

# **United Against Bullying School Case Study: Creating awareness of appearance related comments**

## **How Gordon Primary School took action to address appearance related bullying**

### **Context of our anti-bullying work**

Reviewing our Policy in 2022 and seeking parent views a parent flagged up Eczema to us. It was felt although a common condition it could have a social impact including bullying with Eczema impacting on self-esteem and peer relationships. This along with participating in the ABA Programme has made us think much more thoughtfully about 'appearance' generally this year.

### **What we hoped to achieve**

For all in our school community to be aware of the impact of 'Appearance' related comments.

### **The action we took**

- We contacted eczema.org to seek advice on resources and displayed to raise staff awareness
- We have talked about Eczema
- We regularly speak to children about empathy and kindness
- We liaise with the parent with regards to the child's emotional and physical well-being/ relationship with peers and monitor
- We have included an 'appearance' sub-category in our 'bullying category' on CPOMs to record appearance related bullying alongside other related bullying eg racist, disablist etc.

### **Other actions to support Appearance in relation to Bullying:**

- We ensure to celebrate the differences in all staff and pupils, for example; in Year 2 assemblies sharing their learning 'It's Good to be Me' this term each child stood up and said one special thing about themselves eg 'I am special because I have a birth mark'.
- We have a gender-neutral uniform.
- Anti-Bullying Ambassadors participated in Consent and Boundaries training with the Diana Award and learned about how making comments about someone's appearance/body can make someone feel.
- Anti-Bullying Ambassadors participated in Anti-Racism training with the Diana Award and learned how appearance related racial comments can make someone feel. The Ambassadors ran a 'Respect' campaign in school to encourage peers to make posters/poems for display.

- We give children space to talk about the things that make them different and support them to share what they might want to share with others, for example talking to their class about wearing a hearing aid.
- We have used parent mail notices about the items children bring to school eg not being expensive/branded to prevent peer pressure and stress at home for parent/carers and pupils who perhaps can't afford them.
- We have made a request to keep things simple for school and we monitor this regular.

### **Evidence - Ambassador Notice**

2/12/22

This week we have had anti-racism training to help us know and understand what racism is and how it might make somebody feel ...

*Racist bullying behaviour is when someone is repeatedly, verbally, physically or indirectly targeted by another person based on their skin colour, their actual or assumed culture, ethnicity, nationality or race.*

It can happen anywhere....

We are thinking of ways to help everyone understand what racist bullying behaviour is and ways to help everyone feel included and treated fairly in school no matter what skin colour, religion, appearance, identity or nationality.

We want to run a 'RESPECT' campaign because everyone deserves respect. We have a few ideas for next term and would love to hear yours. Talk to us or write a note and we will collect them on a Friday afternoon.

If anyone would like to draw a poster or write a poem about 'what respect is' we will choose some to put around the school and in the newsletter. We will collect the posters and poems on a Friday afternoon.

If racist bullying behaviour is happening to you speak to a trusted adult or to us so it can be helped and stopped....

Does anyone have any questions?



## Impact and outcomes of the work

- We contacted [eczema.org.uk](https://eczema.org.uk) and they were very helpful in sharing an information pack we could share at school <https://eczema.org/information-and-advice/information-for-parents-and-children/eczema-and-school/>.
- We have looked at Changing Faces challenging stereotypes and have included them in our PSHE resources for this year.

## What we have learned

Not to overlook the impact of appearance. We know sometimes children might 'leave someone out' or say something hurtful because of conditions such as Eczema particularly when it flares up. However, sometimes children are curious about difference and might say things without the intention to be hurtful. It is very important to monitor and use opportunities as teaching moments to promote difference and inclusion.