

A National Approach to Anti-Bullying for Scotland's Children and Young People



SECURE



SAFE

RESPONSIBLE



RESPECTED

A National Approach to Anti-Bullying for Scotland's Children and Young People



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ISBN: 978-0-7559-9743-5

The Scottish Government
St Andrew's House
Edinburgh
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Produced for the Scottish Government by APS Group Scotland
DPPAS108647 (11/10)

Published by the Scottish Government, November 2010

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Ministerial foreword



I am delighted to present to you *A national approach to anti-bullying for Scotland's children and young people* which supports our ongoing work to ensure children and young people feel safe and secure and are able to build up strong and positive relationships with their peers and with adults.

Children and young people who feel cared for and valued are much more likely to be happy and do well in life. Children who know themselves well and have self-respect are more likely to be resilient and strong, cope with change and challenge in life and make good choices. We all want children and young people to feel safe and secure and be able to work in a supportive environment that promotes mutual respect. Bullying behaviour can seriously affect this and should not be dismissed as normal part of growing up, given the potential short-term impact and long-lasting consequences.

A national approach to anti-bullying for Scotland's children and young people, developed by the Scottish Anti-Bullying Steering Group follows consultation with a wide range of stakeholders, resulting in a strong consensus around what our approach to anti-bullying for Scotland's children and young people should be; what our roles and responsibilities are; and how we can all contribute to this. We will continue to identify, promote and disseminate good practice to support everyone to become proactively and positively involved with this issue.

I commend to you this approach which is built on emerging knowledge of what works best in anti-bullying and wish you every success in taking it forward in your community.

A handwritten signature in black ink, appearing to be 'KB' followed by a stylized flourish.

Keith Brown
Minister for Skills and Lifelong Learning

Purpose

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens; and have improved life chances where they are more at risk. The eight indicators of wellbeing in children and young people are that they are safe, included, responsible, respected, active, nurtured, achieving, and healthy. Bullying behaviour can have a negative impact on all those indicators.

Everyone involved in children and young people's lives has a contribution to make to prevent and deal with bullying behaviour. Whether in central or local government, children's services, schools, voluntary services, youth and community groups such as the scouts and girl guides, local junior football teams, dancing classes; or within families and local communities, we have the potential to make a positive impact on the emotional health and wellbeing of children and young people, now and in their adult lives, through effective anti-bullying approaches.

The purpose of this national approach is to communicate and promote a common vision and aims; and to make sure that work across all agencies and communities is consistently and coherently contributing to a holistic approach to anti-bullying in Scotland. This approach includes:

- a definition of bullying
- vision for anti-bullying in Scotland
- aims
- children's rights and legal framework
- national policy framework
- principles
- policy development and implementation
- strategies to prevent and tackle bullying – roles and responsibilities of statutory organisations
- further guidance and information on roles, contributions, training, support and resources



Scottish Anti-Bullying Steering Group (SABS)

A national approach to anti-bullying for Scotland's children and young people has been developed by the Scottish Anti-Bullying Steering Group (SABS). SABS includes representatives from the Scottish Government; Convention of Scottish Local Authorities; Association of Directors of Education Scotland; Scotland's Commissioner for Children and Young People; HM Inspectorate of Education; Care Commission; Equality and Human Rights Commission Scotland; Association of Chief Police Officers in Scotland; Learning and Teaching Scotland; Community Learning and Development Managers Scotland; *respectme*, Scotland's Anti-Bullying Service; CHILDREN 1ST, Scottish Institute for Residential Child Care, LGBT Youth Scotland, Scottish Association for Mental Health; Children's Parliament and Youth Scotland. SABS is independently chaired by Alison Davies, former Director of Save the Children Scotland.

The aim of SABS is to steer, co-ordinate and promote developments in anti-bullying work with children and young people in order to make sure Scotland's approach to anti-bullying, wherever and however it occurs, is comprehensive, effective and cohesive.

The Scottish Anti-Bullying Steering Group (SABS) represents key stakeholders which individually support and contribute to:

- › policy development, implementation and evaluation
- › service improvement, inspection and regulation
- › networking
- › training
- › resources, information and advice
- › campaigning and awareness raising

National, core services are represented in SABS that are dedicated to preventing and dealing with bullying of children and young people including *respectme*, Scotland's Anti-Bullying Service, and the Bullying helpline, managed by ChildLine. *respectme* supports all agencies working with children and young people to develop and implement anti-bullying policies and practices including training, guidance and information. *respectme* also provides information for parents and carers, children and young people and campaigns nationally. ChildLine provides children and young people with an opportunity to talk confidentially with a councillor about problems they may face. Recognising the widespread nature of bullying, ChildLine operates a helpline for children and young people affected by bullying and promotes the number nationally to all children and young people.

However, many sectors and organisations prevent and deal with bullying as part of wider policy and service development, delivery and regulation. For example, HMIE and the Care Commission identify and respond to issues of bullying as part of their regulatory and service development remit; other organisations such as the Scottish Institute for Residential Childcare and LGBT Youth Scotland address bullying within their wider context and remits of training, information, support and services for young people. This significantly builds the resources, capacity and integration of work on anti-bullying nationally. Everyone can contribute to an anti-bullying approach in Scotland as outlined in the range of roles identified in annex A.

The remit of the Scottish Anti-Bullying Steering Group is to:

- promote the national approach and contribute to its implementation
- contribute knowledge, information and experience
- share best practice and resources between organisations and sectors
- invite contributions from organisations or sectors
- comment on, and contribute to, quality assurance of new developments, materials and research
- identify gaps and overlaps
- identify opportunities for further development and joint working
- steer the future direction of policy and development work



What do we mean by bullying behaviour?

Research and practice experience over time have led to an emerging understanding of bullying as a complex behaviour. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying behaviours may include:

- › name calling, teasing, putting down or threatening
- › ignoring, leaving out or spreading rumours
- › hitting, tripping, kicking
- › stealing and damaging belongings
- › sending abusive text, email or instant messages
- › making people feel like they are being bullied or fearful of being bullied
- › targeting someone because of who they are or are perceived to be

These behaviours can take place in schools, children's services, residential services, at home and in the community, at youth groups and out of school care and can come from children, young people and adults. Bullying also occurs in the virtual world also known as cyberspace which children and young people access through the internet, via social networking (for example Facebook or Myspace), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods.¹

Bullying behaviour may be related to any perceived or actual differences or prejudice-based behaviours including racism, sexism, disability or homophobia; and may compound other difficulties in a child's life. With this in mind vulnerable children and young people may be particularly at risk of experiencing bullying.

While previous research focused on the individual characteristics of 'bullies' and 'victims' there is now a much deeper understanding of the complexity of issues surrounding bullying behaviour and the dynamic nature of this social problem. We have therefore aimed to avoid labelling children and young people as bullies or victims because these labels can constrain thinking of the problem as solely a characteristic of the individual, rather than as a problem that emerges from complex social dynamics.²

A recent international literature review of bullying as part of an evaluation of *respectme*³ confirms that: "...definitions of bullying abound, most commonly including terms of aggression, intentional harm recurring over time and characterised by an imbalance of power. Children, however, extend those definitions to include more subtle rejections such as name calling, teasing, being ignored or excluded from a group as equally distressing. Some children experience bullying that is unintentional, arbitrary and may define a single event as bullying."

1 Cyberbullying...Are you switched on? www.respectme.org.uk

2 Lamb J., Pepler D., Craig W. (2009). Approach to bullying and victimization. *Canadian Family Physician*, 55, 356-360

3 McKenna M. (2009). *Bullying – What do we know so far?*, <http://www.respectme.org.uk/Library-and-Resources.html>

Vision of anti-bullying for children and young people in Scotland

The challenge that faces Scotland is to go beyond the acceptance that bullying exists so that:

“Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.”

Aims

To achieve this ambitious vision:

all those working or involved with children and young people will aim to:

- develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing
- build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying
- prevent bullying of children and young people through a range of policies, strategies and approaches
- support children, young people and their parents and carers who are affected by bullying

wider sectors and agencies covering children and young people's services and groups, will aim to:

- provide leadership and ensure accountability
- support organisations working with children and young people to develop a positive and inclusive ethos and culture; and effective policies and practices which proactively prevent and deal with all types of bullying behaviour
- ensure provision of information, training, advice and support to those working with children and young people in Scotland as well as their parents or carers
- ensure a co-ordinated and cohesive approach to anti-bullying in Scotland



Children's rights and legal framework

The Scottish Government is committed to supporting and promoting children's rights and the United Nations Convention on the Rights of the Child (UNCRC). All children and young people have these rights and should respect the rights of others. The UK has ratified the UNCRC and Scotland participates in reporting every five years on its implementation of the convention, including its action on anti-bullying.

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information; and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others, and respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt, mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect others; human rights; and, their own and other cultures.

There is also a strong UK and Scottish legal framework which enshrines the welfare of the child as paramount while taking into consideration the views of the child⁴ and secures an adequate and efficient provision of education⁵ which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.⁶ In addition, there is a duty on local authorities to give some extra help in their schools to all children and young people with additional support needs which arise, short or long term, for any reason, and this can include bullying.⁷ There is a requirement on local authorities in Scotland to make sure that schools are health promoting as outlined in statutory guidance which states that: "...health promoting schools adopt a whole school approach to integrating health promotion into every aspect of school life ... the health promoting school will promote the mental, emotional, social and physical health and wellbeing of all children and young people."⁸

The Equality Act 2010 aims to strengthen the law to support progress on equality. The Act consolidates and harmonises a range of equality legislation, replacing familiar laws such as the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995. The Equality Act provides protection from discrimination, harassment and victimisation based on a range of 'protected characteristics'. These characteristics are defined in the Act as race, sex, disability, sexual orientation, religion or belief, age, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

4 The Children (Scotland) Act 1995

5 The Education (Scotland) Act 1980

6 The Standards in Scotland's Schools etc Act 2000

7 The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

8 The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

National and local government policy framework

The Scottish Government has a single purpose – to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth which depends upon the future well being and achievements of our children and young people. The Concordat is an agreement between the Scottish Government and local government through which they are jointly committed to achieve 15 national outcomes, including:

- › Our children have the best start in life and are ready to succeed
- › Our young people are successful learners, confident individuals, effective contributors and responsible citizens (the four capacities)
- › We have improved the life chances for children, young people and families at risk
- › We have tackled the significant inequalities in Scottish society

GIRFEC – *Getting it Right for Every Child* – promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- › builds solutions with and around children, young people and families
- › enables children and young people to get the help they need when they need it
- › supports a positive shift in culture, systems and practice
- › involves working together to make things better

Curriculum for Excellence is the framework to meet the needs of all learners aged 3-18 years to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. It is based upon the values of wisdom, justice, compassion and integrity. All learning and personal development must be a stimulus for personal achievement which broadens experience and encourages informed and responsible citizenship. The curriculum is the totality of all that is planned for children and young people throughout their education and includes:

- › ethos and life of the school as a community
- › curriculum areas and subjects
- › interdisciplinary learning and
- › opportunities for personal achievement



We want all our children and young people to be healthy, achieving, nurtured, active, respected, responsible, included and above all safe. These are the basic requirements for our children and young people to grow, develop and become successful learners, confident individuals, effective contributors and responsible citizens. Under *Curriculum for Excellence* health and wellbeing, including the mental, social and emotional wellbeing of children and young people, is the responsibility of **all** staff within the learning community. Bullying can be a barrier to fully engaging and benefiting from *Curriculum for Excellence*. Bullying can also prevent children and young people from experiencing opportunities for personal development within and beyond school.

Both *GIRFEC* and *Curriculum for Excellence* have widespread relevance to all children's services across local authorities and the independent and third sector.

Principles

Based on these legal and policy frameworks, the principles of a *national approach to anti-bullying for Scotland's children and young people* are:

- We respect the rights of children as paramount
- We will work together to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them
- We will seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practices
- We will highlight bullying based on prejudice and perceived differences, and ensure our policies and practices are effective in dealing with these issues
- We will highlight different aspects of prejudice in order to make sure all types of prejudice-based bullying are treated with the same importance
- We will address the needs of children and young people who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support
- We will share information and work jointly to make sure we are co-ordinated and cohesive in all that we do

Policy development and implementation

Organisations will have different ways of putting the principles of anti-bullying into practice to reflect local environments and culture.

However, all organisations that work with children and young people should develop and implement an anti-bullying policy. The policy should be reviewed on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work through partnerships, consultation; and include an equality and diversity impact assessment. The most robust and successful policies are developed in consultation with all stakeholders. Policies should include:

- › a statement which lays out the organisational stance on bullying behaviour
- › a definition of bullying, developed through consultation creating a shared understanding between all parties involved
- › expectations or codes of behaviour and responsibilities for staff and children and young people
- › preventative and reactive strategies showing what an organisation commits itself to, what strategies it will employ when faced with bullying incidents or allegations and to prevent bullying from happening
- › clarity on how and how often the organisation will communicate its anti-bullying policy and to whom; and how parents and carers will be informed of incidents
- › the recording and monitoring strategies that will be used for management purposes
- › how and how often the policy will be evaluated to understand how successful and effective the policy is

Anti-bullying policies may be located within wider organisational policies such as child protection, health and safety or relationship and behaviour policies.

Policy statement

It is important to ensure that the ethos of anti-bullying is embedded in day to day practices and the message that bullying is never acceptable is always prevalent and continuously reinforced.

Definition

Definitions developed through consultation and shared understanding will allow organisations to discuss what bullying looks and feels like, what forms it can take, including issues of difference and prejudice, and setting thresholds and expectations. Definitions should not however restrict what action is taken in order to respond effectively, and on the individual needs of each case or situation. The impact an incident has had on a child or young person is more important than whether it is classified as bullying.



Expectations and communication

The anti-bullying policy and procedures should be communicated and shared so that children and young people, their parents and carers, know who they can talk to and what they can expect if bullying occurs. Staff, parents and carers, and children and young people, should be aware of their responsibilities and of the expectations of the organisation. Training and/or support should be provided to ensure that everyone understands their roles and responsibilities in relation to the anti-bullying policy and procedures. Information leaflets on anti-bullying for children, young people, parents and carers are also available to help communicate ways of dealing with bullying.⁹

Approaches to preventing and dealing with bullying

Adults should establish open, positive and supportive relationships where children and young people feel safe secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes health and wellbeing; and understand anti-discriminatory, anti-bullying, and child protection policies. Approaches that can help prevent and deal with bullying are:

- › education and awareness of rights
- › development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable
- › pupil involvement and engagement
- › circle time, peer mediation, buddies, mentoring, playground pals and playground supervision
- › proactive information strategies and campaigns
- › mental, emotional and social health and wellbeing programmes and activities
- › implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development
- › restorative approaches
- › nurturing approaches and principles
- › personal support and additional support
- › supporting and enabling parents
- › acting on patterns of bullying incidents through monitoring¹⁰

⁹ More information on resources is available in Annex B

¹⁰ More information on positive behaviour approaches available through the Positive Behaviour Team

Recording and monitoring

Recording and monitoring bullying incidents are essential for a number of reasons. Accurately recording incidents of bullying allows organisations to ensure that appropriate response and follow up has been issued. It helps the organisation to monitor the effectiveness of its policy and practice and can also help identify a need for training. Monitoring bullying incidents can provide information on recurring patterns including:

- › involvement of particular children and young people; staff or other adults
- › where and when bullying takes place
- › aspects of prejudice or discrimination underlying bullying
- › action taken or resolution at an individual or organisational level
- › consideration of personal or additional support needs

Questionnaires can also be used to discover the nature and extent of bullying within an organisation, allowing adoption and adaptation of practice. The recording, monitoring and analysis of bullying is best carried out locally where it can be understood and acted upon by local organisations; as well as providing feedback on the effectiveness of anti-bullying policy and practice.

More information, training and support on policy development is provided by *respectme*¹¹ and the Scottish Government's Positive Behaviour Team (further information at annex B).

Implementation – responsibility for all

In order to ensure a comprehensive approach to anti-bullying for Scotland's children and young people, all of us need to build and sustain contributions to the aims of this approach. There is a role for all to provide leadership on anti bullying; raise awareness; implement policies and practice to prevent or respond to bullying; and bring bullying behaviour to the attention of those responsible for children and young people, including staff, volunteers, parents and carers.

¹¹ *respectme: Policy through to practice – Getting it right*



Statutory roles and responsibilities

The statutory organisations in the section below have a key role in providing leadership and ensuring accountability; in supporting organisations working with children and young people to develop a positive and inclusive culture and effective policies and practices which proactively prevent and deal with all types of bullying. Statutory organisations also need to ensure provision of information, training, advice and support to those working with children and young people in Scotland as well as their parents or carers. This section identifies those organisations that play a role in quality assurance, quality improvement and in some instances regulation of children's services in the widest sense.

Scottish Government

The Scottish Government is committed to preventing and tackling bullying of children and young people wherever or however it arises. The Scottish Government services and co-ordinates the Scottish Anti-Bullying Steering Group and works in partnership with local government to encourage all practitioners and agencies working with children to incorporate and embed the *GIRFEC* approach and to deliver *Curriculum for Excellence* to achieve the joint aim that all children and young people become confident individuals, effective contributors, responsible citizens and successful learners. Bullying is recognised as a significant barrier to achieving those outcomes and the government funds *respectme* and contributes to ChildLine to provide specific anti-bullying help.

The Government also promotes health and wellbeing, and positive relationships amongst children and young people and funds a Positive Behaviour Team to promote and support local authorities and learning establishments to do this, aligned with early years and children's services. Approaches range from developing whole school ethos and values, whole school approaches such as restorative and nurturing approaches, social and emotional wellbeing programmes, and staged interventions of planning and support.

The Government promotes and supports the implementation of relevant legislation (as outlined on page 6).

Local authorities

Local authorities have a duty to promote and ensure the care and welfare of children and young people in their establishments. Establishments include nurseries, schools, clubs and centres as well as residential, fostering and other care services for children and young people run by the authority. As part of this approach to promoting and ensuring the care and welfare of children and young people, local authorities must have anti-bullying policies, procedures, guidelines, standard circulars or management advice setting out how to deal with incidents of bullying behaviour. Where a group of young people come together there will always be a risk of bullying. The aim of the policy is to minimise the level of risk and take effective action to deal with incidents of bullying behaviour.

Local authorities must ensure that all establishments have an anti-bullying policy and procedure drawn up in consultation with staff, parents and children along with appropriate training to ensure effective implementation of the policy. Local authorities also ensure that nursery and school, along with services for children looked after away from home, have handbooks or other information leaflets, which include information about their approaches to anti-bullying; that all allegations of bullying are thoroughly investigated by the establishments and that those establishments record incidents of bullying behaviour for the purposes of monitoring and analysis.

Complaints to the local authority about bullying in an establishment are taken seriously, and promptly investigated. These can come directly from children and young people, parents and carers, and indirectly from elected members. Local authorities have a system of Parent Officers, Welfare Officers or Quality Improvement Officers (QIOs) linked to schools with a responsibility to challenge and support improvement in schools and other establishments. Within services for children and young people looked after away from home, Children's Rights Officers and external advocacy services are available to support children and young people make complaints.

If children, young people, parents or carers are unhappy with the response to a complaint, they can complain to the Corporate Director or Head of Service. If the complaint relates to a school, the QIO linked to the school will investigate the complaint thoroughly and attempt to resolve the situation, sometimes through mediation between establishment and parent or between families. The QIO can also review a school's anti-bullying procedures and offer advice and guidance. The level and nature of complaints about establishments is routinely monitored and analysed at local authority level. If the complaint relates to a service for children and young people looked after away from home, external managers will ensure the complaint is thoroughly investigated and attempt to find a solution. Ultimately, if this proves impossible, a complaint may be made to elected members or the Public Services Ombudsman.

At any time, in the case of services provided by the local authority which are regulated by the Care Commission, a complaint may be made directly to the Care Commission who will investigate.

HMIE

HMIE plays a significant role in monitoring bullying in schools, colleges and voluntary organisations. HMIE considers bullying within inspection as part of the pre-inspection survey of pupils, parents, teachers and school staff. The survey seeks views on feelings of safety and welfare, including the issue of bullying and the response to it. Where bullying is raised as an issue within the survey, it is followed up as part of the inspection process. During inspections bullying is included as a standing item for discussion with young people, staff and parents. If bullying is regarded as a problem in an establishment, HMIE can ask for the problem to be redressed and return at a later date to review progress.



HMIE's district inspectors, who specifically take into account the overall local authority performance, have an overview in terms of how successfully bullying is prevented and dealt with at a local authority level and flag up problems as they arrive.

The inspectorate also publishes reports of interest to the public and professionals about services for children and coordinates joint inspections of services protecting children and young people in local authority areas. From this extensive evidence they are able to give the professional advice needed to support the development of educational and children's policy. HMIE quality indicator frameworks such as *How good is our school?* help build capacity for self-evaluation as the main driver for improvement – answering the question how good can we be? *Journey to excellence* materials provide practical support for improvement including a range of information and advice about excellence in schools.

Care Commission

The Care Commission regulates care services in Scotland, including childminding and day care services for children, care homes for young people, fostering and adoption services and residential schools and secure accommodation services. During inspections, services are checked to see whether they are meeting the National Care Standards. The Standards make it clear that services are to work to avoid situations where bullying may arise and to deal with it effectively when bullying occurs. The Care Commission grades services against Quality Themes, within which there are a number of Quality Statements. One of these Statements says that: "We make sure that the environment is safe and service users are protected." This includes ensuring that children are protected from bullying. Services will only achieve higher grades if they meet the Quality Statements.

In addition to grading the service, the Care Commission can make requirements and recommendations of providers of services where it is thought they need to improve. The Care Commission can also investigate complaints about services and this could include complaints about the services' response to bullying.

From 1 April 2011, the Care Commission will join with Social Work Inspection Agency and, the section of Her Majesty's Inspectorate of Education responsible for leading on the multi-agency child protection inspections, to form a new body – Social Care and Social Work Improvement Scotland (SCSWIS). SCSWIS will continue to regulate care services and this will include ensuring that service users are protected from bullying.

GTCS

The General Teaching Council for Scotland (GTCS) requires every teacher who is teaching in a Scottish state school to register with it for purposes of regulation and to ensure that those registered are competent and suitable to work as teachers. The Standard for Full Registration (SFR) identifies the standard of competence a teacher must have to be fully registered. The SFR states that teachers should show in depth awareness of national advice and use, in a

consistent way, a variety of techniques to encourage pupils, promote positive behaviour and celebrate success; positively implement the school discipline policy including strategies to prevent bullying, and manage pupil behaviour in and around the school, in a fair, consistent and informed manner; and appropriately identify pupils whose behaviour signifies distress or the need for additional support and know what action to take.

The GTCS Code of Professionalism and Conduct, sets out the key values and principles for registered teachers, including the standard of conduct and competence expected of them. Teachers are expected to be mindful of the Code in relation to the judgements which they will be called upon to make in situations which may occur both within and out with the classroom. In the Code it states that teachers should identify and respond appropriately to indicators of well-being and welfare, including bullying and discrimination, ensuring that pupils' initiative and independent learning are encouraged and nurtured.

SSSC

The Scottish Social Services Council (SSSC) requires every manager and member of care staff working in a care service for children and young people regulated by the Care Commission (other than childminding) to be registered with it, or another appropriate regulatory body. The service provider and those registered must comply with SSSC qualification and training requirements and with the SSSC code of practice for employers and employees.

Police service

Preventing crime remains the key priority for the police service in Scotland through both statutory responsibilities placed within the Police (Scotland) Act 1967 and more importantly, by the expectations of communities that police officers should act to prevent all forms of criminality and associated types of behaviour that impact on quality of life. Bullying is clearly behaviour that adversely impacts on many lives, not just of the person being bullied and as such the police service continues to be committed in tackling this issue.

There are many different initiatives ongoing in each of the forces that address the issue of bullying. These involve the provision of information through educational inputs, for example Schools and Communities Education Officers who deliver anti-bullying lessons looking at various types of bullying (low level, gang culture, cyber bullying etc). Police staff also use a range of computer-based lesson plans to combat cyber bullying. Linked to specific information on bullying, police staff provide inputs covering issues such as religion, ethnicity, disability, gender. The aim is to build a culture where difference is respected.

Sometimes bullying behaviour becomes criminal, such as physical and sexual assault, damage to property, theft and extortion. Anyone who feels that a criminal act has been committed can report this to the police who have a duty to investigate all allegations of crime wherever they occur. The police service works to ensure that responses to offending are proportionate, appropriate and timely whilst supporting partners in their delivery of effective interventions with children and young people who have experienced bullying.



Equality and Human Rights Commission (EHRC)

The Equality and Human Rights Commission (EHRC) works across Britain to eliminate discrimination, reduce inequality, protect human rights and build good relations, ensuring that everyone has a fair chance to participate in society.

The Public Sector Duties place a requirement on local authorities, their establishments and other public sector organisations to eliminate gender, disability and racial discrimination and harassment, and to promote equality of opportunity and good relations between different groups of people. While these duties do not currently cover age, religion/belief, sexual orientation and transgender and transsexual concerns, a duty including these strands will come into force in April 2011. It is recognised as good practice to include all these equality strands.

In practice, the public sector duties mean that the public sector is required to:

- Assess the impact of their policies and practices on different groups
- Publish details in relation to equality strands

The Commission would expect to see that these requirements are met.

Specifically in relation to bullying and harassment, the Commission would expect to see that local authorities and its establishments are monitoring their anti-bullying policies and collecting disaggregated data in order to build an evidence base from which to assess the impact of their policies on children and young people and those working with them and to implement changes that will be of benefit to these service users. The delivery of these outputs will help to achieve the long term outcome of effective anti-bullying policies that tackle bullying.

Non-statutory roles and responsibilities

This does not represent the full array of work nationally and locally to prevent and tackle bullying. A significant range of organisations in other sectors are involved in taking forward contributions to this approach, underpinned by the vision, aims, principles, and expectations outlined. The work on anti-bullying cannot be achieved by organisations in isolation. Further work, organisations and resources are outlined in Annex B.

Next steps

This document has set out an approach to preventing and dealing with bullying in Scotland's children and young people; developed through the partnership of the Scottish Anti-Bullying Steering Group, in consultation with other partners nationally. It represents a strong consensus on how we should all work together to achieve the maximum benefit from a coherent and consistent approach.

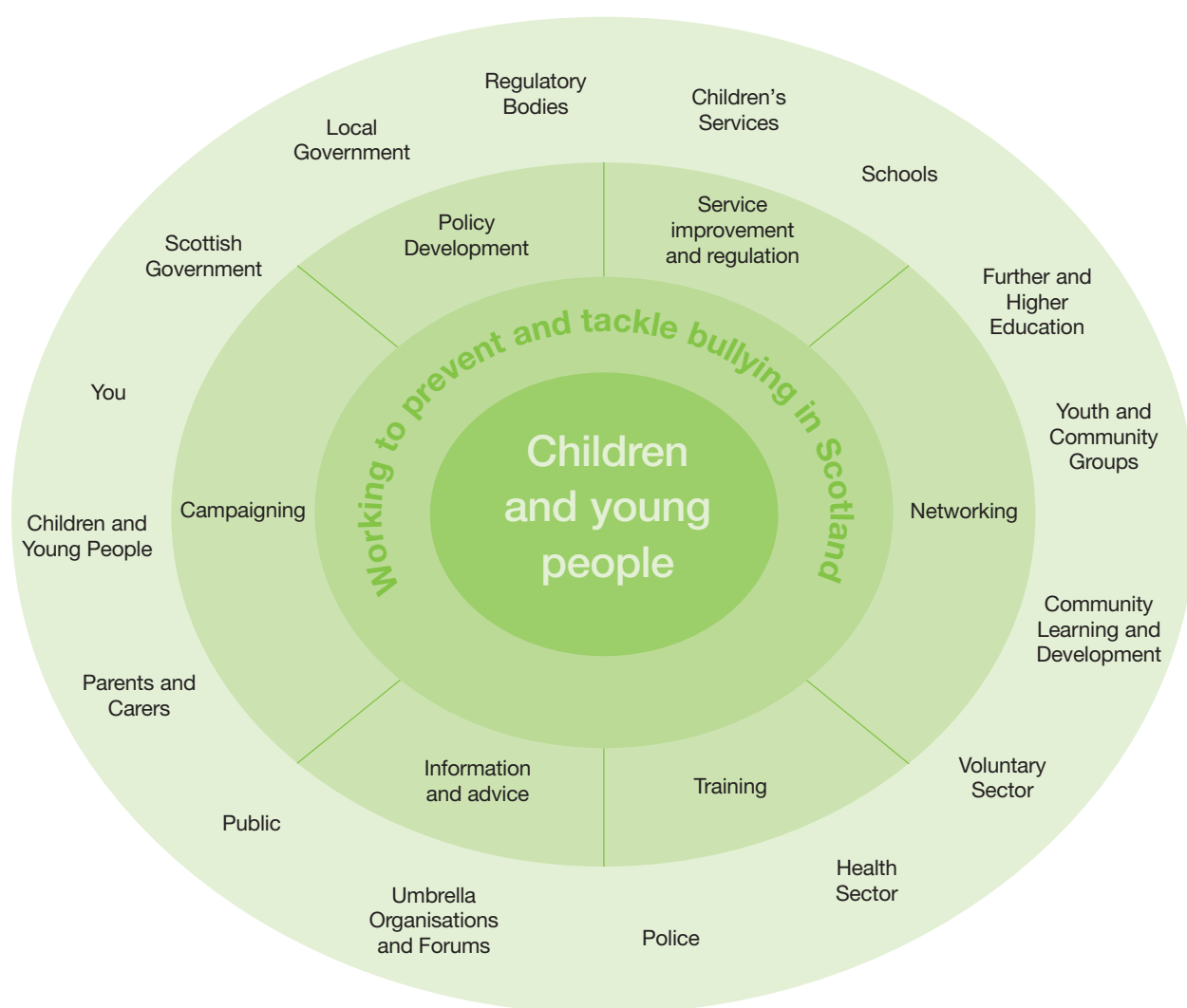
Preventing and dealing with bullying cannot be achieved by organisations in isolation: there is a role for all to provide leadership on anti-bullying through engagement with the issue of bullying behaviour and through working in partnership. The goal is that all agencies in Scotland, involved or working with children and young people, work within the aims and principles of this approach; and contribute to the range of roles outlined. Specific implementation is further supported by the guidance on policy development and practice; and the identification of wide range of agencies across all sectors and how they can support other organisations to develop and implement best practice.

As work is taken forward the Scottish Anti-Bullying Steering Group will continue to identify and highlight best practice in anti-bullying to help exemplify and contribute to a knowledge base of what works best. The continued commitment from all those around Scotland's children and young people to prevent and deal with bullying behaviour whenever and wherever it arises will significantly contribute to the emotional health and wellbeing of everyone.



Annex A

Key sectors, roles and contributions to anti-bullying in Scotland



Annex B

Support, resources or training for anti-bullying

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respectme

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Scotland's Commissioner for Children and Young People (SCCYP)

The Children's Parliament



respectme

respectme is the Government funded anti-bullying service managed by a partnership of SAMH, LGBT Youth Scotland and the Scottish Government. respectme works on the basis of the following principles:

- to keep the rights of the child at the heart of everything that respectme does
- to underpin every aspect of its work with the values of respect, equality and inclusion
- to work in partnership to build capacity within all adults who play a role in the lives of children and young people
- to promote a positive, practical and realistic approach to improving the life experiences of children and young people
- to influence behaviour, culture and attitudes towards bullying behaviour

This national service works strategically with organisations nationally and locally to achieve maximum impact across the country and campaigns nationally to raise awareness of and provide solutions to bullying behaviour. respectme provides free training and skills development that is cascaded through a programme of training for trainers. The service also provides policy advice and guidance to a wide range of organisations from Local Authorities to Children's Service Providers. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders.

respectme develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying...Are you switched on?*, *Bullying...What can I do?* a leaflet for children and young people jointly developed with ChildLine, *Bullying...You can make a difference*, for parents and carers. respectme host an annual conference to challenge and inform its stakeholders and work in partnership with regulatory bodies and other key organisations as well as consult with children and young people to learn from their experiences. An annual anti-bullying competition organised jointly by the Scottish Government and respectme generates ideas and resources by and for children and young people, some of which go on to be distributed by respectme.

<http://www.respectme.org.uk/>

CHILDREN 1ST

CHILDREN 1ST is the working name of the RSSPCC. CHILDREN 1ST works with Scotland's vulnerable children and young people to help change lives for the better. They work to influence policy and legislation to ensure that vulnerable children and young people are given the support and protection they need.

ParentLine Scotland is a service provided by CHILDREN 1ST. CHILDREN 1ST delivers the ChildLine Service in Scotland on behalf to the NSPCC. Both services respectively hear from adults and their carers and children and young people directly. CHILDREN 1ST takes what it hears and makes sure the voice of the people who call is fed into policy and influencing.

In addition, bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities. Through all these services they are able to represent both the voices and the concerns of children, young people, their friends and their families to positively influence both policy and services for children's benefit.

<http://www.children1st.org.uk/>

ParentLine

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

<http://www.children1st.org.uk/parentline/>

ChildLine

CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

<http://www.childline.org.uk/Pages/default.aspx>

LTS

LTS (Learning and Teaching Scotland) is a non-departmental public body which plays a key role transforming education through national guidance, support and advice. The LTS website has information and resources relating to support, health and wellbeing and promoting positive relationships.

<http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp>

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/about.asp>

The Scottish Institute for Residential Child Care

The Scottish Institute for Residential Child Care aims to ensure that residential child care staff throughout Scotland have access to the skills and knowledge they require to meet the needs of the children and young people in their care. It does this through provision of professional qualifying courses, consultancy, training courses and ongoing research. SIRCC is a partnership of Robert Gordon University; Langside College; Glasgow School of Social Work; and Who Cares? Scotland.

SIRCC staff work with a wide range of agencies and organisations at all levels, from frontline staff to heads of departments, within the public, private, voluntary and independent sectors. SIRCC provides its services to residential schools, secure accommodation, boarding hostels, respite care providers and children's units.



SIRCC runs a two-day course for residential child care staff: 'Bullying: Bully-proofing Strategies in Residential Child Care'. This course considers what bullying is, who bullies, why people bully, the residential environment, bullying and harassment of staff, organisational cultures, and strategies for helping children and young people who bully as well as those who are bullied. Bullying is also considered within other SIRCC short courses. These include, 'Working with Lesbian Gay Bisexual and Transgender Young People', 'Sexuality and Working with Children and Young People'. Training in relation to young people with disabilities and homophobic bullying are also addressed through short courses.

The SIRCC Library service maintains a number of texts on working with bullying and a training pack entitled 'Bullyproofing Our Unit'.

<http://www.sircc.strath.ac.uk/>

Youth Scotland

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers.

The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland.

Youth Scotland contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism.

<http://www.youthscotland.org.uk/>

Scottish Out of School Care Network

The Scottish Out of School Care Network (SOSCN) is the lead independent voice for school-aged childcare in Scotland. It aims to provide support, information resources and advice to all involved in out of school care, a forum to exchange ideas and experiences; to encourage high quality care; to share good practice and to organise events and training. SOSCN is working in partnership with *respectme* to provide anti-bullying training.

<http://www.soscn.org/>

LGBT Youth Scotland

LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. They are committed to the principles of youth participation and user-involvement throughout the work of the organisation. LGBT Youth Scotland works with a wide range of partners from the voluntary and statutory sectors.

Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland provides continuing professional development for teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues.

LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying, priorities which were identified in research with schools.

<http://www.lgbtyouth.org.uk/home.htm>

Stonewall Scotland

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

FIT, the feature film adaptation of Stonewall Scotland's highly successful play for secondary schools, is available on DVD. It comes with suggested lesson plans for teachers (for which training is available) and has been seen by more than 20,000 children and young people. It has also proven useful in other areas, from training nurses and primary teachers, to forming part of the induction for young RAF recruits.

<http://www.stonewallscotland.org.uk/scotland/>

SAMH

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities.

SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. Furthermore, we believe that the prevention of bullying behaviour and recovery from its impacts are fundamental to the realisation of individual human rights.

SAMH is increasingly pursuing an anti-bullying agenda in all that it does driven by its management of *respectme*, Scotland's anti-bullying service, in partnership with LGBT Youth



Scotland. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

<http://www.samh.org.uk/frontend/index.cfm?page=1>

Zero Tolerance

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. Zero Tolerance targets campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse and makes the links between the different forms of male violence against women and wider equality and human rights agendas.

Zero Tolerance provides training materials for use in primary schools, secondary schools and informal youth settings through the Respect Education Initiative. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect. Zero Tolerance is currently working with young people and education professionals to redevelop the resource with sexual bullying being at the heart of it. The new Respect education resource will be available in early 2011.

<http://www.zerotolerance.org.uk/>

Enquire

Enquire is the Scottish advice centre for children with additional support needs, managed by Children in Scotland and funded by the Scottish Government. Enquire offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

<http://enquire.org.uk/>

Enable Scotland

Enable Scotland is a dynamic charity run by its members campaigning for a better life for children and adults with learning disabilities and support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland in partnership with *respectme* have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (<http://www.enablemescotland.info>). Enable Scotland also provides training on disability awareness.

<http://www.enable.org.uk/>

Scottish Traveller Education Programme (STEP)

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's Travelling families to access education and web links for children and young people to a range of different websites providing information and contacts with Travellers and people working with

them to support their cultures and life-styles. STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

<http://www.scottishtravellered.net>

Changing Faces

Changing Faces is the charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes. Our aim is to help them achieve their full potential, receive excellent health, education and employment opportunities and be fully included in society. Our focus is on the psychological and social impact of disfigurement on the life of anyone who experiences it – and we are committed to enabling everyone, whether or not they have a disfigurement, to face it with confidence.

<http://www.changingfaces.org.uk/Home>

Show Racism the Red Card

Show Racism the Red Card is an anti-racist educational charity. We aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

<http://theredcardscotland.org/>

Pupil Inclusion Network Scotland (PINS)

The Pupil Inclusion Network Scotland brings together voluntary sector agencies and statutory sector colleagues who share a commitment to improving educational outcomes for all children. Over the past five years the Network has grown and through the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures what we need to do, in partnership, to make a difference. Membership of the Network is free and registration is via the PINS homepage. PINS is supported by the Scottish Government and managed jointly by the Scottish Government (Learning Directorate) and voluntary sector agencies.

<http://www.pinscotland.org>

Advice and Conciliation Service – Education Services

The City of Edinburgh Council's Advice and Conciliation Service in the Children and Families Department, provides a model of good practice in effective complaint handling and conflict resolution in education, which may also be replicated across other local authorities.



Early Resolution is crucial to successful outcomes where schools and CLD centre staff are given the first opportunity to address issues of concern. The Advice Helpline staff offers assistance support and guidance to parents, staff and other stakeholders towards Early Resolution.

If the complainant remains dissatisfied, the Advice and Conciliation Manager considers and investigates unresolved complaints and provides the complainant with a written response detailing the issues, the findings, the conclusions and any action to be taken from an upheld or partially upheld complaint. Mediation is used to resolve difficult and complex complaints between parents and staff, as is workplace mediation to resolve issues between staff, when required.

The service deals with complaints on all aspects of education services, including bullying. The experience of this service in dealing with all education complaints provides information from Early Resolution 'the local level', as well as at formal level, on the type, frequency and resolution of education complaints about bullying in Edinburgh.

The Advice and Conciliation annual report to Elected Members sets out the learning from justified complaints, and management action taken to inform performance management, policy and practice.

http://www.edinburgh.gov.uk/internet/Learning/Schools/suggestions_and_complaints

Govan Law Centre's Education Law Unit

Govan Law Centre's national Education Law Unit (Lagh-sgoile) is funded by the Scottish Government and the Equalities and Human Rights Commission. The Education Law Unit is Scotland's expert legal resource in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and pupils with additional support needs. The Education Law Unit works in partnership with schools, education authorities, parents' groups and charities across Scotland to make pupils' rights and parents' rights in education a reality.

The Education Law Unit provides regular in-house training to advocacy groups, parents' organisations, the voluntary sector, schools and other education professionals. Our solicitors and case worker also regularly contribute to relevant seminars, conferences and other training events.

The Education Law Unit runs the Education Law Helpline which is available to anyone who has an enquiry about any aspect of education law in Scotland. Enquiries can be made by telephone (0141 445 1955) or e-mail (advice@edlaw.org.uk).

<http://www.edlaw.org.uk/>

Scotland's Commissioner for Children and Young People (SCCYP)

The job of Scotland's Commissioner for Children and Young People is to promote and safeguard the rights of children and young people in Scotland.

In carrying out this job the Commissioner must in particular: promote awareness and understanding of the rights of children and young people; review law, policy and practice to examine their effectiveness in respecting the rights of children and young people; promote best practice by service providers; and promote and commission research on matters relating to the rights of children and young people. The Commissioner must encourage the involvement of children and young people in the work of the Commissioner, and in particular consult with them on the work that he should be doing to improve the rights of children and young people.

The Commissioner has a power of formal investigation where it seems that the rights of groups of children and young people might have been breached, but cannot investigate matters that apply to only one child. As of yet, this power has not been used by the Commissioner.

<http://www.sccyp.org.uk/>

The Children's Parliament

We are an independent national charity whose focus is on direct work with children through their participation in a group, project, consultation or event. We are concerned with empowerment and participation and so we create spaces where children learn and work with others to shape their lives and communities. We work with children in the context of family, school and community life to affirm the positive and aspire to do what we can to make the world a better place for ourselves and for others.

We are concerned about the disconnect between many individuals, families and communities and society: we promote the idea, delivered through our practice that every child matters and every child can participate in civic society; we want to contribute toward a Scotland where we are positive about children.

We believe that through strong and mutually respectful relationships, children will flourish with adult guidance and encouragement. An awareness, understanding and commitment to children's human rights provide a foundation for such relationships.

We help local authorities, Scottish Government and other public bodies fulfil their legal obligations to promote and protect the human rights of everyone, to develop and deliver meaningful community engagement, and fulfil a duty of care toward children.

<http://www.childrensparliament.org.uk>





**The Scottish
Government**

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ISBN: 978-0-7559-9743-5

This document is also available on the Scottish Government website:
www.scotland.gov.uk

APS Group Scotland
DPPAS108647 (11/10)

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