



## **STAFF DEVELOPMENT re: bullying involving pupils with SEN and disabilities - a guide**

### **Induction**

#### **Emerging**

As part of the staff development programme and the implementation of the SEN Code of practice,

All new staff:

Have their training needs identified with reference to SEN or disability

- Have their own disability requirements provided for
- Have access to a mentor
- Are provided with the school's Anti-Bullying policy

#### **Developing**

All new staff:

- Join an induction programme on arrival.
- Are given information on appropriate professional development networks
- Have professional development plans linked to SEND and their individual needs.
- Know how to access support
- Have specialist staff to whom they can go for help with specific pupils or groups
- Are familiar with the SEN code of practice and resources such as communication tools
- Are supported to implement the school's Anti Bullying Policy

#### **Established**

- The staff induction programme is supported by a designed programme of professional development concerning SEND led by key staff.

- This programme is embedded in the school's inclusion policy and has a focus on strategies for supporting the learning of pupils with SEN or disabilities in relation to social development and bullying.
- New staff members are offered routes through which they can gain experience and competence in effective interventions to prevent bullying of and by and pupils with SEND.

### **Leading**

- The induction programme is evaluated regularly and reviewed to include feedback from staff and to incorporate new local and national developments.
- The school forms partnerships and participates in professional networks beyond the school which will support new staff in developing their knowledge and understanding of SEND.
- The school evaluates the effectiveness of interventions and bullying prevention schemes with regard to SEND.
- A system of tracking decision making can be demonstrated in case of complaints

### **NB. Pupil Referral Units**

Within pupil referral units there has been an increase in support staff over the past decade. It is vital that they receive anti-bullying and SEND training.

## **Training for Inclusion and the SEN code of practice**

### **Emerging**

- The training needs of staff (in relation to SEND and bullying) are evaluated as part of an annual professional development programme.

### **Developing**

- Key staff (with specialist responsibility for SEND and bullying) are able to access training in their areas of expertise.
- There are regular opportunities to train all staff on the SEN Code of practice and the resources pack 'all equal, all different'.
- A wide resource of school-based knowledge, skills and understanding is built up and regularly updated.

### **Established**

- The school uses the expertise of special school staff to support staff and pupils in developing an inclusive environment
- Key staff regularly attend specialist training and are able to give advice and support to others from within the school's development and training programme
- Key staff analyse data on incidents and develop strategies accordingly

### **Leading**

- The training programme is reviewed and evaluated regularly with key staff.

- Key staff, pastoral and specialist staff play a role in ensuring it addresses issues relating to SEND and bullying
- The training programme is evaluated for its impact
- Interventions are evaluated for their impact on specific identified groups of children and young people
- Expertise of other schools and agencies is well used to support the extension of inclusive practices.

## Promoting emotional health and wellbeing

### Emerging

- The leadership team is committed to developing a plan to support children with SEND through transitions and to prevent bullying
- The school is working towards becoming a safe and supportive working and learning environment

### Developing

- Objectives for the prevention and handling of bullying incidents have been identified.
- All staff, including support staff have been trained
- Parents have been engaged
- Pupils are fully participating
- Data is regularly gathered and analysed

### Established

- A strong preventative programme of activities is in place, changing the ethos of the school
- The school environment discourages victimisation
- Pupils report feeling safe
- Reactive approaches are monitored
- Systems are in place to track behaviour

### Leading

- The whole school community is involved in creating a safe environment in which everyone is valued
- The interventions are evaluated and staff are able to reflect and develop these
- The school is sharing good practice with other schools and services
- The school shares information with professional networks
- The resource: 'All Equal, all different' is available from [www.diseed.org.uk](http://www.diseed.org.uk)

### Parents suggestions for staff development:

*'(They need) More information, training and opportunity to put it into practice with mentoring from staff who work with pupils/students who have special needs.'*

*'There needs to be more training particularly for staff that work with the child- they could make arrangements with other schools and staff secondments.'*

*'Certainly part of it is training. The teachers need to recognise the particular needs of our kids....The mainstream teachers by and large do not understand the fact that our kids are not understanding social situations...that they are sometimes misinterpreting good natured teasing for bullying, but sometimes they are genuinely being bullied and actually it all feels the same to our kids and they react the same to whichever kind it is and they can't tell the difference'* (Parent of son, 18 with Aspergers Syndrome)

*'Teachers need to be aware of SEN as well as children. Some teachers really lack understanding. I know of one newly qualified teacher who said she didn't feel qualified to teach SEN children and that they had only had to give one 10 minute presentation on SEN as part of her training.'*

*'Listen to the child even if it takes them all day to tell you what the problem is'*