

To be at very front page of document

1. *Bullying is a mixture of behaviours and impacts, behaviours that can impact 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, it strips a person of their capacity for agency (respectme, 2013).*

Title: What you will find in this document:

Ministerial foreword

Commented : Final process .

(Part 1)

Purpose

Definition of Bullying

Wider Considerations

Children's Rights and Legal Framework

Appendix 1

Commented : To be moved to part 2 in future

(Part 2 will include)

Policy Development and Implementations

Relationships and Behaviour

Expectations and Communication

Approaches to preventing and dealing with bullying

Impact and outcomes of bullying

Mental Health and resilience

Recording and monitoring

Case Studies

Appendix

Annex

Glossary

Contacts

Additional Legislation

Purpose

Bullying impacts on children and young people's wellbeing and can affect participation, education and inclusion. A child or young person that is bullied will not feel safe included or respected.

We want every child and young person in Scotland to grow up free from bullying and we want them to develop mutually respectful, responsible and confident relationships with other children, young people and adults.

The national approach to anti-bullying in Scotland aims to ensure that work at a national and local level - and across all sectors - is consistently and coherently contributing to a holistic approach to anti-bullying in Scotland, regardless of the type of and reason for bullying. Central to this, the national approach to anti-bullying, including prejudice-based bullying, is underpinned by the values of fairness, respect, equality and inclusion. This will ensure that children and young people feel safe and secure and are able to build up strong and positive relationships with peers and with adults.

Commented : We can say more about this in the Ministerial foreword.

Children and young people will experience bullying for a variety of reasons. It could be because of where they live, their sexual orientation and how they look or dress. This behaviour is about difference and perceived difference which can and does lead to children and young people being bullied.

A shared vision

Bullying of any kind is unacceptable and must be tackled quickly. Bullying should never been seen as a normal part of growing up.

The challenge that faces Scotland is to go beyond the acceptance that bullying exists so that we can achieve our vision that:

- **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; and**
- **all children and young people will expect help and know who can help them;**
- **adults working with children and young people will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.**

See Appendix 1 for a full list of groups covered by protected characteristics and other vulnerable groups that may also be affected by bullying.

Who is this for?

Everyone involved in children and young people's lives in Scotland has a contribution to make to deal with and prevent bullying. Whether in central or local government, children's services, early learning and childcare, schools, voluntary services, youth and community groups, local sports and physical activity teams, residential

establishments, or within families and local communities, we have the potential to make a positive impact on the emotional health and wellbeing of children and young people, now and in their adult lives, through effective anti-bullying approaches.

In addition, any UK organisation providing private or bespoke services to children and young people in Scotland for example, residential services, foster carers, emergency respite providers childcare in Scotland must ensure that they have policies and practice in line with this national approach.

What does the national approach aim to do?

Children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC). Bullying behaviour breaches a number of articles in both. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour. The UNCRC has noted that violence, harassment and bullying are unacceptable in any context and violate a range of human rights. (see section policy landscape and legal framework section for further details on the UNCRC)

Getting it Right For Every Child (GIRFEC) – provides the foundations we need to ensure a child's health and wellbeing is at the centre of everything we do.

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:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

GIRFEC principles thread through all existing policy, practice, strategy and legislation affecting children, young people and their families. It is a fundamental way of working, designed to help practitioners to focus on what makes a positive difference for children and young people, and their families.

The approach aims to ensure that all those working with children and young people to develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing in line with the SHANARRI wellbeing indicators (all children and young people should be safe, healthy, active, nurtured, achieving, respected, responsible and included). These eight indicators provide teachers with a framework to assess a child or young person's overall wellbeing and identify any concerns. These eight areas

are set in the context of the 'four capacities' which are at the heart of Curriculum for Excellence (CfE).

The national approach aims to encourage a proactive and inclusive approach to anti bullying work that ensures children and young people and their parents and carers are included in every aspect of anti bullying work that affects them and are aware of their roles and responsibilities.

The approach aims to provide a framework that can build capacity, resilience and skills in children and young people, and all those who play a role in their lives (from their parents to teachers and sports coaches) to prevent and deal with bullying through a range of policies, strategies and approaches.

Definition

What do we mean by bullying?

Bullying is a mixture of 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.

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
- Being targeted because of who you are or who you are perceived to be face to face and/or online

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

Bullying behaviour may be related to any perceived or actual differences or prejudice-based behaviours including racism, sexism, disability or homophobia; and may compound other difficulties in a child's life. With this in mind vulnerable children and young people may be particularly at risk of experiencing bullying.

What is the impact?

Bullying is both behaviour and impact. Bullying impacts a person's agency; their capacity for self-management and feeling of control in their lives. Bullying affects individuals, families and relationships as well as a child's education and participation.

A child that is bullied will not feel safe, included or respected and can therefore constitute a well-being concern.

Commented [] : Issue/confusion with well-being and wellbeing?? To be discussed with colleagues

Children and young people living in Scotland should have every opportunity to reach their full potential. Bullying directly and indirectly affects childhood development and potential and is preventable.

Bullying continues to affect a large number of children and young people. respectme's research in 2014 indicated that 30% of children and young people had experienced bullying in the last year.

Commented [] : Add as footnote

Failure to prevent and address bullying can lead to poorer mental health and wellbeing in adolescence and also into adulthood (L Bowes 2015). Good anti-bullying practices and policies impact positively on a school or children's service's ethos and help children and young people feel more included and safe, this improves attendance and participation, and it builds agency and promotes resilience within children and young people. (respectme 2014, Kowalski et al 2012).

The Children & Young People (Scotland) Act 2014 will ensure that all children and young people have access to a Named Person, whose role is to work with them and their parents to promote, support and safeguard their wellbeing. Within the school setting the Named Person, supported by other staff, is often well placed to identify even minor changes of mood or behaviour in a child or young person which could reflect a wellbeing issue with which that child or young person needs help or support. For children and young people who experience bullying, and their families, this can be key source of support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, and the time to listen and to help, or who can identify appropriate sources of support.

Online and offline bullying

While it is the prerogative of children and young people to explore and enjoy the online world, it is everyone's responsibility to ensure they do so safely. Advances in technology are simply providing an alternative means of reaching people – where malicious messages and hurtful comments were once written on school books or toilet walls, they can now be sent via social media sites, gaming platforms on mobile devices making their reach greater, more immediate and much harder to remove or erase. Online bullying should be included in all areas of anti-bullying work and does not require a separate policy or approach taken.

Commented [] : Include footnote to mention the respectme Bullying in Schools research.

For children and young people, the internet is a place, not a thing. It is a social space where they can hang out and be with friends. Online bullying shouldn't be differentiated from any other type of bullying. Online bullying, or 'cyberbullying' as it is often referred to, is often the same type of behaviour but it takes place online, usually on social networking sites.. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and can happen online (for example on social media, online gaming platforms). Children and young people's use of social media and mobile technology is interwoven into everyday life.

Some online behaviour such as "trolling" can be bullying. Typically trolling involves people posting comments online that are designed to provoke a response from others. This can include hurtful and inappropriate comments made in response to news stories

or social media posts or updates. This can be an attempt to bully or undermine and like all types of bullying both the behaviour and the impact that defines it as bullying. Some people are not affected by online trolling and therefore would not feel that they had been bullied. However, the language used by those trolling may still result in serious consequences.

Commented [redacted] : Do we need to expand on this (why some people are affected/other not

The evidence base – how do we know?

In 2014 the Scottish Government asked respectme to carry out research to obtain a picture of how children and young people were experiencing bullying in Scotland in 2014. This was the largest research undertaken in Scotland which gathered the views and experiences of around 8000 children and young people aged between 8 and 19 from all local authorities across Scotland. The findings from this research have been reflected throughout this guidance. The research can be found at: www.respectme.org.uk.

We know that the most prevalent type of bullying is still face to face¹. However, local authorities, schools and all those working with children and young people should ensure that they maintain a focus on all types of bullying, both bullying that happens in person and online.

Of the children in the survey that had been bullied, almost half told their parents, young people also highlighted friends and teachers as a source of support. In addition, the survey shows that the most successful ways to tackle bullying are those that create a positive school ethos and culture rather than only ever focussing on individual incidents as they occur. Children and young people value having choices to make when they are experiencing bullying and they want adults to help them explore these choices, recognising there is not a 'one size fits all' response.

Commented [redacted] : Should we expand on why this is?

When it is not bullying?

Some behaviours can be perceived as or assumed to be bullying. However, they can often be more serious and, in fact, criminal in nature. Indeed, it is important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as hate crime, child sexual exploitation and gender-based violence. Although behaviours may start out as 'bullying' we must ensure that our children and young people, and society as a whole, do not confuse bullying and criminal offences; but be clear that they are both completely unacceptable and that the consequences of taking part in either can be serious.

¹ *Bullying in Scotland 2014* (respectme)

<http://www.respectme.org.uk/publications.html> report states that 92% of the children and young people who reporting bullying said they knew the person bullying them and bullied young people use a wide range of coping strategies with almost half (48%) telling their parents.

Some online behaviour is illegal e.g sharing images. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, gaming etc. If a child or young person is being treated or threatened in a sexual way or being pressured into doing something that they don't want to do, online or face to face, this is not bullying. There are laws to protect children and young people from this very serious type of behaviour. Room to be more explicit – i.e. sexual abusive behaviour is not bullying.....

Section x (contacts) provides contact details...(to include Police, child protection etc)

The Policy Landscape and Legal Framework

National Performance Framework

The Scottish Government has a single purpose – to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth. This depends upon the future wellbeing and achievements of our children and young people and as a result there are four National Outcomes which directly contribute to this purpose:

- Our children have the best start in life and are ready to succeed
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- We have improved the life chances for children, young people and families at risk
- We have tackled the significant inequalities in Scottish society

Legal obligations to consider:

The **Children and Young People (Scotland) Act 2014** (CYPA) is rooted in the Getting It Right for Every Child (GIRFEC) approach and children's rights; and puts a number of key initiatives into statute, including the Named Person and the single Child's Plan. It helps ensure there is a single planning approach for children who need additional support from services, providing a single point of contact for every child; and providing a holistic understanding of wellbeing.

The CYPA also includes a legal definition of what 'wellbeing' means – so that children, parents, families and professionals (like teachers and youth workers) all have a shared understanding of when they are discussing how to support a child or young person's health and wellbeing. Wellbeing is summed up in eight words that describe different aspects of what it means when things are going well for a child or young person whether they are 'safe'; 'healthy'; 'achieving'; 'nurtured'; 'active'; 'respected'; 'responsible' and 'included' (often referred to as SHANARRI).

A wellbeing concern may be identified by the child, the parents or by anyone who knows or supports the child. This will normally involve the Named Person in considering the wellbeing concern as part of their functions. The concern may arise from observation or assessment which indicates that one or more aspect of wellbeing is being adversely affected by factors related to or around the child. Professional judgement based on experience, training and information about the child and their circumstances will be key to identifying wellbeing concerns. In some cases a single observation or incident may be judged to represent a risk to wellbeing and be considered a concern. In other cases the context of the observation or assessment, and wider knowledge of the child's general wellbeing and circumstances may either heighten or reduce the concern. The nature of the concern will be specific to the individual child, their age and circumstances, so what represents a wellbeing concern for one child, may not be judged to be a concern for another child.

UN Convention on the Rights of the Child (UNCRC)

The Scottish Government is committed to supporting and promoting children's rights and the United Nations Convention on the Rights of the Child (UNCRC). In fact, Children's Rights are now embedded with Scottish legislation with the CYP Act

introducing a duty on Scottish Government Ministers to *“keep under consideration whether there are any steps which they could take which would or might secure better or further effect in Scotland of the UNCRC requirements.”*

The national approach to anti-bullying ensures that all partners who work with children and young people are supported implement the following rights for children and young people in Scotland. Examples of some of the main articles and actions that could constitute a breach of the convention are:

Article 2

Applies to all children regardless of the child's age, race, colour, sex, language, political opinions, religion, their social status or their disabilities.

Failure to take all appropriate measures to ensure a child is protected from bullying due to diversity or perceived difference may be in breach of articles under this act.

Article 16

“Arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks with his or her honour and reputation”

Failure to prevent forms of bullying such as children and young people being targeted in their home, invading their privacy or gossiping and spreading rumours.

Article 19

(1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Given that bullying entails the intention to unjustly harm and cause distress to those being bullied and can have significant short-term and long-term effects on the young persons physical and mental well-being, bullying can violate the protection laid down in this article.

(2) Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

This highlights the onus on organisations to create and implement effective anti-bullying policies and strategies that prevent bullying from taking place and support children and young people when it does.

Article 28

State parties recognise the right of the child to education and states that it should be on the basis of equality. Further to this, state parties should also take measures to encourage regular attendance at schools and reduce drop- out rates.

Bullying policies and strategies which aren't implemented, are unclear or don't exist can lead to an environment where children and young people do not feel safe from bullying at school. Bullying is cited by children and young people as one of the main reasons that they truant from school, drop out or are excluded.

Article 29

A child's education should be directed at developing the child's personality and talents, and mental and physical abilities to their 'fullest potential'. It also states that education shall prepare the child for an active and responsible life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

An environment where a child is experiencing bullying will not be conducive and supportive to them reaching their full potential. Education should aim to create an environment where acceptance and rights are understood and a zero-approach to bullying is adopted and practiced.

More information on the Rights of Children and Young people can be found at www.Sccyp.org.uk

Equality Act 2010

Any type of bullying is never acceptable and some forms of prejudice are protected under the 2010 Equality Act - the protected characteristics for children and young people are:

- disability
- sex (gender)
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sexual orientation

The Equality Act 2010 does not just protect people who have these characteristics. It also protects a person from being discriminated against because someone wrongly perceives them to have one of the protected characteristics or that they are associated with someone who does have a protected characteristic. The Act also means it is against the law to treat someone unfavourably because they are supporting someone to take action under the law.

The **Equality and Human Right Commission** published **Technical Guidance** which outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational. It provides an authoritative, comprehensive and technical guide to the detail of the law.

Commented [REDACTED]: Include as footnote

Other policy implications:

Looked after children and young people

Looked after children and young people can be particularly vulnerable to bullying. They have very specific needs and the importance of understanding their individual needs is paramount. Good relationships between Looked After Children and practitioners is key to ensuring that appropriate steps are taken when dealing with bullying incidents.??

Commented [REDACTED]: Send to LAC unit for further comment

Curriculum for Excellence (CfE)

CfE is designed to improve education for children and young people by putting their learning experiences at the heart of education. Curriculum for Excellence is the national approach to learning and teaching for young people aged 3-18 in Scotland. It enables learners to develop four capacities - successful learners, confident individuals, effective contributors and responsible citizens. Learners are also provided with a range of personalised learning experiences and qualifications that meet their individual needs and aspirations.

CfE is the framework to meet the needs of all learners aged 3-18 years to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. It is based upon the values of wisdom, justice, compassion and integrity. All learning and personal development must be a stimulus for personal achievement which broadens experience and encourages informed and responsible citizenship. The curriculum is the totality of all that is planned for children and young people throughout their education and includes:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning and
- Opportunities for personal achievement

Learning in Health and Wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Good health and wellbeing is central to healthy human development, and schools, colleges and other learning establishments have much to contribute to its development.

All adults who work in schools have a responsibility to ensure the mental, emotional, social and physical wellbeing of the children and young people in their care. The responsibility of all include each practitioner's role in establishing open, positive, supportive relationships across the school community.

The Schools (Health Promotion and Nutrition) Act (Scotland) 2007 places a number of duties on local education authorities including ensuring that schools are health promoting. This includes promoting physical, social, mental and emotional wellbeing by supporting pupils to make positive lifestyle choices in relation to their health and wellbeing.

Something from mental health colleagues?
RSHP guidance?? (to be included?)

Youth Work Strategy

The National Youth Work Strategy, '*Our ambitions for improving the life chances of young people in Scotland*' was launched in April 2014. This Strategy recognises youth work as a key and distinctive component of the Scottish Government's present and future agenda for young people.

The strategy aspires to ensure all young people, in every part of Scotland, have access to high quality and effective youth work practice. To achieve this the implementation focusses on working in partnership across the sector.

There are many good examples where schools and youth work are working collaboratively to plan and deliver personalised learning opportunities for young people as part of the curriculum. It is important that youth work activities undertaken outwith the school day are also recognised and valued as part of CfE. This includes sharing young people's considerable achievements with the school. Teachers, youth workers and others who work with young people both inside and outside school are central to young people achieving the four capacities.

Youth work practitioners also have a responsibility to ensure that they follow the principles of the National Approach and ensure they receive the appropriate training.

Youth work principles and values have been integral to developing the ambitions in the strategy by placing the young person at the centre. Youth work offers young people developmental opportunities as well as the ability to lead, take responsibility, make decisions, and make a real and lasting contribution – both economically and socially – to Scotland's present and future.

To achieve this, the strategy sets out 5 key ambitions:

- (a) Ensure Scotland is the best place to be young and grow up in
- (b) Put young people at the heart of policy
- (c) Recognise the value of youth work
- (d) Build workforce capacity
- (e) Ensure we measure our impact

Our ambitions for improving the life chances of young people in Scotland.

Appendix 1

1. **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, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.
2. **Body Image:** Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. For example, a child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour.
3. **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.
4. **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 experience homophobic bullying and any young person can display homophobic attitudes which should be challenged.
5. **Looked After Children:** Children and young people who are looked after and accommodated by the local authority 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.
6. **Racial Bullying:** Children and young people from minority ethnic groups 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 mark a child or young person as a target 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.
7. **Religion and Belief:** Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths 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.
8. **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.
9. **Sexism and gender:** Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young

people who do not conform to these notions vulnerable to indirect and direct bullying.

10. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girl's and boy's behaviour - suggesting that 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 using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity.
11. **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.
12. **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.
13. If bullying can result from one person trying to gain power or control over another, then prejudice-based bullying is behaviour which is a result of a belief that a person automatically has power or status over another because of their religion, race, gender, ability, image, sexuality, beliefs or class.
14. **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.
15. Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009

Commented [REDACTED]: Do we need to include hate crime in this section? Don't think so as it isn't bullying

