

# Anti-Bullying Policy



January 2020

## Contents

Introduction	3
Rationale	4
Roles and Responsibilities	7
Recognising Bullying Behaviour	9
Bullying Behaviour – Prevention & Intervention	11
Early Learning and Childcare Settings and Schools Anti-Bullying Policy Framework	13
Definitions of Bullying	15
Career-Long Professional Learning opportunities and resources	19



# Introduction

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*Bullying is both 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.*

Respect for All, 2017)

This policy is for Angus Council's Schools and Learning and Early Learning and Child Care settings and has been developed in line with 'Respect for All', the national approach to anti-bullying for Scotland's children and young people which provides an overarching framework and context for all anti-bullying work in Scotland.

Addressing bullying is key to achieving the Scottish Government's ambition to make Scotland the best place to grow up for all our children and young people, and is integral to many aspects of the refreshed National Performance Framework. When left unaddressed, bullying has the ability to undermine the national outcomes set out for children and young people's education, health and human rights.

This policy has been developed in partnership with children and young people, their parents, carers, staff, and other agencies. It promotes a whole-school approach which places the values of respect and inclusion at the heart of its ethos. This will help to prevent bullying by creating an environment which fosters positive relationships, better behaviour and high expectations for all children and young people.

This policy acknowledges developments in technological communication and social media and the national legislative and policy landscape, including Equality Act, 2010; UN Convention on the Rights of the Child (UNCRC); Getting it Right for Every Child; Included, Engaged and Involved Part 2 (Scottish Government, June 2017) and Supporting Transgender Young People (2017).

This policy also takes into consideration the 12 recommendations from the 'Think Before You Type' campaign. This is a campaign developed in partnership between Angus Council, Respectme and NSPCC Scotland and led by 16 young people from across Angus, that engaged young people, parents, carers, practitioners, as well as local government in renewed efforts to address online bullying – helping to contribute to positive relationships, behaviour change and cultures of respect in their communities.

Online bullying is as serious as bullying face to face and will be treated equally.

Online bullying is pervasive, viral and does not occur in a fixed place. It commonly exists in forms such as humiliating memes, unflattering images, secretive groups and behaviour which undermines, isolates or embarrasses others. Online bullying can blur the lines between school and community incidents, and challenges the traditional roles and responsibilities of those who become aware of bullying behaviour.

This policy will be reviewed every three years or in response to national changes.

# Rationale

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The ability to learn is crucial in the ever changing world of life and work. Schools and Early Learning and Child Care settings, in partnership with the wider community, have a key role in developing successful learners, confident individuals, effective contributors and responsible citizens, by providing the highest quality of learning and teaching experiences.

Article 19 of the UN convention on the Rights of the Child states that 'Children have the right to protection from all forms of violence (physical or mental). They must be given proper care by those looking after them'.

The Equality Act 2010 provides protection from discrimination, harassment and victimisation based on a range of protected characteristics. Any bullying related to these characteristics is unacceptable. The protected characteristics defined in the Act are:

- Disability
- Age
- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Sex
- Religion or Belief
- Sexual Orientation

The purpose, therefore, in supporting, promoting and maintaining an anti-bullying policy is to ensure 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/carers will have the skills and resilience to prevent and/or respond to bullying appropriately.
- Every child and young person who requires help will know who can help them and what support is available.
- Adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

In doing so, we:


- Recognise that all forms of bullying behaviour are unacceptable
- Will ensure that there is a common understanding of what bullying is and where it takes place
- Equip young people with the necessary skills to respond to the behaviour and impact of bullying within school and the wider community
- Will support those who have been affected by bullying and those who have displayed bullying behaviours
- Recognise the impact on learning and health and wellbeing that social media and online bullying can have on children and young people
- Are committed to providing a safe and secure environment for all children and young people to

- participate without the fear of bullying
- Are committed to ensuring all schools foster positive, supportive relationships that protect and promote the social, emotional, mental and physical wellbeing of children and young people in their care
- Recognise that a positive school ethos is essential to the creation of an anti-bullying culture
- Will fulfil our public sector equality duty

Our schools place the values of respect and inclusion at the heart of their ethos which helps to prevent bullying by creating an environment which fosters positive relationships, better behaviour and high expectations for all children and young people.

Bullying behaviour impacts on children's and young people's health and wellbeing and can affect their levels of participation, attainment and inclusion in school life. Children should be safe, healthy, achieving, nurtured, active, respected, responsible and included at school and in the wider community.

As part of the revision of this policy we carried out a survey with 533 primary school children and 955 young people at secondary school, 206 school staff and 823 parents/carers.



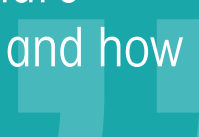
Be a role model  
and be consistent  
in your dealings  
with pupils.

Principal Teacher

Parents don't know  
what it's like  
nowadays. Bullying  
hasn't stopped but  
is has changed.

Secondary school pupil

More work on the  
impact of bullying  
and work with the  
bullies themselves  
to see what's  
behind it and how  
to stop it.



Parent

Here is what they said:



**75%** OF YOUNG PEOPLE HAVE SEEN SOMEONE BULLIED

**84%** OF SCHOOL STAFF HAVE SEEN BULLYING BEHAVIOUR IN SCHOOL

**58%** OF PARENTS SAID THEIR CHILD HAD BEEN BULLIED

**51%** OF YOUNG PEOPLE SAID THEY HAD BEEN BULLIED

**7%** of young people said they have been involved in the bullying of others: **1% of parents said their child had bullied someone else**



### Online bullying

**17%** OF YOUNG PEOPLE SAID THE BULLYING TOOK PLACE ONLINE

**30%** OF SCHOOL STAFF SAID THE BULLYING TOOK PLACE ONLINE

**11%** OF PARENTS SAID THE BULLYING TOOK PLACE ONLINE

**63%** OF PARENTS SAID ONLINE BULLYING WAS THE TYPE THAT CONCERNED THEM MOST

**759** young people said that you should tell someone about bullying. **197** told a teacher, **278** told parents and **191** told friends. **394** parents contacted the school about bullying.



### Was the bullying resolved?

**41%** OF YOUNG PEOPLE THOUGHT IT WAS RESOLVED

**34%** OF YOUNG PEOPLE THOUGHT IT WASN'T RESOLVED

**25%** OF YOUNG PEOPLE WERE UNSURE IF IT WAS RESOLVED



# Roles and Responsibilities

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## **Angus Council will:**

- Support schools to implement this policy
- Encourage an ethos of openness, honesty and transparency
- Work in partnership with school communities in terms of prevention and intervention in relation to bullying behaviour
- Provide training and support to address bullying behaviour in all its forms
- Take account of bullying behaviour presented by advances in technological communication
- Ensure schools in line with Angus Council's policy, review their existing anti-bullying policies and procedures every three years
- Monitor data regularly to inform practice in relation to preventing and responding to bullying

## **Schools and Early Learning and Childcare settings will:**

- Develop their own anti-bullying policy by December 2020 and ensure that it is reviewed every three years thereafter
- Respond to all observed and reported allegations and complaints in relation to bullying within five working days of notification
- Take account of bullying behaviour presented by advances in technological communication such as Twitter, Facebook, Instagram, Snapchat etc.
- Ensure all members of the school community are aware of the anti-bullying policy and procedures
- Identify a senior member of staff who has responsibility for co-ordinating anti-bullying practice and procedures
- Record and report bullying behaviour allegations and incidents through the SEEMIS Bullying and Equalities module where available
- Promote the importance of all members of the school community contributing to a positive ethos in which all individuals are respected regardless of difference or status. Opportunities should be sought to promote and celebrate diversity
- Undertake appropriate relevant continuous professional learning

## **All staff will:**

- Be positive role models and work collaboratively to promote positive relationships
- Encourage children and young people to develop necessary skills such as self-awareness and self-esteem, coping strategies, assertiveness and resilience
- Listen and take children and young people seriously
- Engage with parents/carers
- Share concerns appropriately within their organisation/service and seek support where appropriate
- Take action to promote equality and diversity and children's rights
- Treat people with respect

- Understand and action local anti-bullying policy and procedures
- Act in accordance with relevant professional standards and codes of conduct

**Parents/carers are requested to:**

- Be aware of anti-bullying policies and practice in any school/clubs/groups attended by their child
- Work collaboratively to help ensure bullying cannot thrive
- Share concerns about their child as early as possible with appropriate teacher/practitioner/coach
- Engage through school Parent Forum/Parent Council or other appropriate fora to contribute to and learn about anti-bullying practice
- Treat people with respect
- Promote positive respectful relationships
- Listen and take children and young people seriously

**Children and young people are encouraged to:**

- Treat people with respect and not engage in bullying behaviour
- Be aware of anti-bullying policies and practices in schools/clubs/groups attended
- Challenge bullying behaviour, where safe and appropriate
- Share concerns with peers/trusted adults if appropriate to the individual
- Work collaboratively to help ensure bullying cannot thrive



# Recognising Bullying Behaviour

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*Bullying is a mixture of behaviours and impacts; what someone does and the impact that it has on you, which affects your ability to feel safe and in control of yourself*

Respectme

## **Bullying behaviours can include:**

- Being called names, teased, put down or threatened, face to face and/or online
- Being hit, tripped up, pushed or kicked
- Having your belongings taken or damaged
- Being ignored, isolated, leaving out others and spreading rumours (face to face and/or online)
- Being sent abusive messages, pictures or images on social media, online gaming platforms or by phone.
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)
- Being bullied because of actual or perceived identity
- Online bullying is pervasive, viral and does not occur in a fixed place. It commonly exists in forms such as humiliating photos, unflattering images, secretive groups and behaviour which isolates or embarrasses others
- Prejudice based bullying behaviour is motivated by prejudice or is perceived to be motivated by prejudice and is most commonly associated with discriminatory language or behaviour
- Prejudice based bullying (Appendix 1) can be based on characteristics unique to a child or young person's identity or circumstances, including, but not restricted to:
  - Body image
  - Disability or additional support needs
  - Gender and sexism
  - Religion and belief
  - Low income families
  - Care experienced children and young people
  - Young carers
- All prejudice based bullying is unacceptable and incidents require to be appropriately recorded
- Bullying is a breach of children's rights and it is every child's right not to be bullied

“  
Keep telling an adult. Keep telling them to stop. Don't play with them.

Primary School Pupil

Online bullying can happen to anyone no matter how popular you are.

Secondary school pupil

As teachers, we should always behave the way we would expect pupils to. If we demonstrate this behaviour and are positive role models, pupils will follow our example.

Principal Teacher,  
Pupil Care and Support  
”

In order to support all children and young people experiencing, displaying or involved in bullying behaviour, and to effect behavioural change, labels such as 'victim' and 'bully' should be avoided.

Respectme, Scotland's Anti-Bullying Service, advises that 'the person on the receiving end of bullying behaviour' and 'the person displaying bullying behaviour' should be used.

# Bullying Behaviour – Prevention & Intervention

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The overarching ethos of any school or organisation should make it clear that bullying is never acceptable and that all adults, children and young people must understand the role that they play in addressing bullying. Establishing the right culture is at the heart of creating an environment where bullying cannot thrive. A strongly-promoted whole-school policy, which is widely understood by all members of the school community and evident in the school ethos, will help to prevent bullying behaviour.

## Prevention

- Anti-bullying should be seen as the responsibility of all staff, who should model positive and respectful relationships and promote a culture where bullying behaviour is unacceptable
- Training and support should be provided to ensure everyone understands their roles and responsibilities in relation to anti-bullying
- Ensure safety and supervision in areas where children and young people congregate such as the playground, corridors and social areas
- Plan pro-active strategies e.g. anti-bullying weeks/days, assemblies, parents, carers nights, posters to be displayed etc.
- Use restorative and solution-oriented approaches to build, maintain, and repair relationships within the school community. Peer mediation can help prevent and deal with certain types of bullying behaviour but should be carefully implemented and monitored to ensure support is available for all
- Discuss anti-bullying (including what bullying is and what the impact is), where appropriate, through the curriculum. Use of art, literature, drama and role-play can be particularly effective

## Intervention

No matter how effective prevention strategies are, there are times when incidents will occur and staff should feel confident about how to resolve bullying behaviour.

Whenever a children or young people feels bullied, victimised, distressed or 'got at' by others, intervention procedures should be instigated promptly. In determining if bullying has taken place and the action that needs to be taken, the main issue to be taken into consideration is how the bullying behaviour has made that child or young person feel.

The most effective way to structure a response to bullying is to ask these questions:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudice or other behaviours have influenced the behaviour?

Children and young people told us (Angus Council, 2019) they wanted to be listened to and taken seriously when they told adults their concerns. It was very important to them that action be taken to address the bullying behaviour.

Children and young people often feel that bullying has 'taken something away from them' and the role of the adult is to work with them to help restore their feeling of control. Listening carefully to their story

and talking through options and alternatives in how to respond can help the child or young person feel they are being taken seriously and are taking back control.

School staff can also approach their Educational Psychologist or Principal Teacher ASN Locality 3-18 for consultation and advice.

## **Recording and monitoring of bullying incidents**

Any incidents that are observed or reported, along with the motivation and actions taken, will be recorded through the Bullying and Equalities menu within the Click+Go application in SEEMIS.

Recording and monitoring of bullying incidents is essential and can provide valuable information on the scope and scale of the issue in order to guide improvements in policy and practice and inform anti-bullying interventions. In addition, the data can help identify numerical trends, specific issues around equality and diversity and other relevant data/patterns, which may help schools and the local authority to address bullying incidents effectively.

Data monitoring locally will support the improvement of targeted support and interventions that can be applied in a focused, responsive way, recognising the unique nuances of geography and demographics.

Data will be monitored regularly by the local authority.

## **Developing an Anti-Bullying Policy**

### **Early Learning and Childcare settings and School policies should foster:**

- The creation of a positive ethos which nurtures positive personal identities and challenges stereotypes, promotes equality, and creates an environment where children and young people, parents/carers and all school staff work in partnership to listen and respond to children's views within a physically and emotionally safe environment
- The development of a curriculum which promotes personal safety and wellbeing by raising awareness among children and young people of behaviours which are acceptable and those which are not
- The promotion of positive social relationships, by helping children and young people to develop the personal and interpersonal skills to safeguard themselves against incidents of bullying behaviour
- A commitment to provide appropriate responses and interventions for children involved in bullying behaviour
- The maintenance and development of staff knowledge and skills by providing access to appropriate training courses, materials and resources

### **And should acknowledge:**

- That bullying behaviour taking place out with the school grounds and out with the school day can impact on the life of children and young people. Schools have a part to play in addressing incidents of bullying behaviour which occur en route to and from school.

# Early Learning and Childcare Settings and Schools Anti-Bullying Policy Framework

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Personal safety and issues of bullying behaviour require priority attention in all schools. Preventing and responding to bullying behaviour is the responsibility of all members of a school community - children and young people, staff, parents/carers.

Schools must have in place procedures to address bullying behaviour and it is essential that all children and young people, staff, parents/carers are aware of these procedures.

Schools should follow the following when developing and revising their own policy and procedures:

(i) Management and Co-ordination

A senior member of staff should be involved in the development of anti-bullying procedures. All staff, children and young people, parents/carers and support agencies should have knowledge and understanding of anti-bullying procedures, thus ensuring a consistent whole-school approach. The procedures will require to be reviewed every three years.

(ii) Support for Children and Young People

- Schools have a responsibility to provide effective support to those who have been affected by bullying and those who have displayed bullying behaviours.
- Particular attention must be given to supporting vulnerable individuals and children and young people with Additional Support Needs.
- The circumstances and needs of individual children and young people must be taken into account when deciding on the approach to be adopted in resolving incidents of bullying behaviour.
- The ethos of all schools should be such that children and young people know that "it is all right to tell" about bullying behaviour.

(iii) Parents/carers

- Involving parents/carers in the process of the review, development and implementation of the school's Anti-Bullying Policy will assist their understanding and support of the policy in practice.
- All parents/carers should be able to access the school's Anti-Bullying Policy, know who to contact, and be aware of the procedures which are followed in resolving incidents of bullying behaviour. This can be achieved by ongoing awareness raising, and by making the policy easily accessible.
- When parents/carers approach the school about incidents of bullying behaviour or concerns, they must be listened to with empathy and respect.
- All concerns about bullying behaviour must be taken seriously. Listening to their point of view will help them to hear and understand the school's point of view.
- Feedback in response to observed and reported bullying should be within five working days.
- Schools should refer to the Respectme website, [www.respectme.org.uk](http://www.respectme.org.uk) for information and advice for parents/carers.

(iv) Children and young people

- Anti-Bullying is an essential part of learning and teaching within the four capacities of the Curriculum for Excellence.
- Children and young people should be actively involved in the process of the review, development and implementation of the school's Anti-Bullying Policy. This will assist their understanding and support of the policy, practice and procedures.
- All children and young people have a responsibility to contribute to the positive ethos and values of the school and to behave in a respectful manner towards one another.
- Children and young people should be involved in all decisions affecting them and understand what is happening and why.
- Children and young people should be supported to retain as much control as possible in any action taken about them.
- Their confidentiality should be respected.
- If you have a child protection or wellbeing concern, let the young person know that you will need to follow child protection procedures, and share information with the relevant staff or agency.

(v) Staff

- A school's culture should make it clear that bullying behaviour is never acceptable, and should support all adults and children and young people in achieving this ethos.
- Staff should be continuously aware of the influence they have on children and young people and be expected to display appropriate, respectful behaviour towards one another, children and young people and parents/carers.
- Day-to-day practices should reflect the message that bullying behaviour is never acceptable and should be continuously reinforced in all the work undertaken by staff.
- Staff responses when dealing with children and young people who are involved in incidents of bullying behaviour are vitally important. The response should be consistent, regardless of who the child or young person approaches.
- Incidents of bullying behaviour should be viewed individually. Staff should be aware of the range of positive interventions and strategies available.

## Definitions of Bullying

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### Prejudice - based Bullying

This section outlines the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

*Fully integrating and embedding equity, equality and diversity into an organisation relies on a culture where language and behaviour is challenged. Creating environments where difference, together with role modelling how to challenge prejudices, is what we sign up for if we work with or have children.'*

Respectme

**Additional Support Needs:** These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and, crucially, being bullied can also lead to an additional support need.

**Age:** Age is a protected characteristic. Although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

**Asylum Seekers and Refugees:** Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents/carers with extra worries can allow bullying to go undetected and continue.

**Body Image and Physical Appearance:** Bullying behaviours directed towards a child or young person's appearance have the potential to negatively impact on body image, and therefore wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

**Disability:** Disability is a protected characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

**Gender Identity and Transphobic Bullying:** The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both.

**Gender reassignment** is a protected characteristic.

Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying.

This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone they associate with, is or is perceived to be transgender, i.e. a parents/carers, relative or other significant figure.

The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

**Gypsy/Travellers:** Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying, and parents, carers own experiences of discriminatory behaviour, may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

**Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying:** Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them.

Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying.

Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

**Intersectionality:** Intersectionality is the complex way in which different forms of prejudice (race, ethnicity, class, gender, sexual orientation, disability and age) combine and overlap to create inequalities. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

**Looked-after Children and Young People:** Looked-after children and young people can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are care experienced and seen in some way as 'different'. Children who are care experienced away from home can also experience bullying behaviour in their residential care home, at school and in their community. Care experienced children and young people may not always have a stable support network to turn to when experiencing bullying. For some children, forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.



**Marriage/Civil Partnership:** Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged children and young people will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parents/carers, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

**Racism and Race:** Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture, as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.


**Religion or Belief:** Religion or belief is a protected characteristic. 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 lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

**Sectarianism:** Most people understandably associate sectarianism with religion, which is a protected characteristic. 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 for sectarian abuse, whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

**Sexism and Gender:** Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour by 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. 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 perceived not to conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

There is a trajectory around violence against women and girls that can have its origins in bullying behaviours.

**Socio-economic Prejudice:** Bullying due to socio-economic status can take place in any community. Small differences in perceived 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, accents, belongings, clothing, etc. can become widespread through those considering themselves to




I think that you can help stop bullying by speaking to the person that is bullying others and try to understand why they are bullying.

Primary school pupil

Bullying can be invisible so no one else necessarily knows unless they are willing to share that information.

Secondary school pupil

Educate to respect differences.



Parent

be in the dominant socioeconomic group. Bullying of children who endure parental substance misuse can also be prevalent.

**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, can hinder successful transitions and/or lead to educational difficulties.

# Career-Long Professional Learning opportunities and resources

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There are varied sources of training to support both understanding of and addressing bullying behaviour, both internal and external to Angus Council, with a number of national organisations and projects offering training.

In addition to this, the sharing of good practice cannot be understated and should be considered as part of Career-Long Professional Learning.

The list of opportunities and resources below is not exhaustive and suggestions for further training and resources are welcomed.

Angus Council offers a number of online learning modules such as:

- Getting it Right for Every Child in Angus
- Promoting Equality and Diversity
- Equalities
- Protecting Children in Scotland
- Emotional Health and Wellbeing

Further sources of information and support:

1. Respectme
2. United Nations Convention on the Rights of the Child (UNCRC)
3. LGBT Youth Scotland
4. National Bodies
5. Mental Health First Aid
6. Mentors in Violence Prevention Programme
7. Stonewall Scotland
8. Scottish Traveller Education Programme
9. Bullying UK
10. Young Minds
11. Child Exploitation and Online Protection (CEOP)
12. Thinkuknow
13. Childline
14. Choose Life
15. Hands on Scotland
16. No Knives Better Lives
17. Scottish Out of Schools Care Network
18. Early Years Scotland
19. Social Media
20. Other relevant links

## 1. Respectme

Respectme, Scotland's anti-bullying service, was launched in March 2007. The service is fully funded by the Scottish Government and is managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

They work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others. Their aim is to build the capacity of these adults to effect change and challenge bullying and stigma at an individual, school, family community and societal level.

They have developed a range of resources for adults, children and young people, which offer practice advice and guidance on a range of anti-bullying issues and the writing of anti-bullying policy. Their publications can be downloaded from the website and paper copies of some publications can be ordered by contacting Respectme directly at [enquire@respectme.org.uk](mailto:enquire@respectme.org.uk)

Respectme also have a number of videos, which can be used with children and young people to generate discussion around bullying and the impact it can have on everyone involved. Their video resources can be viewed on the website, and additional short films can be found on their YouTube channel.

For more information please visit [www.respectme.org.uk/resources](http://www.respectme.org.uk/resources)

## 2. United Nations Convention on the Rights of the Child

It is every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although 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).

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

UNICEF provide information regarding all of the rights as well as resources to help with campaigns around rights through the Rights Respecting Schools Award.

For more information, please visit [www.unicef.org.uk/what-we-do/un-convention-child-rights/](http://www.unicef.org.uk/what-we-do/un-convention-child-rights/)

Respectme have explored the UNCRC in relation to bullying behaviour and information from this can be found by visiting [www.respectme.org.uk/bullying/childrens-rights](http://www.respectme.org.uk/bullying/childrens-rights)

## 3. LGBT Youth Scotland

LGBT Youth Scotland has developed a number of resources for practitioners, parents, carers, and young people to support and guide inclusion and homophobic, transphobic and biphobic bullying behaviour.

The resources are organised into the following categories:

- Schools and education
- Young people
- Community capacity building
- Health
- Domestic abuse

LGBT Youth Scotland are a key partner in presenting current research towards improving the lives of LGBT young people in Scotland.

For more information and to view the resources, please visit [www.lgbtyouth.org.uk/pro-resources](http://www.lgbtyouth.org.uk/pro-resources)

#### 4. National Bodies

Training and peer support is offered through national organisations for teaching and Community Learning and Development staff. Through professional learning events and seminars, training courses and workshops, research and, online forum discussions, a range of resources are available to support the challenging of behaviour and perceptions.

These resources include:

- Tackling Sectarianism Resources CPD training (Sense over Sectarianism and YouthLink Scotland – The National Agency for Youth Work)
- i-develop website service provided to support creative, innovative and effective learning and development for CLD practitioners (Community Learning and Development Standards Council)
- Professional values into action tools (The General Teaching Council for Scotland)
- Myths of Immigration (Guidance for early years, teachers and lecturers on challenging myths and mis-understandings – Educational Institute for Scotland)
- Get it Right for Girls (Challenging misogynistic attitudes among children and young people – Educational Institute for Scotland)
- Sexuality and Gender Identity – Tackling Bullying (National Association of Schoolmasters Union of Women Teachers)

For more information and to view the resources highlighted above, visit:

- [www.youthlinkscotland.org](http://www.youthlinkscotland.org)
- [www.i-develop-cld.org.uk](http://www.i-develop-cld.org.uk)
- [www.gtcs.org.uk/professional-standards/professional-values-into-action.aspx](http://www.gtcs.org.uk/professional-standards/professional-values-into-action.aspx)
- [www.eis.org.uk/index.asp](http://www.eis.org.uk/index.asp)
- [www.nasuwt.org.uk/advice/bullying.html](http://www.nasuwt.org.uk/advice/bullying.html)

#### 5. Mental Health First Aid

Mental Health First Aid (MHFA) was first developed in Australia by Betty Kitchener and her husband Professor Anthony Jorm, and is now an internationally recognised programme of simple steps that can be used to help a person in distress.

In 2004 Scottish materials were developed and the National Training Team was commissioned to begin training instructors from all over Scotland.

In March 2009 the new materials were launched and all current instructors through a refresher course on the use of the new materials.

The SMHFA course takes 12 hours to complete. It can be presented in a range of formats to suit different groups. The course must be presented by a qualified SMHFA instructor and quality is continuously monitored by NHS Health Scotland.

The course can be presented in the following formats:

- 2 full days
- 4 half days
- 6 two-hour sessions

The following is a brief outline of what is covered on the course:

- Guidance on being a Mental Health First Aider
- Attitudes to mental health issues
- Equalities
- The recover message
- The impact of alcohol and drugs on mental health
- Introduction to suicide intervention
- Listening skills
- Understanding depression
- How to offer first aid to someone experiencing depression

- Understanding anxiety
- How to offer first aid to someone experiencing anxiety
- Understanding psychosis
- How to offer first aid to someone experiencing a psychotic episode

The course does not train people to be mental health workers. It offers basic general information about mental health problems. The knowledge presented and understanding developed in the course helps to remove stigma and fear and to give confidence in approaching a person in distress. Mental Health First Aid is an initial response to distress and all participants on then course understand that this help is given only until other suitable or professional help can be found.

For more information or to view the course details visit [www.smhfa.com](http://www.smhfa.com)

## 6. Mentors in Violence Prevention Programme

The Mentors in Violence Prevention Programme (MVP), developed in the 1990s by American Educationalist Dr Jackson Katz, utilises an active bystander approach to prevent all forms of bullying and gender-based violence. Males and females are not looked at as potential victims or perpetrators but as empowered and active bystanders with the ability to support and challenge peers. Within the MVP Programme a bystander is defined as a friend, class-mate, team-mate, colleague or relative. In other words, it is someone they know.

The key training tool within the MVP Programme is the 'MVP playbook'. The playbook supports the discussion based teaching approach within the MVP Programme offering a consistent approach to delivery of all MVP sessions. The 'playbook' offers excellent opportunities to discuss issues such as:-

- Dating abuse
- Harassment
- Bullying
- Sexting
- Control
- Alcohol and consent

A range of training materials, supporting documents and resources are available from the Mentors against Violence website.

The MVP Programme is not a programme that teaches boys and girls not to bully or abuse, it is a leadership programme and provides an excellent opportunity to develop leadership skills amongst young people.

The MVP Programme is a peer mentoring programme. Once schools receive initial training their next task is to recruit and train a team of MVP mentors from the upper part of the school. It is this 'boy to boy' and 'girl to girl' mentoring that has demonstrated positive outcomes for the MVP programme as well as giving MVP mentors valuable life skills.

For more information and to view the resources, please visit [www.mvpscotland.org.uk/MVPteaching.html](http://www.mvpscotland.org.uk/MVPteaching.html)

## 7. Stonewall Scotland

Stonewall Scotland support individuals to work out how to can make a difference for LGBT people at work, at home and in their communities. They seek to equip people with the tools and confidence to connect with, influence and enable others in their communities by challenging homophobic bullying, biphobic and transphobic bullying, celebrating difference, and improving inclusion and visibility of role models.

Stonewall Scotland also works within organisations, including workplaces, schools, healthcare providers, sports clubs and religious institutions, both here and abroad, to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

Through its work, Stonewall Scotland has produced resources to support better understanding of the issues faced by LGBT people, and to help ensure that policies and strategies are LGBT inclusive.

In particular, Stonewall Scotland engaged children and young peoples to produce the School Report Scotland 2017. The report gathered the experiences of lesbian, gay, bi and trans young people, to highlight the issues that they face, the support that they need, and recommended steps to help take the report forward.

For more information and to view the resources and reports, please visit: [www.stonewallscotland.org.uk](http://www.stonewallscotland.org.uk)

## **8. Scottish Traveller Education Programme**

The Scottish Traveller Education Programme website provides resources, tools and information, promoting innovative approaches to learning. Families, young people and teachers have been involved in co-producing all the materials.

The materials support all aspects of learning with an additional focus on tackling bullying and the issues facing Traveller young people.

The website provides links to resources and training for teachers and all professionals who are involved in education with people from travelling cultures, as well as advice and guidance for young people and their parents/carers.

For more information and to view the resources, please visit [www.step.education.ed.ac.uk](http://www.step.education.ed.ac.uk)

## **9. Bullying UK**

Bullying UK is part of Family Lives, a charity with over three decades of experience helping parents/carers to deal with the changes that are a constant part of family life. Their role is to support everyone to achieve the best relationship possible with the children that they care about.

They provide professional, non-judgemental support and advice through their helpline, website, befriending services and parenting/relationship support groups. Nearly all services are accessible at no charge to parents/carers and they can be contacted 365 days a year.

They offer support when life becomes complicated and provide support around family breakdown, aggression in the home, bullying, risky teenage behaviour and mental health concerns of both parents/carers and their children.

Family Lives offers a range of courses for professionals, including online courses, as well as training for parents/carers.

For more information and to view the resources and reports, visit [www.bullying.co.uk](http://www.bullying.co.uk)

## **10. YoungMinds**

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people.

Driven by their experience, they create change so that children and young people can cope with life's adversities, find help when needed and success in life.

YoungMinds provides a guide for parents/carers worried about their child's behaviour or mental health that seeks to equip them with strategies to support themselves and their child.

They also provide both in-house training and open access training. Their open access training is open to individuals and groups, held at a YoungMinds location on specific dates throughout the year. Their bespoke in-house training is delivered to your organisation and can be tailored to meet the needs of the organisation. There may be costs associated to these training opportunities.

For more information or to view the resources, visit [www.youngminds.org.uk](http://www.youngminds.org.uk)

## **11. Child Exploitation and Online Protection (CEOP)**

CEOP is a law enforcement agency dedicated to keeping children and young people safe from sexual abuse and grooming online. They help thousands of children and young people every year.

They are there to help and give advice, and anyone can make a report directly to them if something has happened online which has made them feel unsafe, scared or worried. This might be from someone they know in real life, or someone they have only ever met online.

If you make a report to them it will be read by one of their Child Protection Advisors who will get in contact with person reporting on the phone number or email address that is given to them to make sure that they are safe. They will also discuss with them what will happen next.

The website offers further information about keeping children and young people safe across the following categories:

- 5-7 years old
- 8-10 years old
- 11-13 years old
- Young people aged 14+
- parents/carers
- Professionals

For further information or to view the course details, please visit [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

## 12. Thinkuknow

Thinkuknow is the education programme from the National Crime Agency's CEOP command.

Thinkuknow aims to empower children and young people aged 5-17 to identify the risks they may face online and know where they can go for support. It is based around three key themes:

- How to have fun
- How to stay in control (or how to take control)
- How to report a problem

The education programme consists of:

- A presentation, which is given to young people in schools, youth groups and other youth environments
- A website aimed directly at young people, which also contains information for teachers and parents/carers
- A number of hard-hitting education films designed to make young people think about whom they are talking to online, and
- Other resources including posters and a range of promotional materials

For more information and to view the resources visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## 13. Childline

Childline started in 1986 providing a free helpline for children to which is now a free 24-hour counselling service for children and young people up to their 19th birthday. In 2006, Childline joined the NSPCC in order to expand to the provision it offers now.

Childline offers information, advice and resources on the range areas and topics listed below:

- Bullying, abuse, safety and the law
- You and your body
- Your feelings
- Friends, relationships and sex
- Home and families
- Schools, college and work

The website discusses different types of bullying and how to get support and feel better. In addition to this, Childline published reports that help develop understanding of the changing issues from research they have carried out with young people.

For more information and to view the resources and reports, please visit [www.childline.org.uk](http://www.childline.org.uk)



## 14. Choose Life

As part of the national suicide prevention strategy, Choose Life provides guidance to help practitioners support young people who are at risk and require specific interventions at that time in their life.

Training forms a significant part of the Scottish Government suicide prevention strategy to prevent suicide in Scotland. By training a proportion of the population, more skilled and confident helpers could be available to explore thoughts of suicide and intervene. The National Suicide Prevention Programme offers suicide prevention training covering areas from awareness and exploration to suicide first aid skills. Courses are organised and delivered at a local level by qualified trainers.

Training offered by Choose Life includes:

- ASIST – a two-day workshop that offers practical help to enable caregivers to recognise and intervene to prevent the immediate risk of suicide
- SafeTalk – a three hour training which gives you the skills to recognise when someone may have thoughts of suicide, and to connect that person to someone with suicide intervention skills
- SuicideTALK – a short exploration and awareness-raising session, of one to three hours. It is flexible to meet the needs of each group. SuicideTALK is aimed at all members and groups within communities.

For more information and to view the resources, please visit [www.chooselife.net](http://www.chooselife.net)

## 15. Hands on Scotland

Hands on Scotland have developed their website to help make a difference to children and young people's lives. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish.

In 2 parts:

- How to Help Children Flourish; and
- How to Help with Troubling Behaviours

How to Help Children Flourish is a resource that gives information, ideas and activities to help promote positive mental health (flourishing) in all children and young people. It also aims to help prevent the difficulties described in the Troubling Behaviours section and to help improve your own mental health and create a flourishing community.

This section was designed for parents, carers and anyone working with infants, children and young people (for example; teachers, social workers, foster carers, health workers, school nurses, nursery nurses etc.).

How to Help with Troubling Behaviours is a resource that provides practical information and techniques on how to respond helpfully to children and young people's troubling behaviour and promote their mental health and wellbeing.

This section was designed for anyone working with children and young people (for example: teachers, social workers, foster carers, health workers, school nurses etc.)

For more information and to view the resources and reports, visit [www.handsonscotland.co.uk](http://www.handsonscotland.co.uk)

## 16. No Knives Better Lives

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

They provide learning resources across primary and secondary age groups for young people, parents/carers, and practitioners to explore the consequences of knife crime in particular. They provide access to online practitioner training packages, peer education training, education toolkits for schools and youth work settings, and a range of supporting resources from high-quality videos and animations to posters, leaflets, reports and evaluations.

For more information and to view the resources, please visit [www.noknivesbetterlives.com/practitioners](http://www.noknivesbetterlives.com/practitioners)

## **17. Scottish Out of School Care Network (SOSCN)**

SOSCN is the national infrastructure umbrella organisation providing support, mentoring, training, information and resources to all childcare services in Scotland, which provide childcare, play and learning opportunities for school-age children.

SOSCN provide guidance on developing anti-bullying policy for Out of School Care, equalities and diversity, promoting positive behaviour and training for practitioners in areas such as Activity and Wellbeing.

For more information and to view the resources, please visit [www.soscn.org](http://www.soscn.org)

## **18. Early Years Scotland**

Early Years Scotland offers a range of professional learning opportunities to inspire, encourage and support practice for Early Years providers.

Their professional learning opportunities can be delivered at a time and place to suit needs. They also offer weekend and evening opportunities and are currently developing a new online learning platform.

Early Years Scotland's opportunities cover all aspects of early year's provision with particular focus on involving parents/carers in their children's learning and developmental support.

A Professional Learning Framework of all training offered is revised regularly.

For more information and to view the resources, please visit <https://earlyyearsscotland.org>

## **19. Social Media**

Following organisations online via social media (Facebook, YouTube, Twitter, Instagram etc.) will keep you up to date with current developments and training opportunities.

Almost all organisations now have a social media presence through which conversations take place across the world, resources are promoted and shared, conferences and seminars can be attended or followed, and people can get the opportunity to hear about the practice you are developing locally.

## **20. Other relevant links**

[www.enable.org.uk/enableme](http://www.enable.org.uk/enableme)

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.circle-time.co.uk](http://www.circle-time.co.uk)

[www.parent\(s\)/carer\(s\)linescotland.org.uk](http://www.parent(s)/carer(s)linescotland.org.uk)

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

[www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)

[www.brief.org.uk](http://www.brief.org.uk)

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