<u>Cross Arthurlie Primary – Policy Guidelines</u>

<u>Anti- Bullying Policy</u>

In Cross Arthurlie Primary we endeavour to maker school a happy, healthy and nurturing environment for all our pupils to enable everyone to thrive, make progress and reach their full potential. We firmly believe that in order to learn effectively and fully develop, pupils need to feel relaxed and content knowing that the school will not tolerate any form of bullying. Every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background race, gender and disability. Religious beliefs of pupils and their families will be respected at all times. The pupils, staff and parents all agree that bullying is not acceptable in any form at Cross Arthurlie Primary school.

What is bullying?
Bullying can be expressed through physical, emotional, verbal or intimidating behaviour or in the form of marginalisation. According to the Equalities Act (2010) there are protected characteristics and it is important that children are not bullied on grounds of: race, sex, sexual orientation, gender re-assignment, pregnancy and maternity, religion, disability or characteristics or association with someone who particular status as defined within the Act. Within a school context this would be in breach of children's rights as defined by the UNCRC .

This behaviour can harm people physically or emotionally. While the behaviour may only happen once, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:
 ➢ Name calling, teasing, put downs or threats.
 ➢ Having belongings taken or damaged.
 ➢ Controlling, being targeted in person or online.
 ➢ Hitting, kicking, pushing or tripping.
 ➢ Being ignored or left out, having rumours spread.
 ➢ Being sent abusive content on social media.

Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. See appendices 1 & 2 for further detail of protected characteristics under the Equality Act 2010.

On-line bullying includes:

 ➢ Sending threatening or abusive text messages
 ➢ Trolling on social networks, media and games
 ➢ Setting up hate sites or groups about individuals
 ➢ Voting against someone in an abusive poll
 ➢ Encouraging self-harm
 ➢ Making or sharing embarrassing images or video
 ➢ Excluding others from games, networks, groups
 ➢ Creating fake accounts or identity theft
 ➢ Sending or pressuring to send explicit messages
 ➢ Engaging in sexual conversation

The revised set of Experiences & Outcomes and Benchmarks within the technologies area of Curriculum for Excellence ensures digital literacy is taught pro-actively as part of the curriculum, incorporating cyber

resilience and Internet safety into lessons in all curricular areas. While most on-line bullying within a primary school context may happen outside school it may impact upon behaviours in school. Where this happens the DHT/HT will ensure that the in school behaviours are addressed and contact is made with parents as appropriate.

When is it not bullying
Falling in and out of friendships is a normal part of growing up and building relationships. Accidental knocks and bumps, not liking someone or expressing unpleasant thought or feelings regarding others can be painful or discomforting. It is important that children have opportunities to express how they feel and develop resilience and emotional literacy in managing their relationships.

Responding to incidents of bullying behaviour
In Cross Arthurlie the DHT, or in her absence HT, has whole school responsibility for overseeing the investigation, recording and monitoring of incidents of in school bullying behaviour. She will ensure that there is an ongoing curricular focus on bullying behaviour and that reporting procedures are in place. Information for pupils and parents and carers will be visible and accessible utilising the full range of media including leaflets, posters, social media and the school website and handbook.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take it seriously and use their professional judgement in deciding upon the appropriate course of action which may include notifying DHT/ HT, contacting relevant staff and wider agencies where appropriate and communicating with parents and carers again as appropriate.

All reported incidents should be investigated in full within three working days and recorded on Click and Go whether confirmed or not. Each bullying incident should be reviewed individually and a number of different strategies may be adopted before finding one that is effective.

It is important that children and young people are taken seriously when they talk about bullying and that they are kept informed and engaged in actions to support them if they are affected by bullying.

When responding to incidents or accusations of bullying the approach will be to ask:
➢ 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, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour need help and support to:
➢ Identify the feelings that cause them to act this way
➢ Develop alternative ways of responding to these feelings
➢ Understand the impact of their behaviour on other people
➢ Repair relationships.

Children and young people who demonstrate bullying behaviour should be reminded of expectations about behaviour and provided with a range of ways to respond. This can include taking steps to repair a relationship through, for example, restorative approaches, supporting them to make amends and encouraging their learning and changed behaviour. Any factors that may impact upon a child or young person's wellbeing, including any additional support needs, will be considered.

Responses to bullying will focus on developing resilience and promoting positive relationships. At all times all staff should model positive relationships and positive behaviour.

What can children do ?

- Ensure that they remember the UNCRC (including their class charter) in their behaviours towards one another
- Talk to a member of staff or an adult they trust if they feel they or another child is being bullied
- Be willing to work with staff and other children to address bulling behaviour

What can staff do?

- Make full use of our Health and Wellbeing programme to allow pupils to talk about feelings and about making good choices and decisions
- Make use of a variety of current and topical media to allow children to understand the impact that bullying and cyber bullying can have on their lives – Appendix 3
- Speak to pupils about school rules and their right to be happy and safe in class, in the playground and out of school hours
- Remind children not to deal with situations themselves
- Encourage children to use the worry/anti bullying boxes to write about their problems
- Remind children that they must tell an adult if they have problems
- Remind children to play well together and not to leave anyone out
- Encourage children to stick with friends and not to be alone
- Encourage children to look positive and confident
- Pass on information and concerns to the management team and record on the school log sheet

What can parents do?

- Look out for changes in your child's behaviour
- Let the head teacher know as soon as possible by telephone, email or letter if they suspect their child is being bullied in school.
- Should your child be responsible for bullying, parents will be expected to support with strategies to address the situation
- Monitor the use of I.C.T. and mobile phones at home and be aware of the age limitations specified by social networking sites.
- Follow parental advice from useful websites e.g. www.respectme.org.uk, www.ceop.police.uk/, www.antibullying.net, www.childnet-int.org, www.parentzonescotland.gov.uk, www.kidsmart.org.uk

What can responsible adults in school do?

- Be vigilant – try to spot potential problems
- Listen – children reporting bullying incidents should be taken seriously
- Be fair – don't assume one child is more honest and reliable than another
- Intervene where possible to prevent a situation escalating
- Discuss problems and make clear that bullying is a serious matter
- Inform the DHT or HT

What will the DHT or HT do?

- Treat each allegation as an individual incident
- Listen carefully and sympathetically to all parties in reported incidents
- Record all incidents/allegations on the Click and Go system as per ERC guidelines set out within standard circular 8(a)

- Contact parents when necessary
- Ensure appropriate strategies are in place to support all children

Pro-Active Approach

Cross Arthurlie operates a pro-active approach to preventing bullying. We are keen to support our children in working well as an effective school community. Each class has a class charter developed in line with the UNCRC Rights. These are re-enforced during weekly assemblies and through the work of various school committees, the Equalities Committee in particular. For many years we have had Primary 6 buddies who help our younger pupils play well together in the infant playground. In various classes worry boxes are used by pupils to help address any problems they may have. These initiatives have proved to be highly successful and have helped to reduce bullying in the school. We have regularly remind children of on-line safety and of the impact that on-line bullying can have.

Policy Review

This policy has been written in line with East Renfrewshire's Anti Bullying policy (Standard Circular 8a) and will be reviewed at least every three years, in consultation with staff, pupils and parents.

Fiona MacDonald
April 2019

Appendix 1 - Equality Act 2010

The Equality Act 2010 provides a basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions. It protects people who are discriminated against because they are perceived to have, or are associated with someone who has, a Protected Characteristic. The Protected Characteristics are:

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

* Not protected characteristics within school education

Organisations have to ensure that policies aimed at preventing bullying or at addressing the consequences of bullying where it occurs do not directly or indirectly discriminate anyone who shares a protected characteristic. For those bodies covered by the public sector equality duty (see below) that would normally be done by assessing and publishing the impact of those policies against the needs of anyone who has a protected characteristic.

As well as placing duties on service providers and public sector bodies the Act provides for ways in which individuals can seek remedies for discrimination by organisations, including mediation or making a claim to a court or tribunal. The Equality and Human Rights Commission (EHRC) provides more information on the rights of individuals, or advice can be sought from the Equality Advisory Support Service.

The Equality Act 2010 does not just protect people from discrimination because they have these characteristics. It also protects a person from discrimination because they are perceived to have one or more of the protected characteristics or that they are associated with someone who does.

The public sector equality duty in the Equality Act 2010 requires an organisation exercising public functions to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in the exercise of those functions. To help them to do this, most Scottish public authorities are subject to the requirements of a set of specific duties. These duties include equality impact assessment of new or revised policies.

The Equality and Human Rights Commission published Technical Guidance for all schools in Scotland outlining the requirements of the Equality Act 2010 in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational, providing an authoritative, comprehensive and technical guide to the law.

The Schools (Health Promotion and Nutrition) Act (Scotland) 2007 amended the Education (Scotland) Act 1980 and the Standards in Scotland's Schools Etc. Act 2000 placing a number of duties on education authorities to ensure 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.

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 2004 (as amended) which provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Further detailed information on relevant legislation and policy is contained within Respect for All.

Appendix 2 – Prejudice based bullying

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

Additional Support Needs: Can arise for any reason and be of any 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. 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. Children and young people can be affected in a variety of other settings such as in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees: 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, 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.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their 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 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. 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 mis-gendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associated with, is transgender, i.e. a parent, relative or other significant figure.

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' 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. 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. 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.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. 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: Children and young people who are Looked After at home or away from home can be particularly vulnerable to bullying behaviour simply because they are looked after and seen in some way as 'different'. Looked after children and young people may not always have a stable support network to turn to when experiencing bullying and may find forming positive relationships with peers and adults 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 pupil 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 (parent, 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 or 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 - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and 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.

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 be in the dominant socio-economic 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; it can hinder successful transitions or lead to educational difficulties.

Appendix 3 – Recording and Monitoring

All bullying incidents must be recorded in the Click and Go Bullying and Equalities module. Instructions on how to carry this out can be found within the SEEMiS Help Pages; https://www.seemis.gov.scot/site3/index.php/helppages/rollout-additional-support-documents/160-additional-support-documents/1428-rollout-415-bullying-and-equalities
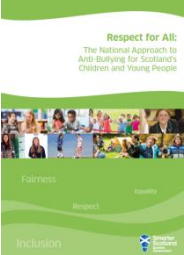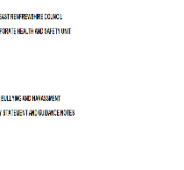
The central reports pull all incidents logged and schools and the authority are able to separate out the confirmed bullying incidents from the unconfirmed. Bullying incidents logged as "Being Addressed", "Not Resolved" or "Resolved" will be confirmed incidents. Bullying incidents marked as "unfounded" will be unconfirmed.

For further information - bullying incidents recorded through Management>Bullying and Equalities>Maintain Incident as "Being Addressed", "Not Resolved" or "Resolved" will automatically update pastoral notes and label this as a latest significant event. Incidents recorded as "unfounded" will not. Schools should bear in mind that if an incident is recorded as "Being Addressed", "Not Resolved" or "Resolved" in the first instance, there will be a need to go back into the incident and mark it as "unfounded". This will already have updated Pastoral Notes. This will appear on the reports as "unfounded". Racial incidents recorded through Management>Racial Incidents>Recording - DO NOT update pastoral notes.
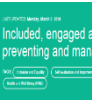
Both the Racial Incidents and the Bullying and Equalities Maintain Incident screens should be used. The Bullying and Equalities screen has the ability to mark a bullying incident as being "Racial" and the Racial Incidents screen can be used for Racial Incidents that are not necessarily bullying e.g. Racial Graffiti spray painted on a wall within your establishment. Both screens will be used for the purposes of annual reporting.

If you add an incident after the date it happened – you can backdate all the relevant incident dates, it is not possible to backdate the due date or completed date in the monitor/review box. These have to be dates in the future of the date the incident is entered. SEEMiS has confirmed that the screen was developed on the basis that schools would be adding them in at the time (which is not always feasible); another option in this screen is to leave the date as "<No date>" and complete all other relevant boxes.

Appendix 4 – Anti-bullying resources

Link to GLOW site
https://blogs.glowscotland.org.uk/er/healthandwellbeing/er-anti-bullying-resource-toolkit/

Staff should follow the GLOW link to access resources, below is an example of those available at time of writing this policy (please note these may by updated)

Anti – Bullying Tools for schools

East Renfrewshire Council Education Department

Anti – Bullying resources for schools

The wide range of anti bullying resources contained within this toolkit have been organised into distinct interest groups and by levels to make them more accessible and appropriate.

Linking to Revised Standard Circular 8a Anti-Bullying (2019) this resource list provides school staff with a comprehensive set of anti bullying tools.

LOCAL AUTHORITY		
Overview	Hyperlink to ER policy	Screenshot (also hyperlinked)
Respect for All This refreshed guidance provides a framework for all anti-bullying work undertaken in Scotland. It presents clear guidance for all adults working with children and to help ensure that responses to bullying are coherent and consistent.	http://www.gov.scot/Resource/0052/00527674.pdf	
Religious/Cultural Diversity and Anti-Discrimination 2 day course delivered internally twice a year	http://intranet.erc.insider/CHttpHandler.ashx?id=10994&p=0	
Bullying and Harassment at Work Policy	http://intranet.erc.insider/article/1061/Does-the-Council-have-a-Bullying-at-Work-policy	
Equality Act 2010	https://www.gov.uk/guidance/equality-act-2010-guidance	
Impact Assessment EQIA	http://www.gov.scot/Topics/People/Equality/Equalities/EqualFramework/EvidencePSED/EQIA	
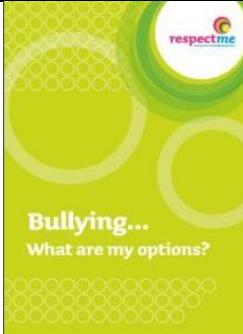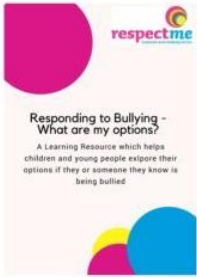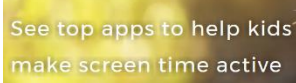
SENIOR MANAGEMENT		
Policy through to Practice If you're developing or reviewing your anti-bullying policy, our Policy through to Practice booklet takes you through the steps you need to take to ensure your policy is consultative, inclusive and appropriate for the needs of your setting.	http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdf	
- This guidance is most relevant for local authority managers and primary and secondary school leadership teams. However, it also provides helpful information for early years leadership teams and for school and early years practitioners.	https://education.gov.scot/improvement/self-evaluation/Included,%20engaged%20and%20involved%20part%202:%20A%20positive%20approach%20to%20preventing%20and%20managing%20school%20exclusions%20(2017)	
This resource provides information and guidance to school staff on addressing homophobic, biphobic and transphobic bullying in Scottish schools and has been written to complement *Respect for All*.	http://respectme.org.uk/wp-content/uploads/2017/11/Addressing-Inclusion-FINAL-NOV-17-1.pdf	
The primary aim of this piece of research was to obtain a picture of how children and young people are experiencing bullying in Scotland in 2014. Find out more.	http://respectme.org.uk/wp-content/uploads/2017/11/Bullying-in-Scotland-2014-SUMMARY-REPORT-FINAL-PDF.pdf	
Good social media exercise. Download the #respectmeans postcard front and reverse and join in the conversation to prevent bullying. Share what respect means to you. Adult version.	http://respectme.org.uk/wp-content/uploads/2017/11/postRM_postcard_adult.pdf http://respectme.org.uk/wp-content/uploads/2017/11/Adult_Reverse_A4.pdf	
Police Scotland – What is Hate Crime?	http://www.scotland.police.uk/keep-safe/advice-for-victims-of-crime/hate-crime/what-is-hate-crime/	
Technologies Experiences and Outcomes **Cyber resilience and internet safety – updated Nov 2016**	https://education.gov.scot/Documents/Technologies-es-os.pdf	
Child Rights and Wellbeing Impact Assessment CRWIA -	http://www.legislation.gov.uk/asp/2014/8/contents/enacted	
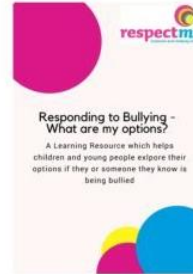
PUPIL COUNCILS		
When it comes to dealing with bullying, what works for one person might not work for you, and what works for you won't always work for others. Find out more.	http://respectme.org.uk/wp-content/uploads/2017/11/Bullying...-What-can-I-do-revised-leaflet.pdf	
This resource has been designed for use in settings with young people e.g. classroom or youth groups. It can be used as an activity as part of anti-bullying week and at other times as part of wider learning about positive relationships and bullying behaviour. ✓ Groups / 10-16yrs /45mins.	http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf	
Download the #respectmeans postcard and join in the conversation to prevent bullying. Share what respect means to you.	http://respectme.org.uk/wp-content/uploads/2017/11/RM_postcard_young-person.pdf	
Responding to Bullying. What are my options? A guide for young people. ✓ Groups / 10-16yrs /45mins.	http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource_Responding_What_are_my_options.pdf	

PARENTS/PARENT COUNCILS		
Bullying - A guide for parents & carers This booklet is designed for parents and carers whose child is being bullied or is involved in the bullying of others. It introduces practical strategies to respond to and understand bullying behaviour – both online and face to face.	http://respectme.org.uk/wp-content/uploads/2017/11/Bullying-a-guide-for-parents-and-carers-2016.pdf	
The primary aim of this piece of research was to obtain a picture of how childrenand young people are experiencing bullying in Scotland in 2014. Find out more.	http://respectme.org.uk/wp-content/uploads/2017/11/Bullying-in-Scotland-2014-SUMMARY-REPORT-FINAL-PDF.pdf	
Online Safety Workshop This workshop is designed to increase parents' and carers' awareness of bullying and the other risks and challenges children and young people can face online. The workshop includes a practical, hands-on session, looking at how to set and manage profiles and privacy settings on different social networking platforms, to help ensure that children and young people are safe online. For further information, contact us: enquire@respectme.org.uk View the Online Safety Workshop here	http://respectme.org.uk/wp-content/uploads/2017/05/Online-Safety-Workshop.pdf	
Responding to Bullying - Parents' Workshop This workshop is designed to increase parents' and carers' awareness of bullying behaviour and to look at the different ways they can respond if their child is being bullied, or is involved in the bullying of others. This workshop also offers guidance on how schools and parents can work together to create inclusive environments and provide effective support for children and young people.	enquire@respectme.org.uk https://respectme.org.uk/training/programmes-and-calendar/	
When it comes to dealing with bullying, what works for one person might not work for you, and what works for you won't always work for others. Find out more.	http://respectme.org.uk/wp-content/uploads/2017/11/Bullying...-What-can-I-do-revised-leaflet.pdf	

Responding to Bullying. What are my options? A guide for young people. ✓ Groups / 10-16yrs /45mins.	http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource_Responding_What_are_my_options.pdf	
Good social media exercise. Download the #respectmeans postcard front and reverse and join in the conversation to prevent bullying. Share what respect means to you. Adult version.	http://respectme.org.uk/wp-content/uploads/2017/11/postRM_postcard_adult.pdf http://respectme.org.uk/wp-content/uploads/2017/11/Adult_Reverse_A4.pdf	
Technologies Experiences and Outcomes **Cyber resilience and internet safety – updated Nov 2016**	https://education.gov.scot/Documents/Technologies-es-os.pdf	
Thinuknow Advice for parents regarding online safety	www.thinkuknow.co.uk/parents	
Common Sense Media Media advice for parents	**https://www.commonsensemedia.org/#**	
NSPCC Net Aware Social networking advice for parents from the NSPCC	**http://www.net-aware.org.uk/**	
Internet Matters Online safety advice for parents	**http://www.internetmatters.org/**	
NSPCC/O2 Parental controls advice from NSPCC	**https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/parental-controls/**	

EARLY LEVEL		
Feeling Happy, Feeling Safe is a series for pre-school children to watch with parents, carers or professionals. Each short film is designed to open conversations about emotions and safety, and supplies discussion questions.	**https://www.kidscape.org.uk/resources/feeling-happy-feeling-safe/**	KIDSCAPE Help With Bullying
	https://www.kidscape.org.uk/media/38473/watching-fhfs-with-children.pdf	kidscape preventing bullying protecting lives

FIRST LEVEL		
Good social media exercise. Download the #respectmeans postcard front and reverse and join in the conversation to prevent bullying. Share what respect means to you. Pupil version.	**http://respectme.org.uk/wp-content/uploads/2017/11/RM_postcard_young-person.pdf**	#respectmeans

SECOND LEVEL		
This resource has been designed for use in settings with young people e.g. classroom or youth groups. It can be used as an activity as part of anti-bullying week and at other times as part of wider learning about positive relationships and bullying behaviour. ✓ Groups / 10-16yrs /45mins.	**http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf**	respectme #respectmeans A Learning Resource that examines how developing respectful relationships can help prevent bullying
Responding to Bullying. What are my options? A guide for young people. ✓ Groups / 10-16yrs /45mins.	**http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource_Responding_What_are_my_options.pdf**	respectme Responding to Bullying - What are my options? A Learning Resource which helps children and young people explore their options if they or someone they know is being bullied
Good social media exercise. Download the #respectmeans postcard front and reverse and join in the conversation to prevent bullying. Share what respect means to you. Pupil version.	**http://respectme.org.uk/wp-content/uploads/2017/11/RM_postcard_young-person.pdf**	#respectmeans
If It's Not Gay, It's Not Gay New Zealand, 30 second media clip from RainbowYOUTH's first national ad campaign. We chose to address something small that contributes to much larger issues - homophobia, biphobia and transphobia.	**https://youtu.be/nYsUKPoW-Qo**	IF IT'S NOT GAY, IT'S NOT GAY.

Could be used to discuss the way the word 'gay' is used as banter		

This resource has been designed for use in settings with young people e.g. classroom or youth groups. It can be used as an activity as part of anti-bullying week and at other times as part of wider learning about positive relationships and bullying behaviour. ✓ Groups / 10-16yrs /45mins.	http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf	
Good social media exercise. Download the #respectmeans postcard front and reverse and join in the conversation to prevent bullying. Share what respect means to you. Pupil version.	http://respectme.org.uk/wp-content/uploads/2017/11/RM_postcard_young-person.pdf	
Responding to Bullying. What are my options? A guide for young people. ✓ Groups / 10-16yrs /45mins.	http://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource_Responding_What_are_my_options.pdf	
If It's Not Gay, It's Not Gay New Zealand, 30 second media clip from RainbowYOUTH's first national ad campaign. We chose to address something small that contributes to much larger issues - homophobia, biphobia and transphobia. Could be used to discuss the way the word 'gay' is used as banter	https://youtu.be/nYsUKPoW-Qo	

Anti-Bullying Training		
Religious/Cultural Diversity and Anti-Discrimination 2 day course delivered internally twice a year	http://intranet.erc.insider/CHttpHandler.ashx?id=10994&p=0	
Training is free	https://respectme.org.uk/training/programmes-and-calendar/	
Bullying...it's never acceptable This generic training provides delegates with an introduction to bullying behaviours and practical strategies which can be used to	https://respectme.org.uk/training/programmes-and-calendar/	

address bullying behaviour wherever it occurs. View the Bullying...it's never acceptable programme here:		
Online Safety Workshop This workshop is designed to increase parents' and carers' awareness of bullying and the other risks and challenges children and young people can face online. The workshop includes a practical, hands-on session, looking at how to set and manage profiles and privacy settings on different social networking platforms, to help ensure that children and young people are safe online. For further information, contact us: enquire@respectme.org.uk View the Online Safety Workshop here	http://respectme.org.uk/wp-content/uploads/2017/05/Online-Safety-Workshop.pdf	respectme Scotland's Anti-Bullying Service
Responding to Bullying - Parents' Workshop This workshop is designed to increase parents' and carers' awareness of bullying behaviour and to look at the different ways they can respond if their child is being bullied, or is involved in the bullying of others. This workshop also offers guidance on how schools and parents can work together to create inclusive environments and provide effective support for children and young people.	enquire@respectme.org.uk https://respectme.org.uk/training/programmes-and-calendar/	respectme Scotland's Anti-Bullying Service

What is Bullying? / Responding to Bullying		
What is bullying?	http://respectme.org.uk/bullying/what-is-bullying/	
- A culture that encourages respect, values opinions, celebrates difference and promotes positive relationships will make it difficult for bullying behaviour to flourish or be tolerated	https://respectme.org.uk/anti-bullying-practice/	
Article 12 I have the right to be listened to, and taken seriously. One of the things the UNCRC does is to make it clear that human rights apply to children and young people, just as they do to adults. This is as true in Scotland as it is anywhere else in the world.	https://www.cypcs.org.uk/rights/uncrcarticles/article-12	
7 Golden Rules for Participation	https://www.cypcs.org.uk/ufiles/Golden-Rules-children.pdf	
Bullying can happen anywhere, like online, at home or at school. And it can happen to anyone. But nobody has the right to hurt you or make you feel bad. If you're experiencing bullying, we're here to help you. - Different kinds of bullying - How to get help - Banter or bullying? - Get help if you're bullying someone	https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying/	

Disability Bullying		
Enable Scotland (in partnership with Glasgow & Strathclyde Universities: This is an anti-bullying resource to help promote the understanding and acceptance of people with learning disabilities. The resource consists of a series of 5 lessons for S1 and S2 pupils. This is an anti-bullying resource to help promote the understanding and acceptance of people with learning disabilities.	https://talkingabout.org.uk/	
I Am Me Scotland:	http://www.iammescotland.co.uk/training-and-educational-resources/	
Primary school resource P5+	http://www.iammescotland.co.uk/training-and-educational-resources/primary-school-resource/	
High school/adult resource	http://www.iammescotland.co.uk/training-and-educational-resources/disability-hate-crime-training-resource/	
For children and young people with ASN	https://www.cypcs.org.uk/education/golden-rules/videos/golden-road	

Gender Bullying		
Education Scotland STEM Gender Resources 3-19	https://education.gov.scot/improvement/learning-resources/Improving%20gender%20balance%203-18?dm_i=LQE,5GCO5,N0RVU9,L4M5Y,1	
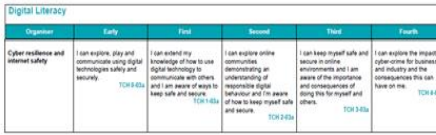
Homophobic, biphobic and transphobic bullying		
It is designed to assist both primary and secondary school staff in recognising and responding to incidents of homophobia, biphobia and transphobia in their schools. .	https://education.gov.scot/improvement/learning-resources/Addressing%20Inclusion%20effectively:%20Challenging%20Homophobia,%20Biphobia%20and%20Transphobia	Addressing Inclusion - Effed Biphobia and Transphobia

Mentors for Violence Prevention		
The Mentors for Violence Prevention (MVP) programme is run in secondary schools, where learners, teaching staff, support staff, community partners and parents are all involved.	https://education.gov.scot/improvement/practice-exemplars/Mentors%20for%20Violence%20Prevention%20(MVP)%20-%20An%20overview	LAST UPDATED: Tuesday, April 3, 2018 Mentors in Violence

Online Safety/Bullying		
Technologies Experiences and Outcomes **Cyber resilience and internet safety – updated Nov 2016**	https://education.gov.scot/Documents/Technologies-es-os.pdf	Digital Literacy
Cyberbullying is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else. • Different types of cyber bullying • Get help with bullying videos • What to do if you're bullying someone • Helping a friend	https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/online-bullying/	Cyberbullying (online bullying) We've got loads of advice about cyberbullying.
Online bullying can really knock your confidence. But you can try taking control. You can build up your confidence and feel better about yourself. Find out how. On this page • 7 ways to feel in control • Go on a cyber holiday • Tips from other young people	https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/building-confidence-bullying/	Building confidence after online bullying Try our tips if you've been bullied.
Staying safe online	https://www.childline.org.uk/info-advice/bullying-abuse-	

When you're online it's important to stay safe and make sure you don't share things that could put you in danger. This advice will help you stay safe online.	safety/online-mobile-safety/staying-safe-online/	Online and mobile safety Staying safe online Cover your tracks Sexting
• Keeping your device safe online • Online communities • Getting help with online bullying		

Racist Bullying		
upper primary and secondary	https://education.gov.scot/improvement/learning-resources/Childline%20resource:%20Racial%20bullying%20video	Racial bullying video

Religious Bullying		
This assembly encourages appreciation of the fact that almost all religions and other moral systems of the world have come to a similar conclusion about how we should treat other people. It can be easily altered to reflect your school community and the age of the pupils present. It would also be possible to expand on putting the 'Golden Rule' into practice, for example discussing bullying, theft or war.	https://education.gov.scot/improvement/practice-exemplars/The%20Golden%20Rule%20-%20An%20inclusion%20and%20equality%20assembly -	LAST UPDATED Monday, February 26, 2018 The Golden Rule

USEFUL WEBSITES	
respectme Scotland's Anti-Bullying Service	www.respectme.org.uk
BULLYING, ABUSE, SAFETY & THE LAW Being bullied? Feeling worried or unsafe? Whatever you're going through, we can support you.	https://www.childline.org.uk/info-advice/bullying-abuse-safety/
	www.ceop.police.uk/
THINK U KNOW	www.thinkuknow.co.uk/parents
CEOP A National Crime Agency command	https://www.commonsensemedia.org/#
O₂ ☺ NSPCC Net Aware	http://www.net-aware.org.uk/
See top apps to help kids make screen time active	http://www.internetmatters.org/
Parental controls Innocent searches online can lead to not so innocent results. But parental controls can help keep your child safe	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/parental-controls/