**Guidance Note for facilitators**

The case studies are aimed at getting participants to start talking about their experiences of dealing with bullying incidents.

There is no right or wrong response however each case study does involve bullying behaviour that has been experienced by the young person.

In each scenario there are key issues that should be explored, whether that is linked to protected characteristics, a lack of information, cyber/online bulling or the incidents occurring outside of school. The fact is that bullying will have an impact on the young person, their wellbeing and their learning, therefore it is a matter for the school to respond to.

In each case the matter must be taken seriously, it must be recorded and there needs to be an investigation. The discussion should hopefully lead to this conclusion and if participants disagree or feel that nothing should be done then we need to ask why.

The action taken should reflect the processes outlines within the Anti-bullying Guidance policy and above all we want to see that the matter is formally recorded on SEEMIS Bullying and Equalities Module and that there is communication with the young person, parents/carers and that there is an outcome following investigation.

You may also want to explore with your group some of the possible reasons why school staff are unwilling / uncomfortable using the “Bullying” term. Why do staff make a personal judgement on whether they feel the issue is bullying or not? Is there a systemic issue in schools not wanting to be seen as a “bullying” school?

We would like all participants to leave with an understanding that any perceived bullying is unacceptable and must be recorded and investigated, and that it is the responsibility of all staff to respond to this issue.

**Secondary School Case Study 1**

James is a 4th Year pupil in a large mainstream secondary school. He is frustrated and saddened by the verbal comments his school peers are making about his sexuality. This has been going on for some time and he has not said anything as he worries what his parents might say. Furthermore, it appears a group of other boys in his year has created an imposter account to imper­sonate him on an online dating site. Posing as James and using his contact information, they start sending out very provocative and sexually bold messages to other people on the site. When James starts receiving e-mails from members of this site in his inbox, he is mortified and very upset. His attendance at school is affected and he starts to withdraw from social activities. Noticing the deterioration in his attendance and concerned about his future exam performance his pastoral care teacher arranges to meet with him to talk about his attendance. At this meeting he is very anxious and unwilling to talk. The pastoral care teacher is very supportive and eventually he becomes very distressed and start to open up about his feelings. He feels that he is being bullied because of his sexuality but is very worried what his parents might say if they find out.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?

**Secondary School Case Study 2**

Two second year pupils, Katie and Sarah, are exchanging mali­cious texts back and forth because of a misunderstanding involv­ing a boy named Peter. Both seem to think that they are in a relationship with him. The statements escalate in viciousness from trivial name-calling to highly inflammatory texts, including death threats. Both girls have come to speak to their pastoral care teachers in tears, both angry at what is going on, and emotionally wrecked about the things being said online—that so many other students in their classes are seeing. In fact, other girls at school are getting involved and starting to take sides, which is leading to additional drama and even some minor physical vio­lence at school.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?

**Secondary School Case Study 3**

Ahmed, a tall, thin 16 year old pupil who excels in math and science classes, feels embarrassed when he has to change into PE clothes in the locker room at school because he lacks muscular­ity and size. Other, more athletic, and well-built teens notice Ahmed’s shyness and decide to exploit it. Using their phones, they covertly take pictures of Ahmed without his shirt on and in his underpants. These pictures are then circulated among the rest of the student body via Instagram. Soon enough, boys and girls are pointing, snickering, and laughing at Ahmed as he walks down the school hallways. He overhears hurtful comments relating to his physical size but there are also some racist comments from some pupils. These words hurt him deeply, and the perception that his classmates have of him begins to affect his maths and science grades.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?

**Primary School Case Study 1**

Zarina (9) started in Low Park Primary school in September 2021, she and her family came to the UK from Afghanistan as they had to leave for their own safety. Zarina’s father worked as an interpreter with the British forces over a number of years. Zarina attended school in Afghanistan and is a keen learner. Since starting in school in Glasgow she has been subjected to verbal abuse by some pupils in Primary 7 around the colour of her skin and that she is Moslem. Zarina does not understand why pupils are making these comments and has not said anything. However, yesterday one of the support staff saw 2 girls pushing Zarina in the corridor and making racist remarks, she reported this to the DHT who then spoke to Zarina about this. Zarina then spoke of the ongoing abuse and became upset.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?

**Primary School Case Study 2**

John is in Primary 3 and lives with foster carers. He has been in care for several years and has had a disrupted upbringing following the death of his mother from a drug overdose. Some of the pupils in John’s class find out that he does not live with his mother and they start to ask him questions about why this is. Over time this interest escalates into name calling and physical threats from a couple of boys. They make comments about his mother being dead and other hurtful remarks. One day John becomes very distressed at these abusive comments and retaliates by hitting one of the other boys which leads to a fight in the playground and staff have to step in to separate the pupils. John is distraught when his foster carers are called to the school and he eventually explains what was happening.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?

**Primary School Case Study 3**

Kieran is in Primary 7 at Green Road Primary School and is big for his age. He is a bright pupil and excels in drawing. At times he can be quite isolated and he finds it difficult to cope with the noise in the playground. He does not like to participate in games and can often be seen alone in the playground. He has no real friends but just gets on with the school day. His class teacher has no concerns and feels he is a good student. At home he enjoys on-line gaming and he feels comfortable in his room playing his games console. Although he uses a nickname on the online games some of his peers find out who he is and start to make comment about his size and the fact that he does not talk to other people in school. They begin calling him “weirdo” and other unkind names. Kieran finds this very upsetting but does not want to tell his parents as he is worried that they will stop him playing the games.

Kieran starts to say that he has stomach pains in the morning before going to school and asks to stay at home. His parents both work so they encourage him to go into school. This goes on for several weeks until Kieran is found crying in the toilets by a member of school staff. He is taken to the DHT who he eventually tells what is happening and how he is feeling.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?

**Primary School Case Study 4**

Chelsea is 9 years old and lives in a large housing estate in the North of the city. Her parents want her to attend a denominational Primary school but the nearest one is some distance from her home. This involves her taking a bus each day to and from school. Chelsea does not mind this and is quite happy to listen to music on her phone on the journey. Recently there has been a group of girls sitting on the bus and they attend another school that is close to the school that Chelsea attends.

As Chelsea is wearing a different school uniform and on her own she becomes the target of some sectarian comments. Chelsea does not understand why these girls are saying these things but the intimidation increases beyond simply name calling and remarks but also throwing things at Chelsea and trying to trip her up as she gets off the bus. Chelsea eventually starts to be afraid of going to school and pretends to have a sore stomach and headache. Her mother takes her to the GP but nothing medical can be found. Finally Chelsea tells her parents what is happening. They are very angry and go down to the school demanding to speak to the Head Teacher and wanting to involve the Police.

**Questions to discuss**

What are the key issues here?

Is this bullying?

What steps would you take in response to this?

Supplementary Questions

Why do people / schools/ organisations find it difficult to name bullying as a behaviour?

Why do schools find it difficult to record bullying?