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INTRODUCTION

Whether it is verbal, physical, online or face to face, bullying can have a significant impact on a child's life well in to adulthood. Bullying strips children of their rights and feelings of control – that is why it is always unacceptable.

By making small, simple changes, we can break this cycle and help create a safe environment for everyone.

Each of us has the power to create change. Small actions can say a lot. Small changes can make a big difference.

The voices of children and young people need to be at the heart of this change. Why? Because they are experts in their own experiences and their worries, ideas and solutions are vital.

Young people can become empowered to become change makers in their community. Across Scotland

we already see young people working together with adults and others in their communities to run campaigns, find out what their peers think about bullying and get their ideas heard. Every day they stand for respect, kindness and friendship and are part of the change.

This resource is designed to help young people (and those working alongside them) to plan anti-bullying work in their schools and communities. At first this might seem like an overwhelming task, but this resource will help outline the steps they could take, and inspire them with lots of examples of where young people have achieved fantastic things across Scotland.

Change starts here.

Change starts now.

#ChangeStartsWithUs



BUT FIRST, LOOK AFTER YOURSELF

Bullying can be a difficult issue to work on and can bring up all sorts of feelings and emotions, especially if you've been personally affected in some way. Getting involved in positive anti-bullying work can be a great experience, but remember to look after yourself and others throughout and get some support if you think you need it.

Talking to someone you trust can be a great release, or you could even talk to someone you don't know via a service like www.childline.org.uk



BEFORE WE GET STARTED, WHAT EXACTLY IS BULLYING?

Simply put, bullying is a mixture of behaviours and impacts – it's what someone does and the impact it has on you, which affects your ability to feel safe and in control of yourself.



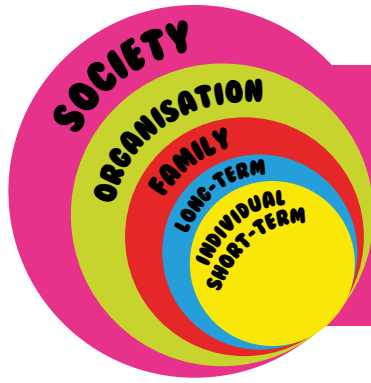
The *respectme* website has lots of interactive exercises to help you explore bullying, visit www.respectme.org.uk/campaigns to download these

HERE IS THE AGREED DEFINITION IN SCOTLAND

"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 and left out. This behaviour happens face to face and online."

BEHAVIOUR	IMPACT
<p>Can include:</p> <ul style="list-style-type: none"> • Being called names, teased, put down or threatened in person and online • Being hit, tripped, kicked or pushed • Having belongings taken or damaged • Being ignored, left out • Having rumours spread about you online and face to face • Receiving abusive texts or messages online • Being targeted because of who you are or who you are perceived to be 	<p>The impact of bullying is on a person's feeling of agency or control - their ability to feel in control of themselves, take decisions and actions in their life. For example:</p> <ul style="list-style-type: none"> • Fear of being bullied • Feeling sad, down • Attending school and school work • Avoiding people and places • Mental health • Hope for the future • Over-eating / under-eating • Self-harm

Bullying can have a ripple effect – it can affect not only the young people directly involved, but also their friends, peers, families, communities and wider society. Starting an anti-bullying campaign or initiative can mean a lot to all of these individuals and sends a positive message about the types of relationships we want to have with each other, and the type of society we want to live in.



We've covered impacts on individuals. Can you think of impacts on families, organisations (like schools and youth clubs) and society?

DID YOU KNOW...

BULLYING CAN BE A ONE OFF

We don't need to wait for something to happen more than once to call it bullying. Why? Even one off incidents can have a big impact on young people, and sometimes the fear that something might happen again can be just as bad as it actually happening.

LABELS ARE FOR THINGS, NOT PEOPLE

Calling people "bullies" doesn't help people understand their behaviour and empower them to change it. Instead, it can disempower people and make them feel like the mistake they've made is who they are forever. Let's label behaviour as bullying, but not people as bullies. The same goes for "victims", which can be an equally disempowering label.

BULLYING ISN'T ALWAYS INTENTIONAL

Bullying hurts, and sometimes people mean to cause hurt, other times they don't. They could be copying the behaviour of others or don't realise how bad the impact of their behaviour is. It can be almost impossible to "prove" if someone meant it, so it's important that we focus on someone's behaviour and the impact it's had – knowing whether it was intentional or not won't necessarily help us address the situation.

IT'S OUR RIGHT NOT TO BE BULLIED

Rights are basic needs, rather than an entitlement or expectation. Children and young people need to be protected from bullying behaviour so they can survive, develop and participate in a fulfilling, safe and dignified life. Bullying is a breach of children's rights.

BULLYING CAN BE PREJUDICED

We all have similarities and differences – whether it's the way we look, our religion, or the football team we support. Sometimes bullying behaviour may be a result of prejudice or a negative attitude against these perceived or actual differences. This can lead to behaviour and language that could be linked to racism, sexism, homophobia, biphobia or transphobia or another form of discrimination.

STEP ONE: RALLY YOUR SQUAD!

If bullying is an important issue to you, it's likely to be an important issue to many others. Finding a few others who want to join your campaign will help you get things going.

A good starting point might be finding an adult (a teacher in your school or a youth worker in your club) who supports your ideas and who will be able to guide you through some of the next steps.

You might also find some volunteers among your friends, house captains, pupil council members, anti-bullying ambassadors - anyone who cares about the issue and who is going to work with you positively to create real change.

If you're not sure who would be interested, again, think about the teachers or other adults who might be able to help you reach out.



STEP TWO: UNDERSTAND THE ISSUE YOU WANT TO CHANGE

1. The tree of understanding exercise

When campaigning on anything, it's important to understand the problem you are trying to solve as best you can. A good exercise to start off discussions in your group is the '*Tree of Understanding*'.

Draw your tree – make sure it has roots, branches and leaves.

The trunk of the tree is the main issue: bullying. By labelling your tree, answer the following questions –

- **What are the roots of bullying? (Where does it come from?)**
- **What are its branches? (What does it look like?)**
- **What are its leaves? (What is the impact of bullying?)**

THE BRANCHES.

What does bullying look like?

Have a group discussion about what bullying looks like in your school or setting. Is it face to face? Online? What kind of behaviours do you see play out most often? Are there prejudiced attitudes that shape bullying?



THE LEAVES.

What is the impact of bullying?

Have a group discussion about the impact of bullying in your school or setting. Think about how it affects individuals, families, the school or organisation and the wider community.

THE ROOTS.

Where does bullying come from?

There are lots of reasons why people bully and these reasons will be different for different people. Maybe someone feels jealous of others, they have prejudiced views, they're seeking to gain power or control or they've never been told that what they're doing is bullying, or they are afraid of being bullied themselves...



Thinking about bullying and its impact can be tough personally sometimes, remember to keep looking after yourself and look out for others too.

Talking to someone you trust can be a great release, or you could even talk to someone you don't know via a service like www.childline.org.uk

2. Doing your research

Is there anything that you or your group don't know or need to understand better? Here are a few suggestions of where you'll find more information about bullying -

- **respectme website:** definitions, information, activities, posters and images for social media www.respectme.org.uk
- **ChildLine website:** information, advice and someone to talk to if you need support <https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>
- **Respect For All:** this policy document sets out Scottish Government's national approach to anti-bullying for Scotland's children and young people <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

3. Finding out what others think

Finding out what others think about bullying can be a helpful way to check your understanding, take another perspective, get more information and ideas and make sure you've taken a wider group of people's opinions into account. Maybe your school or youth group have recently carried out a survey about bullying with young people that could give you some valuable information. If not, maybe this is something your group could do.

Remember young people might feel worried about sharing information about bullying even if it is via a survey. Get some advice from adults to help you get more information in a way that's safe for everyone.

Remember to think about:

- How you'll administer the survey – online or by paper copies? How can your survey be environmentally friendly?
- How will you make sure the survey is accessible to everyone?
- How will you promote the survey – can teachers or leaders help distribute it and remind young people to complete it?

Here are some suggested draft questions you may want to use as a guide:

- Q1** What kind of bullying behaviour have you seen or been involved in?
- Q2** Do you notice bullying behaviour or language that is racist, sexist, homophobic, disablist or about someone's faith or religion? For example have you seen or heard people making fun of someone or leaving them out because they are Muslim, Jewish or Catholic, or someone using language that puts down LGBT people or girls and women?
- Q3** What kind of impact do you think bullying has on young people?
- Q4** Where do you think most bullying happens?
- Q5** What would you do if you were being bullied?
- Q6** Who would you be most likely to tell if you were being bullied?
- Q7** How should the school/organisation address bullying behaviour?
- Q8** What do you think should happen about bullying that takes place outside of school?
- Q9** What do you think parents and carers should or shouldn't do to help bullying situations?
- Q10** What do you think young people could do to help themselves handle the situation until they're ready to tell an adult?
- Q11** How do you think bullying can be prevented?
- Q12** What can **you** do to role model respectful relationships?

After you've completed your survey, or looked at existing information, you still might want to know more or to ask some follow up questions. Focus groups, or group discussions can be a helpful way to do this. You will need to think about the questions you want to ask, who will ask them, who will take notes and how you'll create an environment in your discussion group that is respectful, safe and encourages everyone to participate.

Again, it is really important that you get some help from adults when designing a survey or focus groups. They have a responsibility to keep young people safe and can make sure these are carried out in a safe way.



STEP THREE: PLANNING YOUR ANTI-BULLYING WORK

Hopefully your work so far has helped you identify some big issues and given you some ideas about what needs to change.

Now, given all of the information that you have what do you want your campaign or initiative to do?

It's time to decide what you are going to work on specifically. The changes you want to see might seem big and overwhelming but by breaking them down you can take small steps towards that bigger change.

*The big change you want to see is your **VISION**. What does this change look and feel like? What would you like to be different?*

For example, your vision might be that -

Young people at your school or club experience a safe, friendly and respectful environment, and aren't bullied.

Write down your vision here:



NOTES

[illegible]

SOLUTIONS

*The things that need to happen to help you achieve your vision are your **SOLUTIONS**.
What needs to happen to achieve your vision?*

For example, solutions might include:

- To raise awareness about what bullying is among young people.
- To promote kindness and respect at your school.
- To have a safe space where anyone who is feeling lonely or left out can go and talk to others and have fun.

Write down your solutions here:

GOALS

*Your **GOALS** are the specific things you're going to do. Remember, even if you have lots of ideas, it might not be helpful to have too many goals right away. Focusing on one or two first might give you more focus. Try to make your goals as **Specific, Measurable, Achievable and Realistic** as possible and give yourself a Timescale to work towards.*

ARE YOU BEING...

SPECIFIC

MEASURABLE

ACHIEVABLE

REALISTIC

TIMEBOUND

Check out P.22 for a step by step overview of setting SMART goals



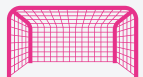
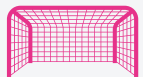
For example, your goals might be along the lines of:



Establish a new group of young people who want to be anti-bullying champions.

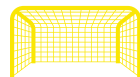
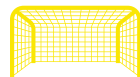
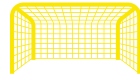
The champions will:

- Run peer led anti-bullying workshops with other young people talking about what bullying is and the importance of respect, within the next 6 months.
- Set up a safe space at lunch time where any young person can come and chat and have fun, within the next 6 months



Get every pupil in the school to pledge to one act of kindness every day - the pledge will take place in January and the acts of kindness will continue for the rest of the school year

Write down your goals here:



Who can help make your goals a reality?

Team work makes the dream work! It's likely you and your group won't be able to implement all of your goals yourself. It will be important to work with others, including teachers and adults. It might help to make a list of people to speak to about your ideas. For example, some teachers or adults might have different perspectives to take on board and suggest new ideas to think about.

For example, at school your list might look something like this...

- Ms Smith – guidance teacher
- Ms Martin – Depute Head
- Mr Gray – registration teacher
- Tom & Isla – School Captains

Make your list here:

THERE ARE SO MANY EXAMPLES OF GREAT YOUTH-LED ANTI-BULLYING WORK ACROSS SCOTLAND HERE ARE SOME OF THEM TO GET YOU INSPIRED!

ANGUS THINK B4 YOU TYPE

Two young people from every secondary in Angus have come together to develop a youth led campaign about the impact of online bullying. The young people have worked together to explore the issue, run focus groups in their schools to get the views of other young people, and developed a series of 12 recommendations for their community on how to address bullying.

They launched the campaign at an event at Montrose Football Stadium where they each gave a speech and had their recommendations accepted by Angus Council's Head of Education.

Their work received local media attention and made a lot of noise on social media!

Now that the campaign is officially launched, their thoughts are turning to how they run the Angus Think B4 You Type campaign at each of their schools. The young people are now setting up mini steering groups at their school – a mixture of pupils and staff who want to help – and planning how they'll take the campaign forward locally.

They've got tons of ideas so far on how they'll do this, including:

- **Recruit anti-bullying volunteers and champions from across the year groups**
- **Run a Good Will week and promote random acts of kindness**
- **Create a music video about anti-bullying – keeping it entertaining to really engage people**
- **Involve the parent council to see how they can support anti-bullying**
- **Hold an art competition to design anti-bullying posters**
- **Get anti-bullying volunteers involved in delivering anti-bullying sessions during PSE lessons**



DALKEITH HIGH: PEER SUPPORTERS

The Pupil Leadership Team at Dalkeith High School wanted to make a real difference to help all young people feel that their school environment was safe and respectful for everyone. From this simple ambition, the Peer Supporters concept was born!

They wanted to help S1 pupils have a smooth transition into school and feel part of the community straight away. Peer Supporters were to be like “substitute big brothers and sisters who are actually nice to each other!”

Being a peer supporter is an important job, so the S3 volunteers had to apply for the role and once they were successful they spent time with the volunteer group, attended training and took part in regular meetings.

The peer supporters are great role models and help create a culture of respect throughout the school.

Here are some examples of what they do:

- **P7 Welcome Meeting each May, supporting induction visits and helping S1s find their classes in the first two weeks of the school year**
- **Deliver anti-bullying lessons to all S1 pupils based on Respect for All**
- **Developed a pupil-friendly anti-bullying guide, a guide to using social media, and a guide to making friends**
- **Maintain a presence in social areas to look out for any issues**
- **Provide friendly faces all year round to help everyone feel safe, respected and included**



HOLY CROSS HIGH SCHOOL: SIT WITH US

Young people at Holy Cross High School have been busy! A group of young people volunteered to become anti-bullying ambassadors and worked with their teacher Mrs Marsh to put in place a whole set of anti-bullying initiatives at their school. They surveyed young people and staff to find out what they thought was important, they helped write their school anti-bullying policy and they created a post box where young people could anonymously let teachers know they were experiencing bullying.

The young people also felt it was really important to have a safe space in the school where young people who felt excluded or lonely could come and meet some friendly faces. They set up the 'Sit With Us' lunchtime club – which many young people have started using. Every day the anti-bullying ambassadors head to the Sit With Us room at break times, and anyone is welcome to join them to chat or just hang out.

If anyone tells the ambassadors about a serious issue they are facing, like bullying, the ambassadors have had training so that they know how to approach the situation sensitively and pass information on to an adult.

Well done everybody!



ALLOA ACADEMY: BE MORE DONKEY

Young people in Alloa Academy came up with a great campaign in 2018 – they wanted to talk to young people about peer influence – and show how even though peer influence is often positive and inspiring, sometimes pressures can lead to negative experiences too. They created a campaign that helped young people think about what makes a good role model (like Donkey from Shrek!) and discuss ways that positive peer influence and role models can help contribute to an environment of respect at school and in our communities.

Ben and Mia who were the brains behind the campaign took their Be More Donkey messages out to their school through PSE lessons and even visited their local primary schools and ran activities and conversations there too to help younger children understand these important messages early. A great example of positive role-modelling and a fun and engaging campaign to get people thinking!



STEP FOUR: PUTTING IDEAS INTO ACTION!

Once you have your goals in place it can be helpful to think about how you'll communicate your ideas to others. Create some key messages that you've carefully thought through and that help you get your message across quickly, and clearly.

A good way to develop your key messages is to write an "elevator pitch" Imagine you were in a lift with someone for just 30 secs and this was your only opportunity to tell them about your plan. What would you want them to know and how would you get them to care about this issue?

- Tell them what the issue is
- Tell them what impact it's having
- Tell them how the campaign is going to create change
- Tell them what you want them to do



Making a splash publicly about anti-bullying can feel different to talking about it amongst the safety of your group or friends. How are you feeling about the next stage of this work? Talk it through with a friend or an adult you trust if you have any worries.

For example your elevator pitch might sound like:

From our survey we know that bullying has affected 30% of the young people at our school. Pupils said bullying makes them feel scared, worthless and hopeless for the future and we think that's got to change.

We know that young people really care about this issue and if they get behind it we can do even more to make sure our school is a safe, friendly and respectful place for everyone, where no one is bullied. We've got some plans to make a difference!

We want to set up a new group of anti-bullying ambassadors who will educate other young people on what bullying is and help run a new lunchtime club that creates a safe and fun place for people to come to if they're feeling a bit left out. We're also asking every pupil at the school to sign our daily act of kindness pledge.

You can get involved right now by signing the pledge and if you want to apply to become an ambassador, add your name to our list!

CREATE AN ACTION PLAN

Use the outline below to help you plan out your ideas. It will help you bring everything you've worked on so far into one place. You could use this as a tool to keep you and your group's work on track – come back to it every time you meet and tick off the actions you've completed and discuss the things you still need to. Remember to give your work or campaign a title!

Title

Our Vision

Our Solutions

Who can help us

Our 'elevator pitch'

Our to-do list

Which goal?	What needs to be done?	By when?	Who will do it?	Is it finished? (tick)

For an example to-do list from Webster's High in Angus, see appendix on P.23

STEP FIVE: EVALUATE

As you work through your goals, it's important to try and understand the difference you've made. This will help you know what has worked well, and what could be done differently next time to improve your anti-bullying work.

Revisit your goals: Did you do everything you said you were going to? What happened? What were the outcomes? How do you know? What have you learned? Is there anything you would do differently now you know more?

Revisit your vision: Did you go some way to achieving this, how do you know?

Think about collecting information on the activity you've completed, the numbers of young people you reached, what people have said after they took part in sessions etc.

For example, some of your evaluation information might look like the below:

A group of 10 ambassadors was set up and trained by staff. So far, the group have created an anti-bullying activity and delivered this in workshops with other young people – reaching 100 young people so far. Feedback surveys were used and found that 90% of young people who took part in the activity said it improved their understand of what bullying is.

The ambassadors set up a lunch time club that has been running for the past 4 weeks, on average 6 young people attend every day. We made a collage board on the wall in the space where young people could stick post it notes describing what they like about the club, they said "I've met new friends", "I feel included and it's good chat!", "I talked to one of the ambassadors about a problem I was having and they helped me get support".



STEP SIX: CELEBRATE YOUR SUCCESS!

Change takes time, so matter how big or small you think your success is, celebrate every milestone and recognise the hard work that has gone into it! Here are some examples of how you might like to shout about your success:

- Write an article for your school/club newsletter or website
- Create a notice board or display area where you can post updates and milestones you've reached so that people can see the progress you're making
- Does your school or club have social media? Find out if you can use this to promote your work publicly – tag @_respectme_ for a share!

- Get in touch with *respectme* at enquire@respectme.org.uk – we would love to find out more about your work, and look to share your story on our website or on Twitter and Facebook.

Finally, if you're moving on from your school or club after this work is complete – what do you want your legacy to be? How will you make sure the work is carried for and built upon? Think about who can continue to help embed anti-bullying work into culture, maybe someone like a Head Teacher or Youth Leader is the best person to talk to about this before you leave.

NOTES

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APPENDIX: SETTING SMART GOALS

Specific

Be very clear what you want to achieve. Consider breaking the goal down into smaller steps.

Measurable

How will you know when you have achieved your goal? What changes will you and others' notice?

Achievable

Make sure your goals aren't too high – don't set yourself up to fail! Consider setting smaller goals on your way to the big one.

Realistic

Is this achievable with the resources you have? What resources do you need to help you? What problems might you encounter and what can you do to minimise these?

Time limited

Set a reasonable time to achieve your goal. 1 week, 1 month, 6 months, 1 year? Consider smaller time limits for smaller steps.

Example to-do list from Webster's High in Angus

Which goal?	What needs to be done?	By when?	Who will do it?	Is it finished? (tick)
Recruit at least 10 anti-bullying volunteers to help share messages and deliver workshops with young people by the end of the year	Speak to Ms Tosh, Ms Sturrock, all PCS teachers, MVP mentors and anyone else who wants to be involved to help recruit volunteers	September	Megan & Matthew	✓
	Bring the group of volunteers together at lunchtimes to write the presentation and workshop – ask for help from PCS teachers. Hold practice sessions for volunteers	September & October	All volunteers, Megan & Matthew will organise meetings	✓
	Make rota for volunteers to go to house assemblies and PCS classes in November to deliver presentation and workshop	November	Megan, Matthew & Ms Sturrock will make rota. All volunteers to help at sessions	
Volunteers will run Good Will Week and promote anonymous acts of kindness – during, after Anti-Bullying Week (January)	Build random acts of kindness stall display.	January	Volunteers – Finlay, Craig, Aimee	
	Make a rota of volunteers to host the stall during Good Will Week	January	Megan & Matthew	

CONTACT US

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E: enquire@respectme.org.uk

W: www.respectme.org.uk

 www.twitter.com/_respectme_

 [respectme scotland](https://www.facebook.com/respectme-scotland)

[#ChangeStartsWithUs](https://twitter.com/_respectme_)



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