



Challenging Disablist Bullying in Schools -2015 World of Inclusion/ Anti Bullying Alliance Joint Project

Inclusion leads to a wider diversity of young people with different physical and mental impairments being in school with non-disabled peers. Increasing insecurity is a feature of many education systems, as competition replaces collaboration. Scapegoating of those who are different becomes common. This is not inevitable. If teachers and others who work in schools and young people themselves challenge the prejudicial thinking, its root causes and make young people aware of the very harmful psychological impact that bullying has, it can be eliminated.

This work on disablist bullying commenced with a number of resources produced for school staff.

Tackling disablist language based bullying in school: A Teacher's Guide SEN and disability: developing effective anti-bullying practice. <http://www.anti-bullyingalliance.org.uk/media/14667/Tackling-disablist-language-based-bullying-in-school-FINAL.pdf>

10 tips to tackle disablist language based bullying in school: A guide for staff. <http://www.anti-bullyingalliance.org.uk/media/12271/10-tips-on-tackling-disablist-language-based-bullying-in-school-final-nov14.pdf>

Use of language: special educational needs, disabilities and bullying. <http://www.anti-bullyingalliance.org.uk/media/7474/use-of-language-mar-14.pdf>

Challenging bullying and harassment of disabled people in class: a resource for teachers. <http://www.anti-bullyingalliance.org.uk/media/10881/Challenging-Bullying-and-harassment-of-disabled-people-FINAL.pdf>

Challenging disablism - classroom resources Anti-Bullying Alliance ABA has worked with Richard Rieser (www.worldofinclusion.com) to develop some materials to help challenge disablist bullying in schools with school students or pupils. The workshop was led by a disabled adult with an education background. The workshops were based on social model thinking and an historical analysis of the oppression disabled people have faced. The groups were made up of disabled and non-disabled pupils. After a day's workshop the group had to develop a presentation to their peers the next day. The workshops generated a great deal of interest and on-going work in the schools. We went to six schools (4 primary and 2 secondary) to test out our materials. As a result, we have created six short films to give ideas about challenging disablist bullying in school.

Video case studies:

Wroxham Primary School - Potter's Bar <https://www.youtube.com/watch?v=WJn8NoC7-Z0>

Priestnall Secondary School - Stockport <https://www.youtube.com/watch?v=QZ4L3HAIBjk>

Highbury Quadrant Primary School - London <https://www.youtube.com/watch?v=FBDaWTokuK4>

Fulford Secondary School - York https://www.youtube.com/watch?v=hb0KI_hgiBI

Emerson Green Primary School - Bristol <https://www.youtube.com/watch?v=Hbu6RYgxHi0>

Colmore Junior School - Birmingham <https://www.youtube.com/watch?v=mZrXNWMlbcc>

The resources used in the films are also below.

Who is disabled-an activity to see who counts as a disabled person- and the breadth of definition in UK. <http://anti-bullyingalliance.org.uk/media/20419/Who-is-Disabled-resource-FINAL.pdf>

All Equal All Different Questionnaire- to be completed using pre-prepared resource sheets. <http://anti-bullyingalliance.org.uk/media/20377/All-Equal-All-Different-Questionnaire-FINAL.pdf>

For younger children use same resource sheets and be a **disability detective**.

<http://anti-bullyingalliance.org.uk/media/20422/Be-an-information-detective-FINAL.pdf>

Autism <http://anti-bullyingalliance.org.uk/media/20425/Worksheetsfinalreworked-Page001-Autism.pdf>

Blind & VI <http://anti-bullyingalliance.org.uk/media/20428/Worksheetsfinalreworked-Page002-Visual-Impairment.pdf>

Deaf People <http://anti-bullyingalliance.org.uk/media/20431/Worksheetsfinalreworked-Page003-Deaf-People.pdf>

Down's Syndrome <http://anti-bullyingalliance.org.uk/media/20434/Worksheetsfinalreworked-Page004-DS-primary.pdf>

Learning Difficulty <http://anti-bullyingalliance.org.uk/media/20446/Worksheetsfinalreworked-Page008-Learning-Difficulty-Sec.pdf>

Physical Impairment <http://anti-bullyingalliance.org.uk/media/20449/Worksheetsfinalreworked-Page009-Physical-Impairment.pdf>

Short Stature <http://anti-bullyingalliance.org.uk/media/20440/Worksheetsfinalreworked-Page006-Short-Stature.pdf> [Erratum where says Warwick Mansell substitute Warwick Davis.]

Mental Health <http://anti-bullyingalliance.org.uk/media/20452/Worksheetsfinalreworked-Page010-Mental-Health.pdf>

A-Z of Offensive Disablist Language <http://anti-bullyingalliance.org.uk/media/20386/Ato-Z-of-Offensive-language-FINAL.pdf>

Disablism Timeline -Pictorial representation of the treatment of disabled people over the last 2600 years <http://anti-bullyingalliance.org.uk/media/22035/disablism-timeline-web.ppt>

Social Model and challenging the barriers. It was important for participants to understand disability from a social/human rights perspective and be able to identify the barriers disabled people face. Video <https://www.youtube.com/watch?v=0e24rfTZ2CQ> Article <http://worldofinclusion.com/medical-model-social-model-r-rieser/> Activity- build a wall of barriers of cardboard bricks and knock it down with solutions.

Case Studies – 6 Case Studies which are studied in groups and then the children put forward solutions to the bullying. Children and young people involved in the topic are shown a cartoon of the bullying of Jay 1 <https://youtu.be/jILSFP58d5c> and then the same situation with a positive response Jay 2. <https://youtu.be/xRzJ51fjoE8> as an example.

Further case studies

<http://anti-bullyingalliance.org.uk/media/20407/Mona-has-brittle-bones-Primary-FINAL.pdf>

<http://anti-bullyingalliance.org.uk/media/20392/Case-Study-Shola-Primary-FINAL.pdf>

<http://anti-bullyingalliance.org.uk/media/20401/Javid-visually-impaired-Scenario-1-Primary-FINAL.pdf>

<http://anti-bullyingalliance.org.uk/media/20413/Tom-has-autism-and-is-being-bullied-in-his-primary-school-FINAL.pdf>

<http://anti-bullyingalliance.org.uk/media/20410/St-Saviours-Learning-Difficulty-Primary-FINAL.pdf>

<http://anti-bullyingalliance.org.uk/media/20404/Michael-Wheelchair-User-Primary-FINAL.pdf>

Lessons learned from this project

1. Young people are generally ignorant of the history of the treatment of disabled people and benefit greatly from this knowledge in developing empathy for disabled people.
2. Young people do not know the origins of disablist language and its derivation. Once given a firm grounding they are prepared to challenge disablist language. Words such as mong, retard, spaz and idiot are harmful and in wide use in society.
3. A disabled adult, with some educational background, is best placed, through explaining their own experiences and generalising them, to run such interventions. Failing this, staff who lead such interventions should be well versed with a social/human rights approach to disability rights and the history of disabled peoples' oppression.
4. Groups that undertake this work should be given opportunities to share what they have learned with their peers.
5. School staff have not generally been exposed to the above and do not know how to effectively challenge disablist bullying. They need disability equality training and to be taught how to effectively challenge disablist bullying.