Alloway Primary School and Early Years Centre

respectme
Scotland's Anti-Bullying Service

RIGHTS RESPECTING SCHOOLS
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UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Anti-Bullying Policy

RRS Articles 19, 24, 29 & 30

Updated March 2024

Rationale

AIMS

1. We aim as a school to provide a safe and non-threatening environment for our children where children understand the impact of bullying on emotional and physical wellbeing.

2. All children are aware of their right to be safe and healthy (Articles 19, 24) and feel included, are responsible, respected, active, nurtured, achieving and reaching their full potential.

3. We aim to ensure that all staff, parents and pupils are made fully aware of the school's policy and their responsibilities and that they apply the policy consistently.

4. We aim to regularly review the effectiveness of the policy every 3 years with staff, parents and children (Updated January 2019)

Definition of Bullying

"Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online. " respectme2015

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

At Alloway Primary School every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the child being bullied will be no less severe because of this.

At Alloway Primary School staff will take the time to explain to the child who is bullying that their behaviour is unacceptable and why. Intent is difficult to prove and young people can often reframe their behaviour when challenged. It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

The issue with persistence is that the behaviour has to take place more than once, but the impacts of bullying can be felt after a single incident.

Bullying doesn't need to be persistent to have an effect on the mental health and well-being of a child. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before taking action. Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.

Online Bullying

For children and young people, online environments are social spaces where they can hang out and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place.

But online bullying, or 'cyberbullying' as it is often referred to, shouldn't be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy however it is the responsibility of parents and carers to ensure that children are supervised and safe online and this should not be brought into our school to investigate. Alloway Primary School does not permit pupil use of social media within school. We are aware that children often have mobile phones for safety to and from school but these are switched off and are not permitted in classrooms during the school day or at social events including residential visits. We have become very aware of the impact of children using social media outside of school and how very often this then impacts on children in school. Internet Safety is explicitly taught in all stages of school with information being shared with parents also.

See Appendix 1

The Impact of Bullying

Bullying can affect children in different ways and this should be taken into consideration. We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a

normal part of growing up and should be distinguished from bullying. However in our school this behaviour is not left unchecked as it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in our school.

All behaviour communicates feelings. Our response should focus on identifying how someone feels and helping them to cope with and respond to those feelings. Children and young people may act out of character when they are being bullied and changes in behaviour can be signals that something is wrong. We need to focus on what someone did and the impact that it had.

Legislation

This policy is underpinned by local, national and international guidelines.

The United Nations Convention of the Rights of the Child (UNCRC) states that bullying is a breach of children's rights. The UNCRC is at the heart of Alloway Primary School's vision and values as a Gold Level Rights Respecting School. At Alloway Primary School we believe the learning environment is where children's dignity should be respected at all times and where personality, talents and abilities should be encouraged to shine and celebrated.

The UNCRC Article 2 states (without discrimination):

"*the convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from*."

The Equality Act 2010 provides protection from discrimination, harassment and victimization based on a range of "protected characteristics":

- Race
- Sex
- Disability
- Sexual orientation
- Religion or belief
- Age
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

See appendix 2

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

- Care Experienced children and young people
- Young carers
- Children and young people living in deprivation
- Body image issues

Responsibilities of All

Children

- Treat peers with respect in line with school's anti-bullying policy and RRS Charters
- Get involved in anti-bullying consultation
- Report incidents of bullying to an adult they can trust and discuss ad agree what options are available
- Use the worry or feelings boxes
- If you see someone else being bullied report it to a trusted adult

Support Staff

- Supervise potential danger areas and keep a note of any incidents or concerns they may have
- Record concerns or incidents on playground tracking sheets which should be shared with the Head Teacher/Deputy Head Teacher
- Use red card system to remove a child from potential danger
- Attend appropriate training organised by SLT
- Organise and supervise play activities in the playground and The Hub
- Ensure time-keeping is tight to ensure pupil safety

Teaching Staff

- To involve the children in establishing class charters
- To reinforce school charter, vision and values as well as our playground charter
- To reinforce, reward and promote positive behaviour
- To follow behaviour management guidelines and anti-bullying policy
- To record any incidents of bullying or concerns from parents and pupils to SLT for pastoral notes
- To deliver the outcomes and experiences of health and wellbeing from the CfE
- To educate children in behaviour management and explore the concept of friendship, feelings, anti-bullying and strategies to cope and seek help
- To track pupil wellbeing using SHANARRI wheel and resilience toolkit
- To plan for individuals who need support with self-esteem or behaviour management by preparing action plans or staged intervention targets
- To engage in CLPL on bullying behaviour and policies and model behaviour that promotes HWB and to build in to everyday practice an ethos of caring and compassion

SLT

- To investigate thoroughly any incidents of bullying and incidents where a child or young person is upset or harmed.
- Ensure all incidents and actions are recorded on pastoral notes.
- Communicate with staff and HT/DHT.
- Record any incidents on SEEMIS bullying application.
- Ensure restorative work is carried out.

- Communicate effectively with parents, staff and children involved.

Head Teacher

- To monitor the effectiveness of the policy to ensure that we are outlining preventative measures and a range of strategies in response to bullying behaviour
- Consult with and familiarise children, staff, parent, carers and parent council members with the content of the policy so that we work in partnership to minimise bullying and its impact
- Ensure that key teaching and support staff undergo mental health training
- Regularly monitor and ensure training of all staff about bullying and responding to bullying
- Ensure all incidents of bullying reported or witness is recorded in accordance with anti-bullying policy
- As named person, liaise with outside agencies
- Regularly monitor and audit annually any bullying incidents recorded on SEEMIS and look for patterns.
- Provide annual data to local authority regarding number and types of bullying incidents
- Ensure support is in place for any child who has been bullied and communicate with parents and carers
- Organise restorative measures for any child who has been involved in bullying

Parents

- Familiarise yourself with the schools anti-bullying policy
- Participate in any consultation regarding anti-bullying
- Attend any training offered on anti-bullying
- Actively listen to your child when they tell you about a suspected bullying incident
- Stay calm
- Take a lead from your child as to what pace to go at. This will help restore their feeling of being in control
- Ask them what they want you to do
- Explore options together; there is never one single answer.
- Telling children or young people to 'hit back' is a common response by parents but this is not a safe option and may escalate the situation – "two wrongs don't make a right"
- Contact the school and ask for an appointment with class teacher initially – this information will be passed on to SLT and dealt with appropriately. It is unnecessary to escalate this to senior management initially as often the class teacher can reassure and deal with the concern
- Work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, that won't always be possible.
- Keep channels of communication open until the situation is resolved.

<u>Strategies to Prevent Bullying Behaviour</u>

Curriculum

Anti-Bullying is delivered through our Health and Wellbeing Curriculum and teachers will use this to plan experiences that promote respect and positive choices. Our school will have focus weeks such

as the national Anti-Bullying Week, Autism Awareness Week, Internet Safety Week and other specific national events that promote inclusion. We have revisited our Health and Wellbeing plans to ensure that they build resilience and often bring in workshop tailored to the needs of children's wellbeing eg. mindfulness, yoga, mental health professionals. Staff use Respect Me resources to help deliver meaningful lessons.

Rights Respecting School

Alloway Primary School is a Gold Level Rights Respecting School. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationship between teachers and pupils. Being a Rights Respecting School supports a rich learning environment that places the best interests of the child at the heart of all our policy and practice. All of our classes have Class and Playground Charters which ensure our children are reminded that their choices and actions contribute to a positive learning environment for everyone.

Behaviour Management and Expectations

All children in Alloway Primary School are expected to behave in a respectful manner and this is encouraged through positive behaviour management and healthy relationships. Staff consistently use behaviour tracking systems to monitor inappropriate behaviour. Parents are issued with a guide on behaviour management each year.

Some children have additional support needs and are supported through individualised behaviour plans with neurological, psychological and environmental factors impacting on their behaviour. Behaviour is often a form of communication and staff are training in nurture principles. It is important to remember that some behaviour can be misunderstood. Staff follow the positive relationships policy to ensure consistency across the school.

Resources

Information and resources are available in the school for pupils, staff and parents and leaflets reminding children and parents of the policy are issued each year.

- Respect Me – Scotland's Anti-Bullying Services
- www.gettingitrightforeverychild.gov.uk
- South Ayrshire Council Management Guidelines on Anti-Bullying
- Rise Resilience
- Creating Confident Kids
- The Ice Pack
- Give Racism the Red Card
- Knowing Me Knowing You
- Social Stories
- Bounce Back
- HWB Pathways and Resources
- NHS Resources
- RRS Resources

Responding to Bullying Behaviour – See Appendix 3

Staff must use their knowledge of the children and use their professional judgement when responding to incidents based on evidence and the outcome of the investigation.

- If a child claims to have been experiencing bullying behaviour, it is ultimately crucial that each complaint is investigated swiftly and with a consistent approach. How the child who has experienced bullying behaviour perceives his/her situation is important and must be taken seriously, so as to avoid short or long-term damage to the child and to his/her feelings of self-esteem, self-worth and value. Bullying behaviour can be one-off or repeated incidents. Both types can have a negative impact.

- Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows. It is important not to label children as 'bullies' or 'victims'. Labels can isolate a child, rather than help them to recover or alter their behaviour.
- Inform Head Teacher at the earliest opportunity and record the incident
    - Record reported and/or witnessed incidents using Appendix 4 - this mirrors the data requested by SEEMiS.
    - All perceived bullying incidents should be recorded on Seemis ;The Bullying and Equalities Module
    - Assess as to whether or not immediate remedial action can be taken to resolve the situation. This can be achieved through peer mediation, or through a system whereby vulnerable children receive support as part of a friendship group. Record in child's pastoral notes. Decide with the Named Person and in consultation with the child if parents/carers are to be informed. Any decision to inform the parent should involve the child and take into account informal advice from the Head Teacher/Depute . If the incident constitutes a child protection issue child protection procedures should be evoked.
    - The HT/DHT will consider if involvement of other agencies would be beneficial in supporting the needs of the child.
    - Should parents exercise their right to take further a complaint then they should be directed to follow South Ayrshire's "Listening to You" complaints procedure.

Appendix 1 - Specific Information/Guidance Regarding Online Bullying

The following information is sourced from content from respectme, Scotland's Anti-Bullying Service, website.

What is online bullying?

Online bullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. The identity of the person carrying out the online bullying can be hidden from the person targeted. Online bullying is no different from any other forms of bullying behaviour; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people.

For children and young people the internet is something that allows them to connect with friends and other children and young people at any time of the day or night. This means that online bullying can happen virtually anywhere, and is no longer confined to the classroom or playground. Children and young people can be targeted in their own homes, in their bedrooms and personal spaces where they should feel safe and protected.

Most children and young people do use technology responsibly. Disconnecting mobile phones or the internet will not make bullying behaviour stop. All adults need to take an active interest in the way technology is being used by children and young people and connect with them at home, at school, and in our communities.

Mobile phones

Most people are familiar with the use of mobile phones and the ability to send and receive text messages, but the additional features that many mobiles have these days, such as picture messaging and video recording, provide an additional way of communicating. Bluetooth technology also provides a way of connecting and exchanging information between mobile phones, laptops, PCs, printers, digital cameras, and video game consoles. This makes it much easier for large groups of people to view information in a very short space of time.

Social networking sites

Social networking websites are increasingly being used by children and young people (and indeed by many adults) as a key way of communicating and building relationships, or making new friends online. Sites such as Facebook are online 'communities' of people who share interests and activities, and communicate through the use of messages, videos, discussion groups and blogs, which are similar to online diaries. It is a place where people can create a personal network that connects them to other users.

What to do if a child says they are being bullied online

Children and young people often report they are reluctant to tell an adult that they are being bullied online because they believe that the adult will over-react. For children and young people this would mean having access to their mobile phone or their computer taken away. Assure them that they have done the right thing by telling you; it can be difficult for children and young people to recognise that they are being bullied online.

To support the child or young person it is important to understand what you are both dealing with. There are some questions you can ask to find out more about what has been going on:

- What has been said?

- Who has been saying it?
- How long has it been going on?
- Has the online bullying been accompanied by bullying behaviour in 'real' life?
- What have they tried to do about it already?
- How has it been making them feel/how has it been affecting them?
- Have they been storing/keeping any of the bullying messages?
- What else has happened since it started (has anyone 'hacked' into their page or posed as them online?)
- Are there any images/photos/videos involved?

Decide a plan of action with the child or young person

It is vital that the child or young person feels involved and experiences an element of control about the steps that will be taken to address the bullying behaviour.

Schools should inform parents when online bullying is reported. The steps that parents or schools in consultation with parents may consider taking are:

Going through any messages that they have received and kept

If you feel that any of these messages can be construed as illegal then keep copies, dates, times, email addresses or phone numbers and take them to the police.

You may consider asking them not to open any further online or text messages from these addresses and phone numbers, but to allow you to open them instead.

You might want to reply to these messages but be very careful not to respond in a manner which could be seen as threatening or harassing. It may be enough to respond saying that you are an adult and that the messages they are sending are hurtful, causing you and the young person concern, they could be against the law and that they should stop sending them.

Changing their mobile phone number

It is important that they know not to give their mobile number away to people that they do not trust. If the new number falls into the wrong hands again it may not be because they have been careless, but that they have given the number to someone they trusted who has then passed it on to others.

Changing their online profile

Log-in names and profiles on social networking sites can be changed easily and the child/young person should be reminded, as above, only to accept trusted real life friends as online friends.

Personal and identifying details should be kept to a minimum. Pages can be made private so they are only shared with friends, and are not public and available for anyone to see. Designs or cartoon characters can be used instead of photographs and nicknames can be used instead of real names.

Involving other agencies

When the online bullying is being carried out by someone that they know and see on a regular basis, it might be worth involving other agencies.

Supporting the child/young person

It is important to recognise that because they have been bullied online, they will need the same support as they would if they had experienced any other type of bullying behaviour. This support, and their experience of how bullying behaviour is addressed and resolved, begins as soon as they tell you that they are being bullied.

What to do if you discover that a child is bullying others online

It can be distressing to discover that a child or young person has been bullying someone, regardless of what form that bullying behaviour has taken, but it is important that you remain calm. All behaviour communicates feeling. Are they being encouraged to join in with bullying behaviour and they just do

it to stay part of that group? Are they looking for attention and this is their way of getting it? Are they unhappy with some other aspect of their life and they are taking out their frustration on this person? Be prepared to deal with prejudiced attitudes. The behaviour behind the bullying behaviour might stem from racism, homophobia or ignorance about a different culture or religion. Do not label the child or young person a 'bully'. Talk about the behaviour behind the bullying and why it is unacceptable.

Bullying behaviour is never acceptable. Try to get them to understand the impact that their behaviour will be having on the health and well-being of the other person. How would they feel if someone was posting malicious messages about them on websites or sending them threatening text messages when they were in their 'safety' of their own home? How would they like to experience a knot in their stomach every time they receive a text message or email?

Explain that all bullying behaviour carries consequences and they could get into serious trouble, resulting in a criminal record. There are laws surrounding the use of mobile phones and the internet and it could be that their behaviour is contravening one of these laws.

Agree what you are going to do to stop the bullying behaviour. You should alert the parent or carer of the other person involved to make sure they are aware of what has been happening and to ensure that the person being bullied gets any support that they need. It is also important to get support for the person exhibiting the bullying behaviour. Revisit the reasons behind their bullying behaviour and identify the best way of dealing with this.

There might be another adult or older sibling that they would feel comfortable talking to. There are also a number of organisations who offer a counselling service, including: The Bullying Line - 0800 44 1111 and Childline - 0800 1111, ParentLine Scotland also offers a counselling service for adults - 0808 800 2222.

Reporting Inappropriate Messages

The vast majority of responsible social networking sites provide tools for users to manage their own profile. This includes giving users the ability to make their profile 'private', delete messages if they find them to be nasty, offensive or they just do not want them to appear on their page, they can effectively deny access to people formerly regarded as 'friends' from seeing, reading, commenting on or posting messages to their page.

The 'report abuse' tool allows users to report any content, postings or comments that appear on their own page or other sites that they think contravene the terms and conditions of the site or which they consider to be illegal, offensive, harassing or bullying in nature.

Social networking sites rely on users making use of these tools to effectively 'police' the site as they do not have the capacity to monitor each and every profile every day. In general, they advise that nasty comments are ignored and deleted unless they are threatening or illegal, in which case they should be reported to the site administrators and, where applicable, the police.

All members of social networking sites are encouraged to take responsibility for the content of their own page, and to use all available measures to reduce public access to their profile.

Text and What's App Bullying

As with social networking sites, responsible mobile phone providers will support people to stop text bullying. Any nasty or abusive texts should be saved as evidence for the provider. Numbers can be blocked from your phone so that you no longer receive texts, messages or calls from that number. In some cases the police will be able to help, but often they will need evidence of the number and will want to see the texts, so they must be saved.

Responsible mobile phone operators are taking steps to help tackle online bullying. Each phone operator should have a number to ring to report phone bullying.

Online bullying and the Law

When mobile phone and internet technology is abused, or used to harass or threaten others, there may be legal consequences.

The Abusive Behaviour and Sexual Harm (Scotland) Act 2016

This is new legislation. It hasn't been tested as yet, although technically should a young person decide to pursue legal redress for image sharing without consent the Act would apply.

Appendix 2 – Prejudice Based Bullying Behaviour

Race

"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(s) 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. Gypsy/Travellers are protected under this category.

Sex

Gender bullying impacts on both males and females.

Bullying in the form of derogatory language and spreading malicious rumours can be used to regulate both girls' and boys' behaviour-suggesting they are not being a 'real' man or a 'real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve the use of terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity.

Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to conform to these notions vulnerable to indirect and direct bullying.

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

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 a specialist provision.

Children and young people with Additional Support Needs (ASN) may be at greater risk of being bullied. Their ASN may involve obvious physical differences from other pupils, 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 other young people.

There is also increasing evidence that more able children may be targeted because of their levels of achievement and/or their involvement in out of school activities.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. Homophobic bullying targets a victim on account of his/her actual/perceived sexual orientation. Children and young people may also be the victims 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 regular use of consciously offensive and discriminatory language e.g. calling someone 'gay', spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted.

Religion or beliefs

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

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.

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 seeker and refugees are more likely to become targets of abusive comments when there is a period of economic decline.

Bullying behaviours can range from verbal abuse to physical attack. Children and young people from this group can be socially isolated.

Further advice and resources can be found at www.scottishrefugeecouncil.org.uk

Gender reassignment

The term 'transgender' is an umbrella term for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self being male, female or an identity between or outside the two.

Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result transgender or gender 'variant' children and young people can be particularly vulnerable to bullying. This can manifest in many ways, including transphobic and homophobic name calling and deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

Further advice can be found at www.lgbtyouth.org.uk, http://www.scottishtrans.org/ and also in SAC Educational Services Management Guideline: Supporting Transgender, Lesbian, Gay and Bisexual Young People in School.

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. School staff 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 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.

Like anyone who is seen as 'different' at school, children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other children and young people 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

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.

Children and Young People living in deprivation (Socio-economic)

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 children and young people or family members);
- Rumour spreading;
- Graffiti regarding children and young people or family members;
- Shunning;
- References to lack of or over attention to personal hygiene (real or imagined); and
- 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 it socially superior to the majority.

Body image

Bullying on the grounds of body image is becoming more 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

Appendix 3 –Recordng and Monitoring Strategies - Alloway Primary school

Report
Inform appropriate member of staff. This will be a member of the Senior Leadership Team. HT should also be made aware.

↓

Action
Decide if remedial action can be taken to resolve the situation. If yes implement action and record as stated below.

↓

Investigate
If a resolution is not possible then consider what wider investigation will be required.

↓

Involving parents/carers
Decide if the parent/carer should be informed at this stage depending on the seriousness of the incident taking into account the views of the young person.

↓

Involving other agencies
Decide if intervention and support from partner agencies would help to ensure that the needs of those involved are met.

↓

Record
All incidents to be recorded on Bullying & Equalities Module within SEEMiS as a record of the incident/issue regardless of the outcome. Appendix 4 reflects the questions asked in the module. • Who reported incident? • Who was involved? • Place/date/time • Nature of incident (Protected characteristics?) • Impact • Staff name/s who witnessed/dealt with incident/issue • Statement of agreed actions • Planned outcomes- monitoring/timelines • Incident conclusion The child or young person's chronology/staged intervention paperwork/well-being application should be updated if appropriate. Any school based paperwork designed to collate bullying information for monitoring and reporting purposes should be completed and given to the appropriate member of staff.

↓

Further Action
If the situation cannot be resolved the schools Quality Improvement Manager/Inclusion Co-coordinator should be consulted on how to proceed or if their parent exercises their right to make an official complaint.

Depending on the seriousness of the incident the police may be involved if a crime has been committed. Actions by children and young people who are involved in bullying behaviours may be subject to the school's disciplinary procedures. The most serious incidents may lead to exclusion from school. Further information can be found in the Management Guidelines: Inclusion Guidance including Exclusion procedures version 2.

Appendix 4 – Incident Monitoring Form – Alloway Primary school

Bullying Incident Form (Mirrors information on SEEMIS

Date:	**Time:**
Child/young person experiencing **Name:** **Class:**	**Child/young displaying** **Name:** **Class:**
Incident location:	
Reported by:	**Addressed by:**

Nature of Incident	**Tick**	**Nature of Incident**	**Tick**
Name calling ,teased, put down or threatened		Abusive messages-online/phone/gaming/social media	
Hit, tripped, pushes or kicked		Targeted because of who they are/perceived to be	
Belongings taken or damaged		Other	
Being ignored			
Spreading rumours			

Incident Detail/Action:

Perceived reasons for bullying	**Tick**	**Perceived reasons for bullying**	**Tick**
Actual or perceived sexual orientation(e.g. homophobic, bi-phobic)		Pregnancy and maternity	
Additional support needs		Race and racism including culture	

Asylum seekers or refugee status		Religion or belief	
Body image or physical appearance		Sectarianism	
Disability		Sexism and gender	
Gender identity or Trans identity		Socio-economic prejudice	
Gypsy/travellers		Young carer	
Looked after children and young people		Not know	
Marriage/civil partnership of parents/carers or other family members		Other: please specify	
Mental health			

Further detail	**Tick**
Child/young person experiencing involved in other incidents	
Child/young person displaying involved in other incidents	
Parent /carer of child/young person experiencing contacted	
Parent/carer of child/young person displaying contacted	
Police contacted	

Incident conclusion	**Tick**
Being addressed	
Not resolved	
Resolved	
Unfounded	