Hanover Street School

Anti-Bullying Policy

Relevant Performance Indicators		
HGIOELC (2016) & HGIOS4 (2015) Quality Indicators	*1.4* *2.1* *3.1* *3.3*	*Leadership and Management of Staff* *Safeguarding & Child Protection* *Ensuring Wellbeing, Equity and Inclusion* *Increasing Creativity and Employability*
Health & Social Care Standards (2017)	*3.20* *5.17*	*I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.* *My environment is secure and safe.*

| Policy Written By	In Consultation With	Date of Review(s)	Date of Next Review	Changes Made	Signature(s)
Gillian Forbes, Depute Head Teacher	Parents, pupils and school teaching staff	November 2018 August 2019	August 2020	Updated hyperlinks	*Gillian Forbes*

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1. Rationale
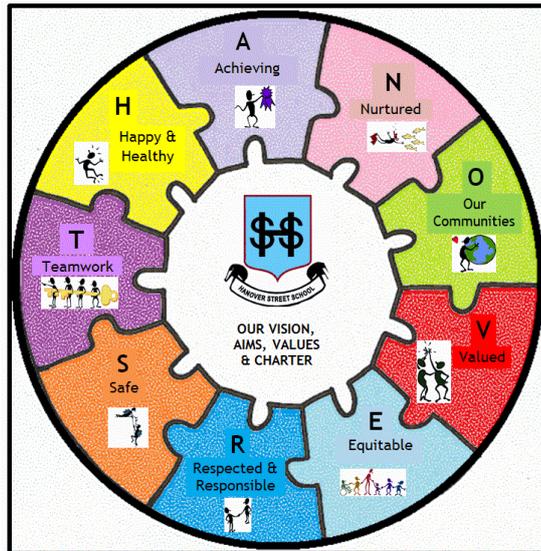
As outlined in our vision, aims, values and charter above, Hanover Street School believes that all children and young people should expect to feel happy, nurtured, respected, safe and a valued part of the school team/community.

We encourage our staff, children and families to be responsible role models, promote positive relationships and aim to provide an environment free from bullying behaviour, in turn supporting children to achieve their potential.

This document establishes a set of guidelines for our school which provide support for children and young people around our anti-bullying policy and procedures.

This is based on the following national and local guidance (click on pictures below to view):
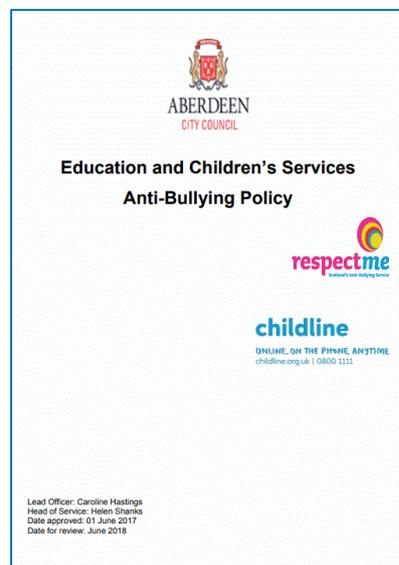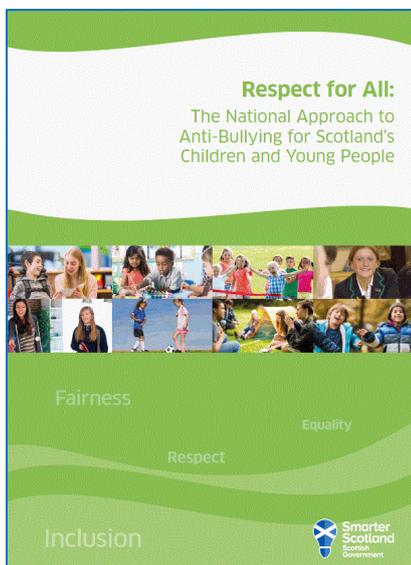
2. **Aims**

- To promote an ethos of inclusion and positive behaviour and to make it clear that bullying is a form of anti-social behaviour which will not be tolerated;

- To create an open culture where pupils feel free to report possible incidents of bullying behaviour without fear of repercussion;

- To equip pupils with skills which will help them to deal with bullying behaviours;

- To assist the person who chooses to bully to resolve issues that they have.

3. **Strategy and Legislation**

These guidelines are set within a number of local and national strategies and legislation, as set out below. These are detailed further in appendix 1.

- *The Human Rights Act 1998*

- *The United Nations Convention on the Rights of the Child (came into force in UK in 1992)*

- *The Equality Act 2010*

- *The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009*

- *Scottish Schools (Parental Involvement) Act 2006*

- *The Children and Young People's Act (Scotland) 2014 places GIRFEC – Getting It Right For Every Child - in statute*

4. **Definition of Bullying**

The organisation 'respectme' is Scotland's anti-bullying service. They define bullying as:-

> *'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.''*
> *(respectme, 2015).*

Points to Note

- Bullying is behaviour **and** impact – never one on its own;

- Bullying occurs within the context of relationships;

- There does not need to be intent; the person displaying bullying behaviour may not always be deliberately trying to cause hurt or be aware that their behaviour is causing someone else to suffer;

- The behaviour does not need to be persistent, but the threat can be sustained

- Bullying can take many forms and actions. It can be verbal, social, physical, emotional or prejudice based (see appendix 2);

- Bullying is not the same as repeated disagreements or "falling out";

- It is best to avoid labelling and using terms such as 'bully' and 'victim' .

5. <u>Consultation Processes</u>

In developing this policy for our school we:

- sought the views of our young people through engagement with the Pupil Council and P4-7 surveys.

"[I can] help to stop arguments and bullying. [Others] will make new friends. We speak about it in assembly; the teachers speak to the classes. [We could] also make a newsletter to say to stop bullying in schools and show how to do this."

"Try to help the bullies stop bullying."

"Speak to the bully's parents."

"Tell other boys and girls to be good."

"I feel safe at school because I don't get bullied anymore."

"Try to prevent it from happening and trying to help the people make up."

- encouraged parents/carers to contribute to the writing of the policy through engagement with a parental survey and discussion with the Parent Council.

"I think they are working towards controlling it and make everyone aware. It is a very difficult thing. We just need to be good parents and start this at home. Make sure we tell our kids that [bullying] behaviour is unacceptable and try to work with them to change it."

"Work with kids to stop it. Work with the affected kids, make sure they are supported. Make sure that even the kids that are bullying the others get support as well because if they are doing it, it means there is something wrong. Just help them too."

"Reinforcing how people should treat each other with respect."

"I'd like to hear about it when my child is bullied, so that I can help address it. It's not enough for teachers just to talk to kids, if it continues regardless."

- engaged with all school staff around the policy to ensure that everyone had an input in the formulation of this policy.

"As an individual, if I found there was bullying occurring in my classroom I would use this as an opportunity to tie it in with my Bounceback lessons."

"I also think Bounce Back is a wonderful initiative. School has held anti-bullying weeks/initiatives with lots going on – lessons/assemblies. NSPCC input only last week."

"Restorative approaches/conversations are often used to encourage pupils to take responsibility and understand the impact of actions as well as pupils on receiving end feeling safer and understood. Situations are monitored closely and records kept. Parents on both sides are communicated with."

"Senior Management are heavily involved in a range of behaviour issues, including bullying."

- worked and continue to work in partnership with our associated secondary school, Harlaw Academy and communicate regularly with other Associated School group primary schools (Broomhill, Ferryhill and Kaimhill Schools) through the ASG partnership forum.

6. Roles and Responsibilities

All school staff, both teaching and non-teaching, have a duty to report bullying behaviours, to be vigilant to the signs of this and to play an active role in the school's measures to prevent them.

A summary of anti-bullying information for staff is in appendix 3.

Role of the Class Teacher
- foster an ethos of inclusion in the classroom.
- promote positive attitudes in the classroom and school.
- involve all pupils in regular discussion of the effects of bullying behaviour(s).
- encourage pupils to take responsibility for their own behaviour.
- allow opportunities for pupils to express any concerns.
- promote the ethos of a Rights Respecting School.
- follow the school's positive relationships and behaviour policy, seeking advice when necessary.

Role of the Pupil Support Assistant
- reassure pupils involved.
- aim to ensure each child is included.
- aim to involve pupils in cooperative play.
- encourage children to talk about any concerns.
- treat any bullying concern seriously.
- praise children when they behave well.
- support buddies, helpers, etc.
- promote the ethos of a Rights Respecting School.
- use initiative to minimise issues, inform/seek guidance from the class teacher/leadership team in repeated and/or more serious issues.

Senior Staff

The Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents and Carers

Parents and carers should:

- look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
- encourage their child **not** to retaliate and support and encourage them to report the bullying.
- report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.
- *Aim to model respectful, inclusive behaviours at all times.*

A summary of anti-bullying information for parents and carers is in appendix 4.

Pupils

Pupils should:

- not take part in any kind of bullying behaviours.
- watch out for signs of bullying behaviours among their peers.
- never be bystanders to incidents of bullying.
- offer support to their peers, and, if possible, help them to tell a trusted adult.
- report bullying behaviours as soon as possible.
- re-report if issues are not resolved.

A summary of anti-bullying information for pupils is in appendix 5.

7. **Preventative Strategies & Processes**

Ethos

Hanover Street School is a welcoming, happy school and we work hard, together, to achieve and maintain this. As a nurturing school, we believe that building and maintaining positive relationships is at the heart of our learning and teaching at Hanover Street School. (See policy here)

It is made clear to staff and pupils that **everyone** is responsible for ensuring bullying behaviour is not tolerated. All staff and pupils know that there are a number of adults who will listen to their concerns. Pupils are also encouraged to support one another, e.g. P6 and P7 House and Vice Captains, P5 & P6 buddy groups for P1 pupils, mixed stages reading buddies, and classmates, etc.

Curricular Approaches

Positive and negative aspects of relationships are discussed throughout the year in the resilience building programme "Bounce Back", as part of the Health and Wellbeing curriculum. Throughout this, pupils are made aware of the importance of speaking up about any concerns they may have, and learn useful strategies, such as "helpful v unhelpful thinking". This may take the form of Circle Time, workshops, assemblies or art or drama. Wider aspects of respect, values, culture in society, discrimination, etc. are also supported through learning in Religious and Moral Education (RME) and Social Studies.

Anti-Bullying Week

Each school year all staff and pupils are involved in anti-bullying week. Bullying is discussed and children are made aware of what bullying behaviour is, the forms it may take, and what it may look, sound or feel like i.e.: physical, verbal, exclusion/isolation, damage to property. This week is an opportunity to refresh/refocus on other knowledge, skills and strategies explored throughout the school year.

Assemblies

At each assembly, there is a focus on children's rights, with reference to our school charter and acronym "HANOVER ST." This keeps the focus on respectful behaviours regular and relevant.

Induction of New Pupils and Families

The anti-bullying policy and its key messages are mentioned in all induction booklets and materials. New pupils and families are encouraged to look at the policy on our school website: www.hanover.aberdeen.sch.uk

Induction of New Staff

The school's anti-bullying policy is part of our staff induction procedures. All new staff are also made aware of the "Managing Grievances" and "Whistleblowing" Aberdeen City Council policies.

Hanover Street Defenders

Our Associated Secondary School, Harlaw Academy has a well-established Anti-Bullying Pupil group called "Harlaw Defenders." Through our partnership with them, secondary pupils meet with P6 & P7 pupils of our school, sharing successful strategies to prevent/challenge bullying behaviours.

From session 2018/19, "Hanover Street Defenders" will take a role in supporting the Anti-Bullying practices in school. They will support positive relationships across the school, offer peer support, and work with teachers and Pupil Support Assistants to report any issues.

Sharing of Policy
- The policy will always be available on the school website. www.hanover.aberdeen.sch.uk.
- Appendices will be shared with relevant stakeholders on a regular basis, ensuring all know their responsibility in preventing and reporting bullying behaviours.

8. Dealing with Bullying Behaviour Issues

When an incident has been reported; action will **always** be taken. The following guidance sets out our approach.

Emotional Support

- Attach no blame for the bullying behaviour, even by implication, to the pupil who has been impacted. Involve the pupil who has been affected in considering what strategies might work, and give them a voice in decisions that are made about them.

- Enable the pupil who has been affected to see that it is achievable for things to be better.

- Take care not to overreact, especially to rumours that may be unfounded.

- The person who has shown bullying behaviours may need support too – reasons for these behaviours are often complex.

Open and Honest Communication; a Partnership Approach

- Inform parents/ carers about bullying behaviours at an early stage and continue to support and inform them if these behaviours continue.

- Inform relevant staff about actions taken and keep them up to date with progress.

Recording and Reporting

Pupil to pupil incidents of bullying behaviours should be recorded through the following procedures:

- Record on pastoral notes on SEEMiS.

- All schools are required to use the SEEMiS Bullying and Equalities module to record and monitor incidents of bullying. This enables schools to enter and maintain details of any alleged incident reported to them. The school can enter details of the alleged incident, the nature of the incident and motivations. It also enables them to monitor, review and record any actions progressed. Further benefits to this are that potential links between, attendance, exclusion

and attainment can be mapped and reported. Currently, this module is accessed by the Senior Leadership Team only.

- Teaching and Support Staff should use a reporting form which is attached in appendix 6. These are kept in teacher administration folders and should be given to SLT.

Reporting of a pupil to staff, staff to staff or member of public to staff incident should be recorded using the Near Miss Report Form:

- Health and Safety Incident Near Miss Form
- Health and Safety Incident Near Miss Guide

These are available from the school office.

Other Support

We will seek support and guidance from other agencies where appropriate.

If any incident is linked to prejudice or discrimination it must also be reported through Grampian Regional Equality Council (GREC) on either:

- https://goo.gl/YFuciK.
- http://grec.co.uk/prejudice-discrimination-reporting-form/
- Phone GREC on 01224 595505.

If required, further support for the individual or the school can also be accessed through this channel.

Monitoring

- We will monitor the results of any actions after dealing with incidents.

There are many strategies available for dealing with bullying behaviours. Each incident of bullying is different, and there is no particular strategy that will work in every case, however, restorative approaches can help to repair relationships.

The first decision that has to be made in each instance is to try to identify which strategy or combination of strategies is most likely to work. It is likely that multiple strategies will be needed for those pupils who persistently and seriously bully others.

Bullying Behaviour Through the Use of Social Media

At Hanover Street School, we strongly recommend parents follow the age guidance regarding minimum ages for children setting up social media accounts. There are various dangers with social media, bullying just being one of them. Guidance can be sought here.

Out of school, it is parent/carers responsibility to monitor children's use of social media.

In school, Class Teachers will monitor the use of Google Classroom, ensuring responsible behaviour and appropriate communication.

9. **Challenging Prejudice Based Bullying, Out Of School &/or In The Community**

Children and young people may not have the same protection outside of school as they do inside of school. Reporting of prejudice and discrimination incidents can be reported through Grampian Regional Equality Council (GREC) as stated above or using this online form accessible on the Aberdeen City Council website: https://www.aberdeencity.gov.uk/services/people-and-communities/equality-and-diversity/prejudice-and-discrimination-reporting-form

Examples of prejudiced based bullying are included in appendix 7.

Reporting Hate Crime

Hate crime is defined as any crime which is perceived by the victim or any other person as being motivated by malice or ill will towards a social group. Perpetrators of hate crime focus upon demonstrating malice or ill will towards individuals on the basis of their actual or presumed, sexual orientation, transgender identity, disability, race or religion.

Incidents of Hate Crime **must be reported** and can be reported through any of the following:

- By Telephone 999 (emergency) 101 (non-emergency);

- In person at any Police station;

- Find your nearest Third Party Reporting Centre;

- Or by clicking the following link - Hate Crime Reporting Form.

10. **Useful Links and Resources**

ChildLine - www.childline.org.uk
ChildLine is a private and confidential service for children and young people up to the age of 19.

Children and Young People's Commissioner Scotland - www.cypcs.org.uk
This site is for children and young people in Scotland, your parents and the adults who work with you. Here, you can learn about your rights, make your voice heard and find out who can help you live a safe and happy life.

Respectme - www.respectme.org.uk/
We work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others.

See Me - https://www.seemescotland.org/

See Me is Scotland's programme to tackle mental health stigma and discrimination. We are funded by the Scottish Government and Comic Relief, and managed by SAMH and the Mental Health Foundation.

Stonewall – www.stonewall.org.uk

Institutions have power and influence. We will reach more people and have a greater impact by transforming institutions and by embedding an inclusive and accepting culture. We will work with all organisations, including workplaces, schools, healthcare providers, sports clubs and religious institutions, here and abroad, to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

Unicef Rights Respecting Schools - www.unicef.org.uk/rights-respecting-schools/

The Rights Respecting Schools Award is a Unicef UK programme that aims to put children's rights at the heart of schools in the UK. We work with thousands of schools across the country to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

11. Links with Other School/Early Learning and Childcare Policies

The principles and ethos contained in this policy is supported by the implementation of the following school policies:

- Positive Relationships and Behaviour Policy (Nursery)
- Positive Relationships and Behaviour Policy (School)
- Acceptable Use Policy for Computer/Internet – For Pupils
- Physical Intervention Policy – April 2017
- Aberdeen City Council Anti-Weapon/Knife Crime Policy
- Relationship, Sexual Health & Parenthood Education (RSHP) Policy – November 2018

Anti-Bullying Policy
APPENDICES

Appendix 1 – Strategy and Legislation Guiding Anti-Bullying Practices

The Human Rights Act 1998

- Places a public duty on authorities to carry out their functions in a matter that is compatible with the right to life, the prohibition of torture, inhuman and degrading treatment, the right to respect for private and family life, the right to education.

The United Nations Convention on the Rights of the Child (came into force in UK in 1992)

- Is concerned with the promotion and upholding of the rights of children and young people - a number of articles are relevant to these guidelines.
- Article 3 – the best interests of the child must be a top priority in all things that affect them.
- Article 12 – every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse. and neglect by their parents, or anyone else who looks after them.
- Article 29 – education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.
- Aberdeen City Council has a partnership with Unicef UK to promote the Rights Respecting School Award (RRSA) in all our schools. This promotes the values and principles of The United Nations Convention on the Rights of the Child (UNCRC), and supports an ethos of meaningful pupil participation, respect and positive relationships.

The Equality Act 2010 places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it. h
- The protected characteristics are:-:
  - Age
  - Disability
  - Sex (Gender)
  - Gender reassignment (Transgender)
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sexual orientation

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

- Provides the legal framework underpinning the system for supporting children and young people who have additional support needs. Children or young people may require additional support for a variety of reasons and may include those who are bullied at school. These needs can be temporary or transient.

Scottish Schools (Parental Involvement) Act 2006

- Promotes the future involvement of parents in their children's education and in the development plans for schools. This act puts a responsibility on schools, family and communities to address discrimination with a duty to actively promote equality and promote children's health, wellbeing and development.

The Children and Young People's Act (Scotland) 2014 places *GIRFEC* – Getting It Right For Every Child - in statute

- GIRFEC promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:
  - o Builds solutions with and around children, young people and families.
  - o Enables children and young people to get the help they need when they need it.
  - o Supports a positive shift in culture, systems and practice.
  - o Involves working together to make things better.
- *SHANARRI* - the 8 indicators of wellbeing considered the basic requirements for all children and young people to grow and develop and reach their full potential: safe*, healthy, achieving, nurtured, active, respected, responsible and included.*

Appendix 2 – Forms of Bullying Behaviours

Verbal can include teasing, yelling, name-calling, put-downs, swearing, threatening, ridiculing, racist comments, or comments about sexuality.

Social can include exclusion/isolation, spreading rumours, dirty looks, humiliation.

Physical can include pushing, shoving, stealing or damaging property, hitting, slapping, spitting, punching, or any type of assault.

Emotional can include stalking, extortion, blackmail, personal comments.

Prejudice-based can include suggestive comments or signs, touching, groping, leering, showing offensive material, racist comments, comments about physical differences.

Bullying can occur in all settings including:

- Family
- School
- Work place
- Sporting field
- In the broader community
- Cyber-bullying

The school's Anti-Bullying Policy can be found on our
school website & Google Drive.
Please ensure that you are familiar with the policy.

Staff Guidelines for Dealing with Bullying

Signs of a bullied child

- becomes aggressive and unreasonable
- starts getting into fights
- falling standards of schoolwork
- becomes withdrawn (not talking, or spending more time alone)
- poor sleeping patterns

There could be other reasons for these signs, so try to avoid jumping to conclusions. You may be aware of other influences or issues for the child.

- Is there anything else bothering the child?
- Are there changes at home? New baby, separation, divorce?
- Has there been a recent bereavement?
- Are there changes in the child's friendship groups?

If you are concerned about a child behaving in this way, please refer to the SLT.

What to do if a child speaks to you about a bullying situation

- If you feel that it can be resolved within the class, please talk to the pupils involved and try to resolve the issue.
- If the bullying behaviour needs to be referred, please refer to the SLT.
- This will be recorded on the report form (Appendix 6 of the policy) and on SEEMiS by SLT.
- If you have referred a bullying incident, the SLT will inform you of action taken.

Good Practice

- Continue to monitor the situation if appropriate.
- Promote UNCRC in your classroom or working area and encourage children to report obstacles to their rights.
- Keep informed of the figures for bullying across the school and work together to lower them.
- Remind pupils of support available from Parents/ Carers, Teaching Staff, Support Staff, Peers, Family and friends.

Appendix 4 - Summary of Anti-Bullying Information for Parents / Carers

The school's Anti-Bullying Policy can be found on our **school website.**
A paper copy can be provided on request.

Please read the policy as it gives important information.
Key messages for parents and carers

Be confident that pupils know what to do

- We support *all* young people to stop bullying behaviours in our school.
- Respect for people is one of our core behaviours.
- Resilience is a focus of the Bounce Back Health and Wellbeing/Resilience Programme.
- The Hanover Street Defenders are high profile and seek to help and support youngsters experiencing bullying. This is a supervised pupil group which offers help, advice and support.

What can you do to help?

- Encourage your child to talk to you about anything causing upset.
- Contact your child's teacher. We can help.
- Help your child to understanding that telling and seeking help will provide the key to stopping bullying behaviour.
- If bullying behaviour continues after the person displaying bullying behaviour has been spoken to, you and / or your child should re-report this.
- **Re-reporting is very important.**

What happens if your child is involved in bullying behaviour?

- Your child will be given an opportunity to stop this behaviour.
- We will contact you.
- Help is available to enable your child to stop bullying behaviour.

Useful Telephone Numbers:

School Number: 01224 569880
School E-mail Address: hanover@aberdeencity.gov.uk

Useful websites

www.kidscape.org.uk	www.anti-bullyingalliance.org.uk
www.childline.org.uk	www.respectme.org.uk
www.unicef.org.uk/rights-respecting-schools	https://modalitypartnership.nhs.uk/self-help/livewell/topics/bullying/
www.seemescotland.org	www.stonewall.org.uk

Appendix 5 - Summary of Anti-Bullying Information for Pupils

Anti-bullying information for pupils

The school's Anti-Bullying Policy can be found on our **school website**.
**Please encourage your parents/carers to read this policy
and discuss it together.**

What should you do if anyone is treating you
in a way that is making you unhappy?

Talk

- Talk to your teacher.
- Talk to your PSA.
- Talk to the office staff or janitor.
- Talk to any adult volunteer.
- Talk to someone at home.
- Talk to a Defender or a friend.

THEY ALL KNOW HOW TO HELP.

Don't put up with bullying behaviour

- If the bullying behaviour you experience makes you unhappy and you do nothing about it, they may continue to behave in that way, or their behaviour towards you may get worse.
- All of the staff in school will support you. We understand that telling can be very difficult. The person displaying bullying behaviour may rely on you being too scared to tell.
- Parents and carers also know that bullying is hard to report, but they will support you.

What will happen if you report a bullying situation?

- We will listen to you and take notes.
- We will explain what we plan to do.
- We will take action that we believe to be in your best interest.
- We will make a record of the incident(s).

What should you do if the bullying behaviour doesn't stop?

- Re-report. If the person displaying bullying behaviour has been told to stop their behaviour towards you, but does not stop, we need to know about it.
- Re-reporting is the key to making sure that it stops.
- If we know that bullying has continued, we are in a strong position to take serious action. We need to know!

What should I do if I want to change the way I behave towards others?

- Speak with your teacher, Head Teacher or Depute Head Teacher, or any other member of staff you trust.
- Help is available for you and can make a real difference.

The above advice is the same for all types of bullying. Your teacher will discuss bullying and the school policy in class. There are lots of websites which can help you, but reporting bullying is the best action you can take.

Appendix 6 - Teaching and Support Staff Reporting Form

Report of a bullying allegation

Date reported

Reported by?

Date of incident(s)

Time of incident(s)

What happened?

Nature of incident (please circle)?		
	Racist	Extortion
	LGBT	Violence
	Sexual	Threatening
	Cyber-bullying	Verbal
	Religious	Exclusion
	Poverty	Other (detail):

Where did this occur?

Was the behaviour observed by others? (Who?)

Action taken?

Record in SEEMiS Pastoral Notes	Yes / No
By (enter name and signature)	
Record in SEEMiS Bullying & Equalities Module By (enter name and signature)	Yes / No
Parent / carer contacted?	
	Parent/carer was contacted this time? Yes / No
Advice to individual experiencing bullying behaviour to include:	If this behaviour continues please re-report it to:
	Any other advice given:
	Copies to members of staff as appropriate

<u>Appendix 7 - Prejudice-Based Bullying (Respect*me*)</u>

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

Asylum Seekers and Refugees
Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image
Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying
Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Transgender
Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children
Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance

to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity
Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief
Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism
Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender
Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the term 'sexual bullying' as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all

probability online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.