Sgoil Uibhist a Tuath

ANTI-BULLYING POLICY GUIDELINES

August 2021

1. **RATIONALE**

At Sgoil Uibhist a Tuath our Anti-Bullying Policy provides guidance to pupils, staff, parents and carers on preventing, responding to and reducing bullying behaviour in line with Comhairle nan Eilean Siar Anti-bullying policy (Revised February 2016).

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards." – 'A National Approach to Anti-Bullying for Scotland's Children and Young People' Scottish Government, November 2010.

Throughout this policy, the terms 'bully' and 'victim' will not be used. Instead, respectme, Scotland's Anti-Bullying Service, advise that the terms 'person displaying bullying behaviour' and 'person experiencing bullying behaviour' or simply 'people involved in bullying behaviour' could be used as alternatives. respectme does not label children and young people as 'bullies' or 'victims' as labelling a child or young person on the basis of bullying behaviour can result in a confirmed identity as a 'bully' or 'victim' resulting in on-going behaviour patterns based on this identity. Labelling is unhelpful and ineffective when the ultimate aim is behavioural change. The scope of the policy will cover all 3-18 children and young people within the Learning Setting and the Authority.

2. **DEFINITION OF BULLYING**

2.1 What is Bullying Behaviour?

"Bullying is a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out". (respect*me,* Scotland's Anti-Bullying Service)

Bullying behaviour can take many forms, and is unacceptable in Sgoil Uibhist a Tuath. Bullying behaviour can be defined by its impact on the person/people affected as a result of the behaviour and actions of others, whether intended or unintended. Bullying behaviour can be described as verbal, physical or emotional/psychological.

Bullying behaviours can include, but are not limited to:

• Name calling, teasing, verbal threats
• Physical abuse
• Theft/vandalism of property
• Isolating/excluding others
• Psychological abuse
• Manipulative behaviour
• Online bullying
• Targeting others because of real or perceived differences

At Sgoil Uibhist a Tuath we actively promote respectful relationships. Children and young people may disagree with one another, fall out, have arguments, or stop talking to each other. This should be distinguished from bullying behaviour. However, if not addressed and managed effectively this could lead to bullying behaviours being displayed. Interventions should focus on both the behaviours and their impacts.

2.2 Prejudice Based Bullying

Prejudice based bullying is bullying behaviours directed towards an individual or group due to actual or perceived differences or diversity. The Equality Act 2010 identifies protected characteristics in schools: The Act extends protection to pupils in school against discrimination related to gender reassignment, pregnancy and maternity. However, the Act makes an exception that discrimination on the grounds of age, marriage and civil partnerships are not protected in schools. It is unlawful to discriminate against people with protected characteristic, or those who are associated with such people.

The Act generally covers anyone who has one or more of the following 'protected characteristics':
• Age
• Disability
• Gender reassignment
• Marriage and civil partnership
• Pregnancy and maternity
• Race – including ethnic or national origin, colour or nationality
• Religion or belief – including lack of belief
• Gender and sexual orientation.

For further information regarding Prejudice Based Bullying, see Appendix 5.

3. IMPACT OF BULLYING BEHAVIOUR

Bullying behaviour impacts on the wellbeing of those affected and can be a major barrier to learning and to social and emotional development. It is the responsibility of all adults in learning settings to listen to, respect and provide support to any child or young person who may be experiencing bullying behaviours.

Being on the receiving end of bullying behaviour may manifest itself in a number of ways, such as:

• Non-attendance/reluctance to attend school
• Withdrawal from usual activities
• Anxiety
• Tearfulness
• Depression
• Changes to behaviour
• Aggression
• Demonstrating bullying behaviour towards others
• Eating disorders
• Self-harm and suicidal thoughts
• Physical changes to appearance

4. PREVENTION

At Sgoil Uibhist a Tuath we work hard to prevent bullying behaviour and maintain positive relationships. Bullying behaviour is never acceptable.

We use a range of approaches to promote and foster respectful relationships at Sgoil Uibhist a Tuath:

• Planned learning opportunities across the curriculum
• Our School's Vision, Values and Aims
• Promote a culture where bullying behaviour is unacceptable and children, young people and staff model positive, respectful behaviour (Appendix 6)
• Raise awareness through pro-active strategies such as anti-bullying week/days, buddy system, assemblies, posters to be displayed, information events, staff training.
• Inform children, young people, carers and staff how to recognise and deal with bullying behaviour using Personal and Social Education, Social Stories, Circle Time and Parents' Evenings.
• Partnership with agencies and organisations such as: NHS Western Isles, Children Services, Equalities Officer, Police Scotland, Churches and Faith Groups, Third Sector Organisations such as Action for Children, respect*me*, Scotland's Anti-Bullying Service and Childline (Appendix 1)
• Ensure safety and appropriate supervision of areas identified as high risk, e.g. changing rooms, social areas and corridors.
• In some cases, nurturing facilities are made available to support children.

When bullying does take place it is important that **all** staff, children and young people have the knowledge, skills and confidence to resolve different situations. When dealing with bullying situations, the person who is on the receiving end of the bullying behaviour, the person displaying bullying behaviour and the others involved, will be included in the process. (Appendix 2 and 3)

5 ROLES AND RESPONSIBILITIES

5.1 The Management Team will:

• Ensure all staff at Sgoil Uibhist a Tuath are aware of the anti-bullying policy and procedures
• Identify a senior member of staff who has responsibility for co-ordinating anti-bullying practice and procedures (Head Teacher)
• Monitor the implementation of this policy to ensure its effectiveness
• Promote positive behaviour through rewards and praise
• Arrange in-service opportunities to promote positive behaviour and anti-bullying approaches
• Liaise with outside agencies
• Report to parents
• Organise support for persons displaying and experiencing bullying behaviour
• Give guidance to staff
• Deploy support staff effectively
• Monitor incidents of bullying on a monthly basis

5.2 All Staff will:

• Contribute to a positive ethos in which all individuals are respected regardless of difference or status with opportunities being sought to promote and celebrate diversity
• Take seriously all complaints or allegations made by children about bullying behaviour
• Take serious account of the types of bullying behaviour presented by the use of technology
• Record and report bullying behaviour allegations and incidents
• Record bullying behaviour allegations on a monthly basis through SEEMIS (Appendix 4)
• Promote **Getting it Right for Every Child**: the agenda which sets out how agencies and professionals should work together to promote the welfare and rights of children and young people and ensure that they are, safe, healthy, achieving, nurtured, active, respected, responsible and included.

5.3 Parents will:

• Support Sgoil Uibhist a Tuath in the implementation of this policy and the e-safety policy
• Encourage an ethos of openness, honesty and transparency
• Work in partnership with learning settings in terms of prevention, intervention and resolution in relation to bullying behaviour

Sgoil Uibhist Tuath Anti-bullying policy has been shaped using guidance from Comhairle nan Eilean Siar Anti-Bullying policy (revised February 2016).

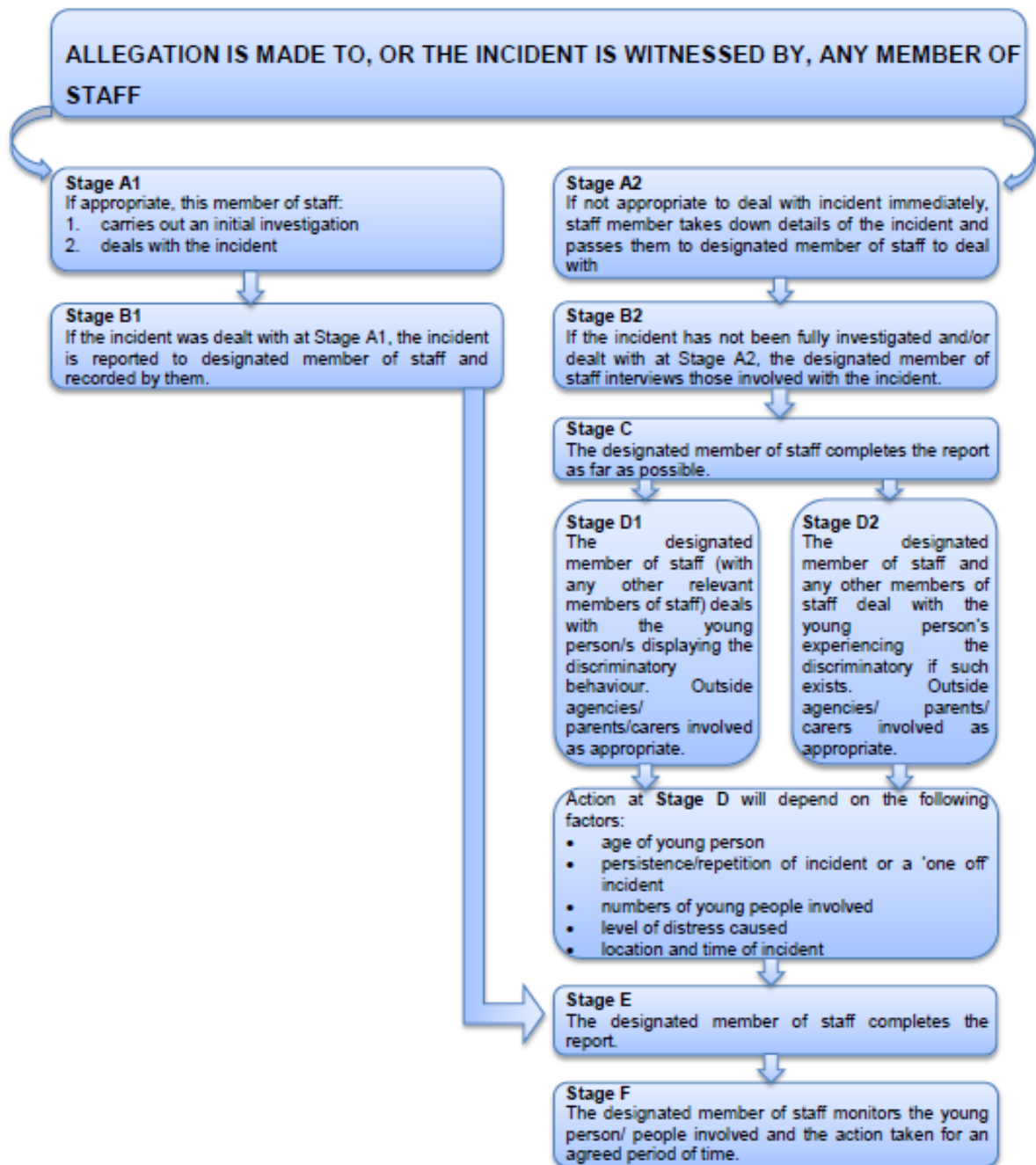| Website	Description
www.respectme.org.uk	Scottish Government Anti-bullying Service which provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Learning settings should refer to this website when updating their Anti-Bullying Policy
www.scotland.gov.uk	Official website for the Scottish Government detailing up-to-date policies and educational documents
www.cre.gov.uk/scotland	The Commission for Racial Equality provides information and advice for dealing with racism.
www.ceop.gov.uk	The NCA's CEOP Command (formerly the Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account.
www.sccyp.org.uk	The website for Scotland's Commissioner for Children and Young People outlining children and young people's rights.
www.educationscotland.org.uk	Education Scotland is the national body in Scotland for supporting quality and improvement in learning and teaching for staff, parents and young people.
www.unicef.org	UNICEF is the United Nations International Children's Fund which promotes the rights of the child through the UN Convention on the Rights of the Child (UNCRC).
www.unicef.org.uk/rrsa	The universality of the Convention on the Rights of the Child (CRC) provides a clear link for pupils between building up their rights-respecting school, understanding their rights and the need for children's rights to be realised everywhere. Children and young people in rights-respecting schools develop a stronger sense of the need to act for global justice.
www.incentiveplus.co.uk	Website for educational resources to support learning and teaching Personal, Social and Emotional development.
www.bbc.co.uk/newsround	The BBC's child friendly news site for up to date local and global events and issues.
www.handsonscotland.co.uk	A toolkit for helpful responses to encourage young people's emotional wellbeing.
www.children1st.org.uk	CHILDREN 1st – The working name for the RSSPCC, working with Scotland's vulnerable children and young people to help change lives for the better.
www.children1st.org.uk/parentline	ParentLine Scotland is a service provided by CHILDREN 1st. It is the national helpline for anyone concerned about a child or young person.
www.childline.org.uk	A national helpline run by CHILDREN 1st on behalf of the NSPCC. It is an online service specifically for children and young people. This also has an anti-bullying helpline (0800 44 11 11) in Scotland for victims of bullying or for those who are bullying other young people.
www.kidscape.org.uk	We equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK.
http://theredcardscotland.org	Show Racism the Red Card is the UK's anti-racism educational charity.
www.enable.org.uk	Scotland's charity for learning disabilities who campaign to stop discrimination and inequality and ensure that people who have learning disabilities are regarded as equal members of society.
www.changingfaces.org.uk	A charity for people and their families, who are living with conditions, marks or scars that affect their appearance.
www.enquire.org.uk	Information for young people with additional support needs and their families.
www.samh.org.uk	The Scottish Association for Mental Health (SAMH) which provides help, information and support everyone.

Website	Description
www.lgbtyouth.org.uk	Community based organisation for lesbian, gay, bisexual and transgender people. Offering advice and support for young people.
www.stonewallscotland.org.uk	Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people.
www.zerotolerance.org.uk	Zero tolerance is a charity to tackle the causes of men's violence against women.
www.soscn.org	The Scottish Out of School Care network is a charity focused on promoting and supporting the development and maintenance of high quality school age childcare in Scotland before and after school during term-time, and all day during school holidays.
www.youthscotland.org.uk	Youth Scotland is the network of youth groups across Scotland which delivers quality programmes, information, resources, training and support to community based youth work.

CHECKLIST TO SUPPORT INVESTIGATIONS

Who was involved? Is there a young person experiencing bullying behaviour. If so, who?	
In what way did the young person experiencing bullying behaviour suffer?	
How did the incident start? Was it premeditated?	
What is alleged to have happened, from the perspectives of all involved?	
Listen to the individual perspective of all involved.	
When and where did the incident take place?	
Who witnessed the incident?	
Who reported it and when?	
Any background to the incident?	
Any reason for considering this to be bullying behaviour?	
To what extent did the incident affect others?	
What was the response of the young person(s) experiencing bullying behaviour?	
What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation?	

ALLEGATION IS MADE TO, OR THE INCIDENT IS WITNESSED BY, ANY MEMBER OF STAFF

Stage A1
If appropriate, this member of staff:
1. carries out an initial investigation
2. deals with the incident

Stage A2
If not appropriate to deal with incident immediately, staff member takes down details of the incident and passes them to designated member of staff to deal with

Stage B1
If the incident was dealt with at Stage A1, the incident is reported to designated member of staff and recorded by them.

Stage B2
If the incident has not been fully investigated and/or dealt with at Stage A2, the designated member of staff interviews those involved with the incident.

Stage C
The designated member of staff completes the report as far as possible.

Stage D1
The designated member of staff (with any other relevant members of staff) deals with the young person/s displaying the discriminatory behaviour. Outside agencies/ parents/carers involved as appropriate.

Stage D2
The designated member of staff and any other members of staff deal with the young person's experiencing the discriminatory if such exists. Outside agencies/ parents/ carers involved as appropriate.

Action at **Stage D** will depend on the following factors:
- age of young person
- persistence/repetition of incident or a 'one off' incident
- numbers of young people involved
- level of distress caused
- location and time of incident

Stage E
The designated member of staff completes the report.

Stage F
The designated member of staff monitors the young person/ people involved and the action taken for an agreed period of time.

Basic Info

Reported To		Incident Owner	
Addressed By		Incident Location	
Incident Date	20/11/2015	Incident Time	- <No Time>
Reported By			

Alleged Incident

Person(s) Experiencing	Person(s) Displaying
Forename Surname Age Stage	Forename Surname Age Stage
Add Pupil Remove Pupil	Add Pupil Remove Pupil
Title Forename Surname	Title Forename Surname
Add Staff Remove Staff	Add Staff Remove Staff
Other Person(s) Experiencing:	Other Person(s) Displaying:

Nature of Incident

Select _____ Add   Incident Detail:

Remove

Characteristics

Select _____ Add

Remove

Monitor/Review

Reviewer _____   Due - <No Date>   Complete - <No Date>

Person(s) Experiencing			Person(s) Displaying		
Do they feel their concerns were listened to?	-	▼	Do they feel their concerns were listened to?	-	▼
Do they feel satisfied with the outcome?	-	▼	Do they feel satisfied with the outcome?	-	▼
Parent/Carer are satisfied with the outcome?	-	▼	Parent/Carer are satisfied with the outcome?	-	▼

Action Progressed

Action Procedures _____

Incident Conclusion   Being Addressed ▼

1. Asylum Seekers and Refugees

There are numerous myths and misconceptions around asylum seekers and refugees which require to be challenged. Workers and families from the EEC are also often mistakenly spoken of as asylum seekers. Asylum seekers and refugees are more likely to become targets of abusive comments and hostility when there is a period of economic decline. Comhairle Nan Eilean Siar does not presently have asylum seekers and refugees as in other parts of Scotland; however, given misunderstandings about this group, it is worth being prepared to deal with such prejudice based bullying if it occurs. Bullying behaviours can range from verbal abuse to deliberate physical attack. Children and young people in this group can become socially isolated. They may have come from circumstances which have led to a lack of trust for authority and they may not wish to tell their parents when they are being bullied for fear of adding to their worries. Further advice and resources can be found at www.scottishrefugeecouncil.org.uk

2. Body Image

Bullying on the grounds of body image is prevalent. Children and young people who have a condition, injury or illness that makes them look 'different' can be especially vulnerable to appearance-related remarks and bullying behaviour.
Presentation of issues about body image in the mass media exacerbates to this problem. A child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour which can take a variety of forms including name-calling, mimicry of eating habits or perceived eating habits, demeanour or physical agility, nasty comments about clothes and general appearance and/or covert photos being taken when changing for PE. Children and young people can develop poor eating habits and eating disorders as a result.
Strategies for challenging Body Image Bullying could include:
• Making explicit reference to body image bullying within the schools anti bullying policy.
• Addressing body image bullying within the PSHE/Health and Wellbeing and Citizenship Curriculum
• Promoting a range of body images in a positive manner across the school curriculum.
• Developing skills and strategies to challenge and deal effectively with prejudicial language.

Further information and guidance is available for facial disfigurement advice from Changing Faces.

3. Disabilities

Disabled children and young people with Additional Support Needs may be at greater risk of being bullied. Their Additional Support Need may involve obvious physical differences from the norm, difficulties in understanding and contributing to social interactions, delay in or reduced academic progress, all of which may be used as a basis for bullying behaviour by others they encounter.
Some children and young people with Additional Support Needs may not be able to communicate experiences as well as others.
There is also increasing evidence that more able children and young people may be targeted because of their levels of achievement and/ or their involvement in out-of-school initiatives.

Strategies for addressing bullying of children and young people with additional support needs might include:
• Making explicit references to the bullying of children and young people with additional support needs in the Anti-Bullying and Equal Opportunities Policies.
• Maintaining good communication among staff, children and young people and parents around specific needs or behaviour exhibited by specific children – dissemination of this information would need to be handled sensitively, exercising professional judgment.
• Ensuring responses to children and young people with additional support needs from staff do not stigmatise them or lead to unfavourable comparisons being drawn with others.
• Raising awareness about additional support needs and related issues through the PSHE/Health and Wellbeing

4. Homophobic

Homophobic bullying targets a victim on account of his/her actual/perceived sexual orientation. Children and young people may also be affected by of bullying behaviours as a result of their parent's or carer's perceived or actual sexual orientation.
Homophobic bullying may involve physical, non-physical, direct and indirect bullying behaviours. Unwitting behaviours also contribute to a climate in which homophobic bullying occurs.
Homophobic bullying may also include the use of consciously offensive and discriminatory language e.g. calling someone 'gay', spreading rumours that cause an individual's real or perceived sexual orientation to be ridiculed, questioned or insulted.
Strategies for addressing homophobic bullying might include:
• Attaching a high profile to anti-prejudicial values within the context of the school ethos, including a commitment to work that explicitly challenges homophobic attitudes. Work on homophobia within PSHE and Citizenship.
• Including statements on homophobic bullying in Anti-Bullying and Equal Opportunities policies.
• Committing training time for staff to build their confidence in tackling homophobia and providing practical training around challenging homophobic bullying behaviour.
• Developing links with outside agencies to offer expertise to school and to offer advice and support to students experiencing issues around their developing sexuality.
• A toolkit to support schools is available from Education Scotland – Dealing with Homophobia and Homophobic Bullying in Scottish Schools – Toolkit for Teachers

5. Looked After Children

Looked after and accommodated children and young people can be particularly vulnerable to bullying behaviour. In many cases there will not be a stable support network to help them deal with the problem. It is recognised that we all have a major part to play in ensuring that children in care are healthy, happy, safe and successful.

Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other children and young people, but often the bullying behaviour will focus directly on the fact that they are looked after, as well as another number of reasons:
• regular changes in schools where they are placed which can make forming friendships difficult
• poor relationships 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
• a heightened sense of privacy

Anyone who is seen as 'different', children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying behaviour. Children who are looked after away from their home authority but continuing to attend school in their home authority may not be able to access after school clubs and social events easily and this could result in further isolation.

Children and young people react differently in these situations, depending on how they feel at the time, or what personal resources or skills they have to draw on. They might ignore taunts, or else stand up to people, or they might get angry and lash out. Some children and young people describe experiences of reacting physically to bullying behaviour, as a result of frustration at lack of support in the school, and finding the situation has escalated to such an extent that it leads to exclusion or truanting.

Children and young people who are looked after may be reluctant to tell anyone they are experiencing bullying behaviour for a number of reasons. They may not trust adults or may have a distrust of authority. Previous experience may make them feel that they will not be believed or that no action will be taken. They could be concerned that they will be seen as the perpetrator. As with other forms of bullying behaviour, children and young people may be exhibiting behaviour which they feel is indicating that they are being bullied but the adults around them may not pick up on this. Changes in behaviour may be put down to stress about reviews or other events in the life of a looked after and accommodated child or young person. They may not wish to highlight their looked after situation or 'rock the boat' especially at the start of a new placement or during a successful placement. Their previous life experience may have given them a heightened sense of self-reliance and independence so that they do not ask for help.

All staff should work collaboratively to ensure that looked after children and young people do not experience additional stress caused by bullying behaviour.

Strategies for addressing bullying behaviour against young people who are looked after could include:

• Making explicit references to the bullying of students who are looked after in the Anti-Bullying and Equal Opportunities Policies.

• Maintaining good communication among staff, pupils and carers – dissemination of this information would need to be handled sensitively, exercising professional judgment.

• Ensuring responses to pupils who are looked after from staff (teaching and non-teaching) do not stigmatise or further isolate.

• Raising awareness about the various different forms that families can take through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

6. Racial Bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Race Relations (Amendment) Act 2000

Racist bullying can range from name calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual/ individuals on the grounds of their perceived racial culture and national or religious identity. Not only is this behaviour unacceptable within a school context it is also unlawful.

Essential and immediate action includes recording and reporting of racist incidents by staff.

Strategies for addressing racist bullying might include:

• Linking anti-bullying policies with the provision of the Equality Act 2010

• Commitment to staff training, teaching and non-teaching, around understanding and promoting diversity and equality and how to deal effectively with racist incidents.

• Ensuring the PSHE /Health and Wellbeing curriculum includes anti-racism

• Promoting good home-school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures.

7. Sectarianism, Religion and Belief

Sectarianism is distinct from prejudice between different religions. This should be recognised in all relevant policies in relation to equality and diversity. A denomination or 'sect' is a division or grouping within a faith, for example, Protestants and Catholics within Christianity, Sunni and Shia within Islam, and Orthodox and Reform within Judaism. Denominations within one faith share the same basic (fundamental) elements of the faith but they have differing practices or differing interpretations of specific elements of the faith.

Some children are brought up with the example that sectarian attitudes are acceptable. However, open discussion about sectarian language and symbols can help to challenge many of the historical and cultural myths which encourage sectarian attitudes and behaviour. Such attitudes and behaviours must be constantly challenged. Listening to their children and young people's experiences and highlighting potential consequences can encourage a positive change in behaviour.

Strategies for addressing religious and sectarian bullying might include:
• Making explicit references to religious and sectarian bullying in the Anti-Bullying Policy.
• Raising awareness about religion and related issues through the PSHE/Health and Wellbeing, Citizenship and Religious Education programme.
• Incorporate resources from Education Scotland website into school programmes
• Nil by Mouth is a registered Scottish Charity its sole purpose of achieving a society free from sectarianism where cultural and religious diversity is respected and celebrated by everyone.

8. Sexism and Gender

Gender bullying is widespread and impacts on both females and males. The proliferation of particular gender stereotypes and the experiences some children have of relationships between adults of both genders, including those that might be abusive, can contribute to gender bullying.
• Behaviour associated specifically with gender bullying may also include:
• abusive name calling
• use of sexual innuendo and unwanted propositioning
• graffiti with sexual content
• spreading rumours questioning sexual reputation

Be clear that gender bullying should not be mistaken for sexually aggressive behaviour.
Strategies for addressing gender bullying might include:
• Making explicit reference to gender bullying within the schools' anti-bullying policy.
• Addressing gender bullying within the PSHE and Citizenship curriculum.
• Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum.
• Skills and strategies to deal effectively with prejudicial language and the impact of that language on all aspects of diversity and equality

9. Social and Economic Status

Bullying due to social and economic status can take place in any group no matter how homogeneous. Even small differences in perceived class/family income/ family living arrangements/social circumstances or values can be seized upon by some young people and used as a basis for bullying behaviours, Including:
• Name calling (of pupil or family members)
• Rumour spreading
• Graffiti regarding pupil or family members
• Shunning
• References to lack of or over attention to personal hygiene (real or imagined)
• Mockery of speech patterns /belongings/clothes/ felt to reflect differing social economic status

Such behaviours can be low key and insidious and become widespread through those considering themselves to be in the dominant social economic group or class. It is important to remember that this form of bullying can equally be of a pupil from a social economic group perceived as higher earning/ believing itself socially superior to the majority. Strategies might include:

• Making explicit references to bullying for reasons of social and economic status in the school anti-bullying policy.
• Addressing bullying for reasons of social and economic status within the PHSE/Health and Wellbeing curriculum of the school
• Promotion of values other than those of consumerism across the curriculum.
• Maintaining good communication between parents and staff re pupils in difficult/changing social and economic circumstances.
• Sensitive handling and good communication between staff of information re children in difficult/changing social and economic circumstances.
• Respectful challenge of use of prejudicial terminology related to social and economic status by pupils and staff.

10. 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 has issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying behaviour 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. This can make it difficult to form relationships, hinder successful transitions or lead to educational difficulties.

Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances. A child who has the burden of all the household tasks may find it difficult to maintain a high level of personal presentation. The family may have a very low income which affects the

opportunity to take part in activities which have to be paid for, and may impact upon the child or young person to be able to 'fit in' with fashion and labels or have the latest mobile phone. Again, such a young person may be reluctant to speak about bullying to prevent drawing further attention to themselves. If they are being questioned about attendance and timekeeping, they may not wish to confide in staff, especially if they feel this will result in additional stress for their parent. They may have a strong sense of self-reliance and independence as a result of their caring responsibilities or place low priority on their own needs. Strategies might include:
• Addressing different kinds of families and responsibilities within the PHSE/Health and Wellbeing curriculum of the school.
• Sensitive handling and good communication between staff of information re children who are young carers.
• Being vigilant about children who may be under the pressures of being a young carer and addressing these concerns sensitively

Encourage children to mix with other e.g. take a different partner so friendships grow with all the children within the setting

Introduce 'Golden Rules' or Class Charters so children develop a sense of ownership of their setting and learning

Encourage children to see themselves as part of a team and to work together

Promoting positive relationships in Early Years

Lead by example by interacting respectfully with colleagues, parents and children

Hold circle time or similar so children have the opportunity to talk about anything that may be bothering them and let them know they are being listened to.

Give the children the opportunity to be responsible and independent thereby giving them the opportunity to show their own strengths

Encourage children to do their best

Praise and encourage talents

Encourage children to be kind and compassionate to others

Promoting positive relationships in Early Years

Introduce Buddy Systems at all transitions so children are responsible for supporting others

Provide children with opportunities to gain a greater understanding of other parts of the world and different cultures from their own

Encourage children to resolve differences together