Siblings (UK)
- Relationships and caring for a disabled child (UK)
- Fathers (UK)
- Grandparents (UK)
- Special educational needs - England (England)
- Benefits, tax credits and other financial assistance (UK)



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