



Comhairle nan Eilean Siar
Ag Obair Còmhla Airson nan Eilean

Anti-bullying Policy

DRAFT

Comhairle nan Eilean Siar
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Introduction

This policy sets out Comhairle nan Eilean Siar's approach to preventing and responding to bullying across all schools and education settings within the Local Authority.

Children and young people are at the heart of education and it is imperative that we foster nurturing, positive relationships between all, based on the key values of the national guidance *Respect for All*. This key guidance is based on the UNCRC Children's Rights and reflects the key principles which include: Fairness, Respect, Equality and Inclusion. This policy closely aligns with the *Comhairle's Promoting Positive Relationships and Behaviour Policy* supporting our shared ambition that all children and young people feel safe, secure and are able to develop positive relationships with peers and adults.

The Comhairle encourages a proactive and inclusive approach to anti-bullying in which everyone works together to create learning environments where bullying is neither tolerated nor accepted. It is important that all children and young people are equipped with the skills to create a culture within schools and settings that are inclusive; based on mutual respect and trust. This policy establishes a consistent framework for preventing, identifying and addressing bullying behaviour across all Comhairle schools and settings.



1.0 Bullying

Bullying of any kind is unacceptable and must be addressed promptly and effectively. Bullying should never be viewed as a normal or inevitable part of growing up. Adults are not expected to tolerate abuse from colleagues or peers, and the same expectation applies to children and young people. Comhairle nan Eilean Siar adopts the national definition of bullying, as set out in *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (RfA)*.

“Bullying is face-to-face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.”

“The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”

The non-exhaustive listing of bullying behaviours in *Respect for All* could be noted in this section for ease, together with a differentiation between conflict, bullying and potentially criminal behaviour as set out in *Respect for All*.

2.0 Organisational stance/policy scope and aims

Comhairle nan Eilean Siar is committed to safeguarding the wellbeing of all children and young people. Bullying is not a normal part of growing up and the Comhairle believe that every child and young person has the right to feel protected, supported, respected and safe, and to be free from abuse, bullying and discrimination.

Bullying represents a violation of children’s rights as outlined within the UNCRC, including Articles 3, 12, 13, 19, 28, 29 and 39.

We are committed to providing a supportive and inclusive environment for all. This policy is designed to reinforce existing good practice and sets out the Education Department’s policy on preventing and responding effectively to bullying, racism and all forms of prejudice and discrimination. Schools should work with pupils, parents/carers and staff to develop establishment anti-bullying policies, including a child friendly version, (Appendix 2) that reflect the guidance outlined in this document.

We aim to:

- Support schools to be safe, respectful, nurturing and bullying-free environments;
- Respond to bullying behaviour as unacceptable and not to be tolerated;
- Address bullying promptly and effectively to maximise opportunities for all learners; and,
- Work in partnership to prevent and respond effectively to all forms of bullying, racism, prejudice and discrimination.”



3.0 Preventing and Responding to Bullying

Comhairle nan Eilean Siar strives to ensure our schools provide inclusive environments where all members of our school communities feel welcomed, valued and that they belong. Schools should embed anti-bullying interventions within a positive ethos and culture which is rooted in respectful, equitable and inclusive practice. Promoting healthy relationships and responding to all forms of prejudice will help create a bullying free environment. Relational approaches that strengthen emotional wellbeing and promote equality are central to this work.

Many of our schools are working towards or have achieved awards in *Rights Respecting Schools* which promote childrens' understanding and awareness of their rights, demonstrating our commitment to the rights of the child.

Bullying behaviour in any form is unacceptable. Schools promote restorative and relational approaches to both prevention and response.

Approaches to Responding to Bullying Behaviours

- Rights Respecting Schools
- Solution-oriented approaches and practice
- Mentoring and peer support
- Restorative approaches
- Nurturing approaches
- Pupil voice and participatory approaches

Restorative Conversations

An example of a restorative conversation might look like this:

- *What happened?*
- *How were you feeling at the time?*
- *How do you feel now?*
- *How has this affected you / others?*
- *What attitudes, prejudices or other behaviours have influenced the behaviour?*
- *What can we do to make this better?*
- *What can we do to make sure this doesn't happen again?*
- *What can I do to help?*

Restorative conversations may take place immediately or at a later time when appropriate.

Where further support is required, interventions may include:

- A parent /carer may need to be present to support a reflective conversation
- Reflective prompts and think sheets might be provided to support young people express their feelings and understand their reaction or behaviour
- Additional behaviour support might be a short-term measure to support and prevent bullying behaviour



- Additional check-ins with a trusted adult in the school might be required to support and prevent further instances of bullying behaviour (this could be a class-teacher; a guidance teacher; a senior member of staff; a Support for Learning Assistance or a school partner agency)

Preventing Bullying Behaviours

We ensure safety and supervision in areas where children and young people congregate such as the playground, corridors and social areas. At social times, such as intervals and lunch, the Senior Leadership Team and other colleagues have a visible profile around the school and its surrounding areas, so that they can ensure that any relationship difficulties or inappropriate behaviour amongst young people can be identified and addressed.

We promote awareness of bullying behaviours through the curriculum in primary and secondary schools; we discuss with children and young people the impact of bullying in an age-appropriate way. We use art, literature, music and drama (role-play) to promote an understanding and awareness of what bullying is and the impact of bullying.

Schools promote prevention through proactive strategies including:

- Visible staff presence in playgrounds and social spaces
- Breakfast clubs, lunchtime activities and after-school programmes
- Buddy systems and peer mentoring
- Mentors in Violence Prevention (MVP) programmes
- Anti-bullying ambassadors
- Anti-bullying awareness weeks and assemblies
- Parent/carers engagement and information sharing
- Pupil-led awards and initiatives
- Curriculum learning about relationships, equality and wellbeing
- Online safety education
- Staff professional learning in inclusive practice, anti-racism education, LGBTQ+ inclusion and relational approaches

Learning activities across the curriculum use creative and age-appropriate approaches to help children understand the impact of bullying and develop empathy and respect.



4.0 Children's Rights and Supporting Legislation

Comhairle nan Eilean Siar is committed to upholding, protecting and promoting the rights of every child and young person. Bullying behaviour is incompatible with a rights-respecting education system.

The United Nations Convention on the Rights of the Child (UNCRC), now enacted in Scots law, affirms every child's right to be safe, respected, included and treated with dignity. Bullying behaviour directly undermines these rights, including a child's right to protection from harm, to have their views listened to and taken seriously, and to develop to their full potential.

Children and young people have the right to be free from fear, discrimination, intimidation, harassment and exclusion. Bullying compromises rights including:

- Protection against discrimination (Article 2)
- Protection from violence (Article 19)
- The right to safety and care (Article 19)
- The right to express views and be heard (Article 12)

This policy operates alongside relevant Scottish legislation, including:

- Education (Scotland) Act 1980
- Additional Support for Learning (Scotland) Act 2004
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- Associated safeguarding and child protection legislation

These laws place duties on education authorities to safeguard wellbeing, promote equality, prevent discrimination, and provide appropriate support to children and young people whose learning or wellbeing may be affected by bullying.

This policy sets out how Comhairle nan Eilean Siar, in partnership with schools, early learning and childcare settings, families and communities, will uphold children's rights by promoting positive relationships and addressing bullying consistently, compassionately and proportionately across all education settings.



5.0 Equality duties

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 because they are associated with someone who does. 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.

Protected characteristics include:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Schools must promote equality, prevent discrimination and ensure equitable access to education and support.

6.0 Expectations and Responsibilities

Staff, Volunteers and Adults Working with Children and Young People

Across our schools and settings, it is imperative that all have a clear understanding of their roles and responsibilities.

All staff and volunteers should:

- be aware of the establishment's anti-bullying policy and actively contribute to its implementation, monitoring and review in line with *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*.
- model behaviour that promotes health, wellbeing and positive relationships, and understand the establishment's anti-discriminatory, anti-bullying and child protection procedures, including equality duties under the *Equality Act 2010*.
- establish respectful, supportive and trusting relationships with children and young people, parents and colleagues that reflect the ethos of the establishment and the expectations of the anti-bullying policy
- promote the wellbeing of all children and young people in line with *Getting it Right for Every Child (GIRFEC)*, contributing to them being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.



- respect, protect and fulfil children’s rights as set out in the *UNCRC (Incorporation) (Scotland) Act 2024*, including the right to be protected from all forms of violence, abuse and neglect, and the right to express views and be heard in matters affecting them.
- recognise, challenge and address all forms of bullying behaviour, including prejudice-based and cyberbullying, taking early action and prioritising prevention.
- respond promptly, appropriately and sensitively to concerns or incidents of bullying, ensuring accurate recording and reporting in line with local procedures and confidentiality obligations.
- engage in relevant professional learning and development to enhance understanding of bullying, equality, children’s rights and wellbeing, and to maintain up-to-date knowledge of Scottish policy and practice.
- work collaboratively with colleagues, parents/carers and, where appropriate, multi-agency partners to ensure coordinated support for children and young people affected by bullying.

Children and Young People should:

- be aware of their establishment’s anti-bullying policy and understand that bullying behaviour of any kind is unacceptable
- should treat others with respect, fairness and kindness and contribute to a positive, inclusive and welcoming learning environment
- seek help from a trusted adult when they experience or witness bullying behaviour, prejudice-based incidents or behaviours that make them or others feel unsafe or excluded
- report bullying concerns promptly using the agreed procedures within the establishment and support peers to do the same
- engage in learning opportunities that develop understanding of bullying, prejudice, equality, diversity, digital responsibility and respectful relationships
- use digital technologies, social media and online platforms responsibly and in ways that do not harm, intimidate or exclude others.
- contribute to a safe and supportive community by including others, challenging harmful behaviours in an appropriate manner, and promoting kindness and empathy.
- participate in decision-making opportunities and pupil voice mechanisms, recognising their right under the *UNCRC* to express their views in matters affecting them and to have those views taken seriously.
- understand that all children and young people have rights, including the right to be safe, protected from harm and treated with dignity, in line with the **UNCRC (Incorporation) (Scotland) Act 2024**.
- contribute to their own wellbeing and the wellbeing of others in line with ***Getting it Right for Every Child (GIRFEC)***, helping to ensure everyone can feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

Parents and Carers should:

- be aware of their establishment’s anti-bullying policy and support its implementation by reinforcing expectations of respectful behaviour at home and in the community
- work in partnership with the establishment to promote a safe, inclusive and respectful environment where bullying behaviour is not tolerated
- report concerns about bullying behaviour or wellbeing promptly and directly to the establishment using agreed communication routes



- provide relevant information to support staff in understanding their child's needs, circumstances or behaviours so that appropriate support can be planned in line with ***Getting it Right for Every Child (GIRFEC)***
- recognise that children and young people have rights under the ***UNCRC***, including the right to be safe, protected from harm, and to express their views in matters that affect them
- engage respectfully and constructively with staff, volunteers and other parents/carers, acknowledging professional responsibilities, procedures and confidentiality requirements
- encourage their child to treat others with respect, fairness and kindness and support them to understand how to seek help for themselves or others if they are affected by bullying
- support their child to use digital technologies and online platforms safely, responsibly and in line with the establishment's digital behaviour or online safety expectations
- participate, where possible, in opportunities to contribute to the development, review or evaluation of policies and practice related to wellbeing, relationships and anti-bullying.

7.0 Respectful Behaviour

All educational establishments must demonstrate a clear commitment to promoting and modelling respectful, inclusive and compassionate behaviour. Adults within the setting have a responsibility to lead by example, fostering an environment where positive relationships are consistently encouraged and upheld. In addition, educational establishments must take proactive steps to prevent bullying behaviour and to restore relationships when concerns arise. Bullying behaviour is never acceptable.

The following approaches are a range of suggestions to promote and foster respectful relationships:

- Planned learning opportunities across the 3-18 curriculum
- Vision, values and aims of Educational Establishments should clearly outline a commitment to nurturing respectful behaviour and relationships
- Aspects of the policy could be made easily accessible for parents, staff, children and young people (e.g. this policy is available on the website/handbook, class charters, pupil diaries, etc.)
- Promote a culture of respect and kindness where bullying behaviour is unacceptable.
- Raise awareness through pro-active strategies (anti-bullying week/days, buddy system, assemblies, posters to be displayed, information events, staff training etc.)
- Inform children, young people, carers and staff how to recognise and deal with bullying behaviour (Personal and Social Education, Social Stories, Cool in School, Sway Newsletters, Setting Social Media Platforms, Circle Time, Parents' Evenings etc.)
- Educational Establishments should work in partnership with agencies or organisations such as, but not limited to: NHS Western Isles, Children Services, Equalities Officer, Police Scotland, Churches and Faith Groups, Third Sector Organisations such as Action for Children etc. and respectme, Scotland's Anti-Bullying Service and Childline
- Ensure safety and appropriate supervision of areas identified as high risk, e.g. changing rooms, social areas, corridors etc.
- In some cases, nurturing facilities may be available to support children and young people.

If bullying does take place, it is important that all staff, children and young people have the knowledge, skills and confidence to resolve different situations. When dealing with bullying



situations, the person who is experiencing bullying behaviour, the person displaying bullying behaviour and the others involved, will be included in the process.

Roles and Responsibilities

The Management Team

The Management Team will:

- Ensure all members of the learning setting are aware of the anti-bullying policy and procedures
- Identify a senior member of staff who has responsibility for coordinating anti-bullying practice and procedures (Head of School / Head Teacher)
- Monitor the implementation of this policy to ensure its effectiveness
- Give and recognise rewards and awards for positive behaviour
- Arrange in-service opportunities to promote positive behaviour and anti-bullying approaches
- Liaise with outside agencies
- Report to parents
- Organise support for persons displaying and experiencing bullying behaviour
- Give guidance to staff
- Deploy support staff effectively
- Monitor incidents of bullying on a monthly basis

Staff

All staff will:

- Contribute to a positive ethos in which all individuals are respected regardless of difference or status with opportunities being sought to promote and celebrate diversity
- Take seriously all complaints or allegations made by young people about bullying behaviour
- Take serious account of the types of bullying behaviour presented by advances in technology
- Record and report bullying behaviour allegations and incidents
- Teaching staff are to record bullying behaviour allegations when required through SEEMiS
- Promote Getting it Right for Every Child: the agenda which sets out how agencies and professionals should work together to promote the welfare and rights of children and young people, and ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included

Parents

Parents will:

- Support educational establishments in implementing this policy and the e-safety policy
- Encourage an ethos of openness, honesty and transparency
- Work in partnership with Educational Establishments in terms of prevention, intervention and resolution in relation to bullying behaviour



8.0 Labelling

The language used to address bullying has a powerful impact on how children and young people understand themselves and relate to others. Labels such as ‘bullies’ or ‘victims’ can be disempowering, isolating, and create fixed identities that may follow children and young people into later life. Instead, focussing on identifying, naming, and addressing specific bullying behaviours is a more effective way of promoting accountability, motivating positive change, and supporting children and young people to recover from the impacts of bullying.

When adults maintain a clear focus on the specific behaviour and the impact it has had, young people are supported to understand what they did, why it was harmful, and what is expected of them moving forward.

This policy focuses on behaviours rather than individuals, using terms such as:

- *children experiencing bullying behaviour*
- *children displaying bullying behaviour*

This approach promotes accountability while recognising every child’s capacity for learning, growth and positive change.

9.0 Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences and staff should be prepared to address the prejudicial attitudes behind the behaviour. This behaviour and language could manifest itself as: racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith.

Comhairle nan Eilean Siar and its education establishments have duties under the Equality Act 2010 to ensure the needs of all learners are met in policy and in practice. All educational settings are expected to challenge inequality and promote inclusive and nurturing environments, making a clear and explicit commitment to each of the protected characteristics (see section 5) and that bullying based on or motivated by these is never acceptable.

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. These reasons are outlined within **Appendix 1**. There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

Following the CNES Promoting Positive Relationships and Behaviour Policy, all educational settings where relationships are based on respect and children and young people feel included are more likely to develop effective resolutions and responses to bullying.



10.0 Reporting, recording and monitoring

All education settings must record and monitor incidents of bullying behaviour using the SEEMiS Bullying and Equalities module. A flow chart for recording incidences of bullying is available in **Appendix 2**.

Recording and monitoring incidents supports schools to:

- identify patterns or trends
- evaluate prevention strategies
- improve practice and support planning

In Comhairle nan Eilean Siar, each educational establishment will provide a number of ways in which alleged incidents of bullying behaviour can be reported by children and young people. Each establishment will ensure children, young people and parents are aware of how concerns can be raised. *Establishments should consider ways to promote discreet or anonymous reporting mechanisms for pupils.*

- Parents and carers should be informed of how they can raise concerns formally and informally.
- Reports of alleged bullying made by parents/carers/others will be treated as bullying incidents, and schools will aim to complete an investigation and implement any interventions within three working days, and communicate the outcome to affected children, young people and their parents.
- Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. *If the incident occurs at the end of the school day, or out with school hours, the investigation should commence at the start of the following school day.*
- If a parent/carers is not satisfied with the way in which the establishment has handled an incident of alleged bullying, they should be referred to Comhairle nan Eilean Siar's complaints procedure.

Each incident of bullying which takes place in a school will be recorded in the Bullying & Equalities module within SEEMiS Click & Go, which is the main information system used to hold pupil information in Scottish schools.

When recording bullying incidents, the following information must be included:

- The children and young people involved as well as other adults.
- The type of bullying experienced - name calling, threats or rumours etc.
- Any underlying prejudice including details of any protected characteristics.
- The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns.
- Actions taken including resolution at an individual or organisational level

Comhairle nan Eilean Siar staff should use their *professional judgement* when deciding when to record on the SEEMiS module. In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and the impact before deciding if it is bullying and should be recorded.



The purpose of recording is for schools to learn about what kind of bullying is happening in their school and to identify if there are trends or issues that require addressing, based on what the recording tells them. It should be seen as an improvement tool.

All data recording, monitoring and reporting will be undertaken in line with current data protection legislation



Appendix 1: Prejudice Based Bullying

Additional Support Needs may be short or long-term and stem from learning environments, health, disabilities, family, or social factors. Bullying can both result from and cause additional support needs.

Age-related discrimination isn't typical in schools but affects children elsewhere, such as in workplaces and higher education.

Asylum seekers and refugees face higher risks of bullying, often undetected due to stigma and lack of understanding.

Bullying based on **body image** can harm wellbeing; children and young people may be targeted for their appearance.

Disablist bullying exploits children's disabilities, focusing on their specific challenges, regardless of educational setting.

Gypsy/Traveller children face discrimination, leading to low enrolment, poor attendance, and early school leaving; similar issues affect Roma and other Traveller groups.

Homophobic or biphobic bullying targets children based on perceived or actual sexual orientation, gender norms, or associations with LGB individuals or families, often linked to sexist attitudes.

Intersectionality recognizes how race, class, gender, sexuality, disability, age, and ethnicity intersect, influencing inequalities in experiences of prejudice, attainment, and wellbeing.

Looked After Children are vulnerable to bullying due to frequent placements and childhood adversities, impacting relationships and participation.

While direct discrimination based on **marriage or civil partnership** among school-aged children is rare, indirect discrimination can occur via family associations.

Racial bullying involves targeting differences in dress, culture, language, or appearance, often rooted in misguided beliefs about value and respect.

Religion and belief-based bullying stems from ignorance of faith practices, leading to stereotyping and prejudice. This also protects those with no faith under the law.

Sectarianism, often linked to religious or cultural divides, can target individuals based on family background, community, or social identity, regardless of specific faiths.

Sexist and gender-based bullying use derogatory language, rumours, and stereotypes to enforce traditional gender roles, often involving homophobic, biphobic, or transphobic attitudes.

Transgender or gender-variant children face societal prejudice and bullying, including name-calling, misgendering, or targeting perceived non-conformity.



Young carers, due to caring responsibilities, may struggle socially and academically, making relationship-building and participation difficult.

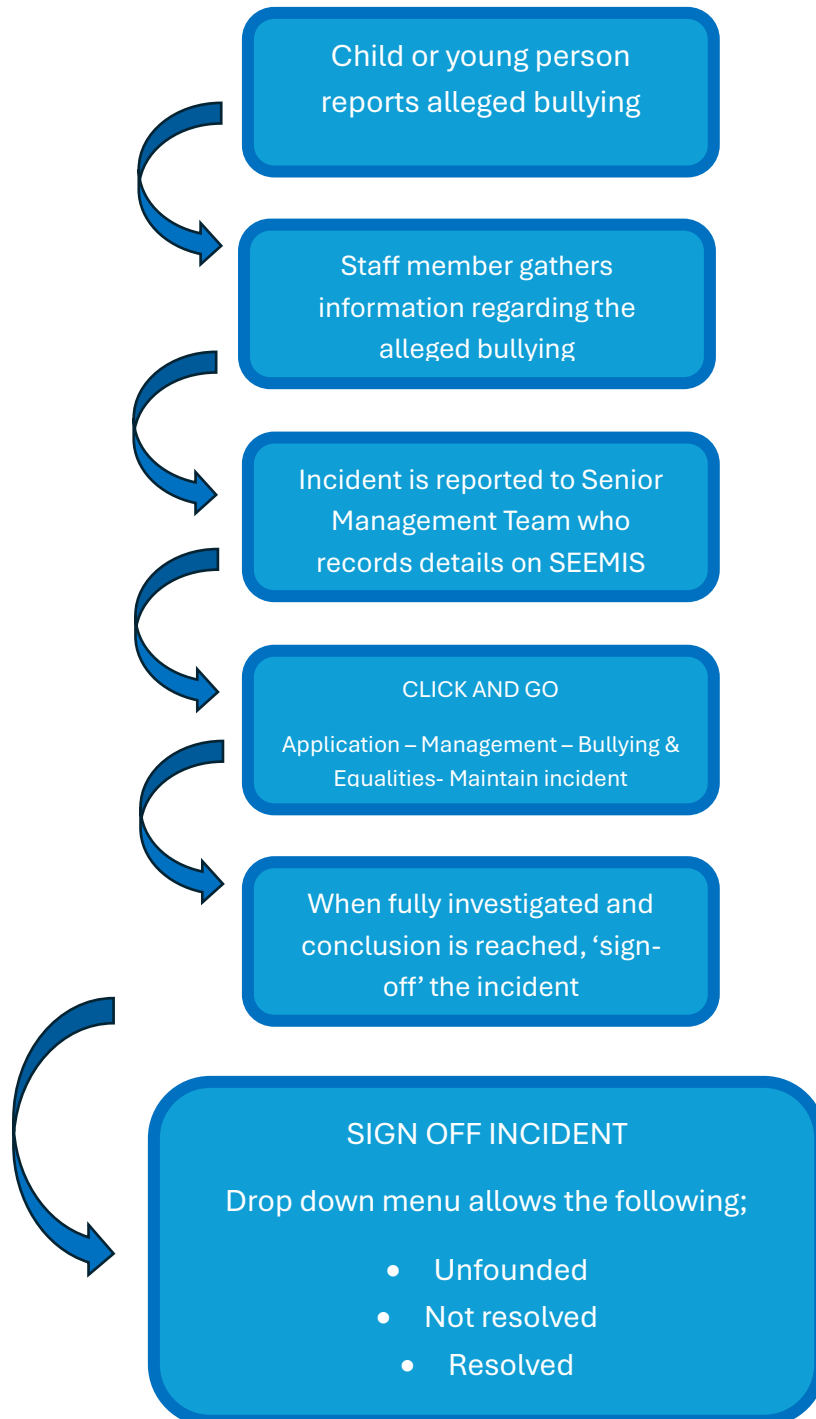
Socio-economic prejudice manifests through mocking or unfair treatment based on income, family circumstances, or lifestyle, affecting children from less privileged backgrounds.

Hate crime involves criminal acts motivated by hostility toward someone's disability, race, religion, sexuality, or gender identity; while related to prejudice, not all hate-motivated acts are crimes or qualify as bullying.

Equality, equity, and diversity aim to treat everyone fairly, recognizing differing needs and backgrounds. Equity involves providing tailored support to achieve genuine equality, while diversity celebrates differences, fostering respectful, inclusive environments.



Operational Flow Chart



Useful links

The following resources provide further guidance and support for children, young people, parents/carers and staff in understanding children's rights, preventing bullying behaviour and promoting inclusive, respectful learning environments. These links reflect current Scottish legislation, national policy and recognised good practice.

National Anti-Bullying Guidance (Scotland)

- respectme – Scotland's Anti-Bullying Service
<https://respectme.org.uk>
- Scottish Government – *Respect for All: The National Approach to Anti-Bullying*
<https://www.gov.scot/publications/respect-for-all-national-approach-to-anti-bullying/>
- Education Scotland – Anti-Bullying Resources
<https://education.gov.scot>

Wellbeing and Inclusion Frameworks

- Scottish Government – Getting it Right for Every Child (GIRFEC)
<https://www.gov.scot/policies/girfec/>
- Education Scotland – Health and Wellbeing Curriculum Guidance
<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/health-and-wellbeing/>
- NHS Education for Scotland – Mental Health and Wellbeing Resources
<https://www.nes.scot.nhs.uk>

Children's Rights and UNCRC

- UNICEF UK – Rights Respecting Schools Award
<https://www.unicef.org.uk/rights-respecting-schools/>
- Scottish Government – UNCRC (Incorporation) (Scotland) Act 2024
<https://www.gov.scot/policies/human-rights/childrens-rights/>
- Children and Young People's Commissioner Scotland
<https://www.cypcs.org.uk>
- UNICEF – United Nations Convention on the Rights of the Child (UNCRC)
<https://www.unicef.org/child-rights-convention>
- Together (Scottish Alliance for Children's Rights)
<https://www.togetherscotland.org.uk>

Equality and Anti-Discrimination Legislation

- Equality and Human Rights Commission – Equality Act 2010 Guidance for Schools
<https://www.equalityhumanrights.com>
- Scottish Government – Equality and Human Rights Policy (Scotland)
<https://www.gov.scot/policies/equality/>



Safeguarding and Child Protection

- Scottish Government – National Guidance for Child Protection in Scotland
<https://www.gov.scot/publications/national-guidance-child-protection-scotland/>
- NSPCC – Safeguarding and Bullying Advice
<https://www.nspcc.org.uk>
- Childline
<https://www.childline.org.uk>

Online Safety and Cyberbullying

- UK Safer Internet Centre
<https://www.saferinternet.org.uk>
- CEOP Education – ThinkUKnow
<https://www.thinkuknow.co.uk>
- Internet Watch Foundation
<https://www.iwf.org.uk>

Participation and Pupil Voice

- Scottish Youth Parliament
<https://www.syp.org.uk>
- Young Scot
<https://young.scot>

Professional Learning and Practice Development

- respectme – Professional Learning and Training Resources
<https://respectme.org.uk/training/>
- Education Scotland – Inclusion and Wellbeing Professional Learning
<https://education.gov.scot/professional-learning/>

