

a national approach to anti-bullying for Scotland's children and young people

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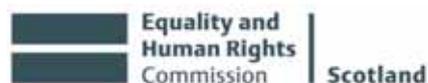
SECURE

SAFE

RESPONSIBLE

RESPECTED

a national approach to anti-bullying for
Scotland's children and young people



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SECURE

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Introduction

This consultation paper sets out a draft national approach to anti-bullying in Scotland. The purpose of this is to:

- › propose an approach to anti-bullying in Scotland for children and young people;
- › outline broadly contributions to this approach by sectors and stakeholders nationally; and
- › highlight the role of the Scottish Anti-Bullying Steering Group (SABS).

This paper has been developed by SABS and includes a draft vision, aims and a proposed approach to anti-bullying for Scotland's children and young people. It summarises very broadly what is being done at a national level in Scotland to prevent and tackle bullying. Beyond this a whole range of local- and issue-based activity takes place. We acknowledge that bullying occurs in adult life; this approach focuses on children and young people.

This consultation seeks views so that areas for development and improvement can be identified. In particular, it provides an opportunity to seek the views of other agencies and professionals working with children and young people on a national vision, aims and approach to anti-bullying in Scotland and to consider:

- › contributions at all levels to this approach;
- › strengths and gaps;
- › what more needs to be done in the future at national and local levels;
- › how we can all contribute to this;
- › the role of the SABS in overseeing and co-ordinating this.

We would welcome your views. When reading this document we invite you to keep the following questions in mind:

1. Your views on the draft vision, aims and approach

2. What do you think are the strengths, gaps and priorities for future development?

3. What more needs to be done:

- › at a national central level of co-ordination and support?
- › at local level?
- › by your organisation?

4. What more can SABS do to support this?



Scottish Anti-Bullying Steering Group (SABS)

This paper 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, 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*, CHILDREN 1ST, Scottish Institute for Residential Child Care, LGBT Youth Scotland, Scottish Association for Mental Health, Children's Parliament, and Youth Scotland. SABS is chaired by Alison Davies, former Director of Save the Children Scotland.

The current aim of SABS is to steer and promote developments in anti-bullying work with children and young people in order to make sure Scotland's approach to anti-bullying is comprehensive and cohesive.

Vision

Every child and young person in Scotland should grow up free from bullying. Across all sectors, those working with children and young people in Scotland are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying.

Aims

- › to prevent bullying of children and young people;
- › to support children, young people and their parents and carers who are affected by bullying;
- › to build the capacity, resilience and skills in children and young people, parents and carers, to prevent, and deal with, bullying;
- › to support organisations working with children and young people to develop a positive ethos, culture, and effective policies and practices which proactively prevent and deal with all types of bullying;
- › to ensure provision of information, training and support to those working with children and young people in Scotland;
- › to ensure a co-ordinated and cohesive approach to anti-bullying in Scotland.

What do we mean by bullying behaviour?

In Scotland we describe bullying as behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Bullying behaviours may include:

- › name calling, teasing, putting down or threatening;
- › hitting, tripping, kicking;
- › stealing and damaging belongings;
- › ignoring, leaving out or spreading rumours;
- › sending abusive text or email 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 clubs and can come from both children and adults.

Bullying behaviour may be related to prejudice-based behaviours including racism, sexism or homophobia; and may only be one aspect of wider prejudiced behaviours and/or may compound other differences or difficulties in a child's life.

A recent international literature review of bullying as part of an evaluation of *respectme*¹ indicated that while initial 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 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

This review also 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 McKenna M. (2009). *Bullying – What do we know so far?*

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



A national approach to preventing and dealing with bullying in Scotland

It is our responsibility to work together to support children and young people to become successful learners, confident individuals, effective contributors and responsible citizens; and to make sure that bullying is not a barrier to the development of those capacities in our children and young people. Common principles underpinning our approach to anti-bullying in Scotland will be that:

- › We respect the rights of children as paramount;
- › We will work together to develop a culture of respect and responsibility with and between all children and young people;
- › We will seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practice;
- › We will highlight prejudice-based forms of bullying based on inequalities and any 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.

Legal Framework

Bullying behaviour goes against many of the **United Nations Convention on the Rights of the Child** articles. All children and young people have these rights and should respect the rights of other people. Bullying behaviours may prevent children and young people from enjoying their full rights. The UK has ratified the UNCRC, and accordingly reports every 5 years on its implementation of the convention. The Scottish Government takes part in that reporting process so as to show how the convention is implemented in Scotland. A full list of children and young people's rights within the convention is available from <http://www.scotland.gov.uk/Publications/2008/04/01081649/0>.

In addition, the **European Convention of Human Rights (ECHR)** also applies. The convention contains 59 rights of which 18 focus on Rights and Freedoms. The full text of the convention is available from <http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=005&CM=8&DF=7/22/2008&CL=ENG>

The ECHR was incorporated into Scots law through the Human Rights Act 1998 and the Scotland Act 1998. Further information on the Human Rights Act 1998 is available from <http://www.equalityhumanrights.com/en/yourrights/humanrights/Pages/Humanrightsin.aspx>

The **Standards in Scotland's Schools etc. Act 2000** enshrines the duty of local authorities to secure an education that is directed to the development of the personality, talents and mental and physical abilities of the child or young person to the fullest potential.

The **Children (Scotland) Act 1995** enshrines the welfare of the child as paramount while taking into consideration the views of the child.

The **Education (Additional Support for Learning) (Scotland) Act 2004** places a duty on local authorities to give some extra help in their schools to all children and young people with additional support needs for any reason which can include bullying.

The **Schools (Health Promotion and Nutrition) (Scotland) Act 2007** requires local authorities to make sure that schools are health promoting as outlined in statutory guidance. This guidance includes that:

“Health promoting schools adopt a whole-school approach to integrating health promotion into every aspect of school life. Through effective partnership working with pupils, all teachers and other staff, parents and the wider community, the health promoting school promotes the mental, emotional, social and physical health and wellbeing of all children and young people.”



National and Local Government 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 wellbeing 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 that:

- › 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 3-18 and 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. The curriculum 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;
- › opportunities for personal achievement.

It is embraced by the wider range of children's services across local authorities and the independent and third sector.

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. The health and wellbeing framework within Curriculum for Excellence highlights that **all** practitioners have a responsibility for the health and wellbeing, including the mental, social and emotional wellbeing, of all young people.

Further detail on the legal and policy framework is outlined in annex C.



Current approaches in Scotland and future development

Everyone involved in children and young people's lives has a contribution to make to anti-bullying. Whether they work in local authorities, schools, community groups like the scouts and girl guides, local junior football teams, dancing classes or in government, voluntary organisations or within their family they have a potential positive impact on young people's lives in relation to bullying.

The Scottish Government wholly funds a national anti-bullying service, *respectme* and the ChildLine anti-bullying helpline. While those national core services are dedicated to preventing and dealing with bullying of children and young people, 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; voluntary organisations such as the Scottish Institute for Residential Childcare and LGBT Youth Scotland can address issues of bullying within their context and remits. This significantly builds the resources, capacity and integration of work on bullying nationally.

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

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

as illustrated at annex A.

SABS provide a steering and co-ordination role for anti-bullying work in Scotland, as well as contributing directly to delivery nationally, strategically and locally. The individual roles, remit and contribution of SABS members to anti-bullying work is summarised at annex B, illustrating a broad and comprehensive range of work being carried out across Scotland. In particular there is a significant amount of activity around training with schools and childrens' services and the provision of advice and information to parents and community groups.

This does not represent the full array of work nationally and locally to prevent and tackle bullying but identifies a significant range of support for organisations working with children and young people to develop, review, implement and evaluate anti-bullying policies; as well as direct support for children, young people, and parents. Everyone can contribute to an anti-bullying approach in Scotland and the range of roles outlined in annex A.

Given the range of work there is clearly an important role in ensuring that our approach nationally is consistent and cohesive; in sharing, facilitating and co-ordinating developments, best practice, initiatives and service delivery; and ensuring high levels of quality of provision are maintained.

The remit of the Scottish Anti-Bullying Steering Group in Scotland is therefore currently:

- › steering and developing national contributions to a national approach to anti-bullying including advice, guidance and support;
- › contributing knowledge, information and experience;
- › contributing best practice and initiatives from individual organisation and sectors represented;
- › inviting contributions from other organisations or sectors;
- › commenting on and contributing to quality assurance of new developments and materials;
- › identifying gaps and overlaps;
- › identifying opportunities for further development and joint working;
- › setting the future direction for policy and development work;
- › monitoring, review and evaluation.

So what does best practice look like in Scotland?

There are many reasons for bullying and complex patterns of bullying behaviour that need a wide range of strategies to prevent and tackle bullying behaviour. This includes:

- › whole school or organisational approach where all adults have a responsibility to:
 - ◇ create and promote a climate and ethos where children and young people feel safe and secure, listened to and secure in their ability to discuss sensitive issues
 - ◇ establish open, positive and supportive relationships
 - ◇ model behaviour which promotes health and wellbeing
 - ◇ understand anti-discriminatory, anti-bullying and child protection policies
- › an anti-bullying policy, reviewed on a regular basis, to provide a framework for all the strategies, procedures and practices related to anti-bullying work. Policies should be developed through partnerships, consultation and include an equality and diversity impact assessment. Policies might include:
 - ◇ a statement
 - ◇ definition
 - ◇ expectations or codes of behaviour and responsibilities
 - ◇ guidelines and procedures
 - ◇ communication
 - ◇ monitoring
 - ◇ evaluation



- › a range of strategies to promote positive relationships and behaviour and prevent and tackle bullying embedded in to the culture of the school or organisation.³ Strategies might include:
 - › information;
 - › advice;
 - › experiences, outcomes and programmes to develop skills in social and emotional wellbeing;
 - › buddies, peer mentoring, playground pals and supervision, circle time, restorative or solution focused communication.

Many of the SABS member organisations listed at annex C have examples of good practice and supporting resources on their websites. 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*.

Consultation

This paper has been circulated to organisations and networks or representatives of organisations working with children and young people in Scotland including:

- › local authorities;
- › schools;
- › voluntary organisations;
- › children's residential services.

We would welcome your views on:

- 1. the vision, aims and approach**
- 2. What do you think are the strengths, gaps and priorities for future development?**
- 3. What more needs to be done:**
 - › at a national central level of co-ordination and support?
 - › at local level?
 - › by your organisation?
- 4. What more can SABS and its members do to support this?**

Deadline and system for responding

Please complete the on-line response form or alternatively send paper copies to:

Isabella de Wit
 Area 2B-South
 Victoria Quay
 Edinburgh EH6 6QQ

Please forward any queries in relation to the consultation to:

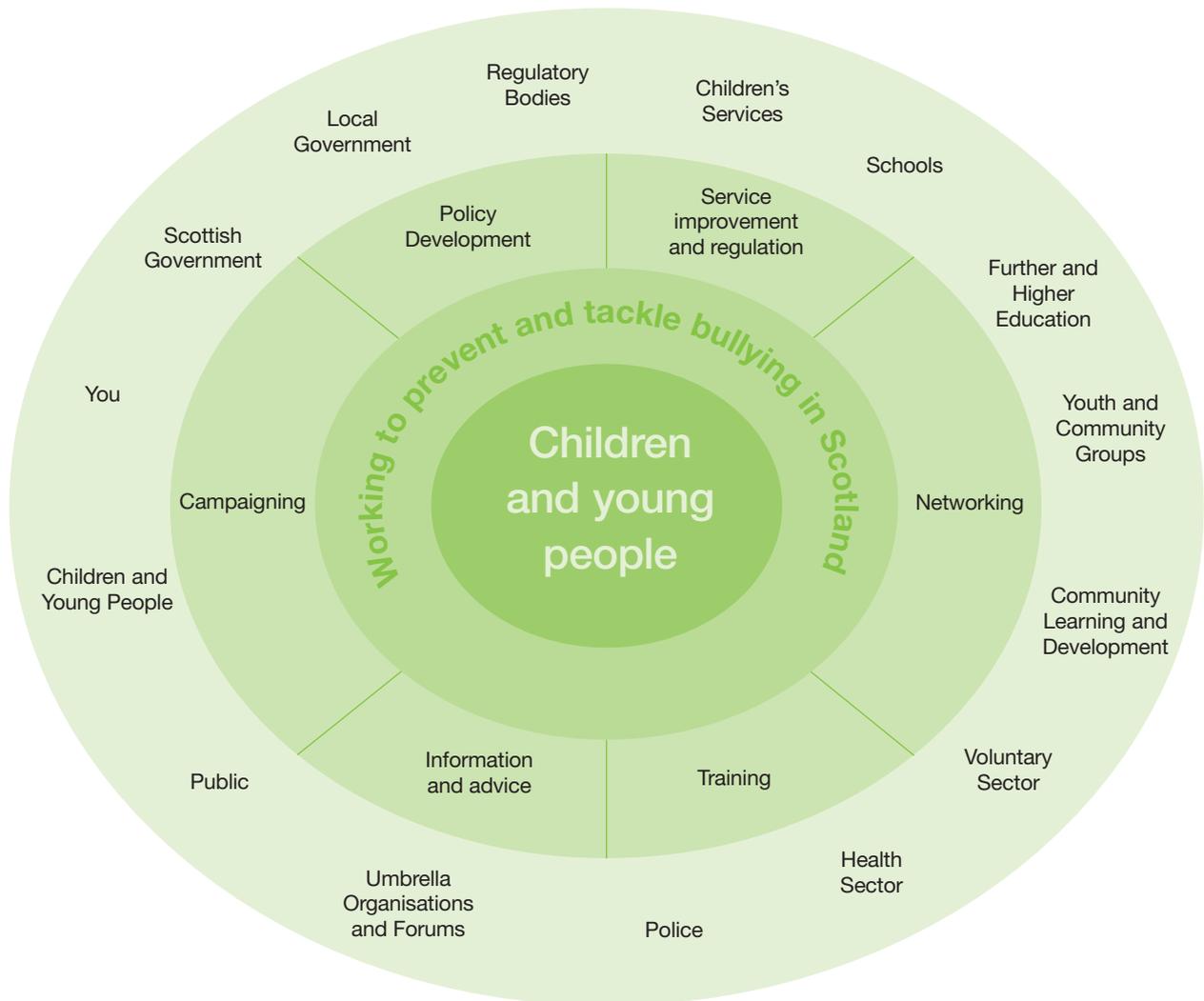
antibullyingconsultation@scotland.gsi.gov.uk

The deadline for response is Friday 26 February 2010.

³ McKenna M. (2009). *Bullying – What do we know so far?*

Annex A

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



Annex B

Individual roles, remit and contributions of Scottish Anti-Bullying Steering Group members to anti-bullying work

Scottish Governmentⁱ

The Scottish Government is committed to preventing and tackling bullying of children and young people whenever it arises, for any reason, promoting and supporting a broad range of initiatives. It co-ordinates the Scottish Anti-Bullying Steering Group, funds a national anti-bullying service *respectme*, and funds the ChildLine anti-bullying help line. More broadly, the Scottish Government 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.

<http://www.scotland.gov.uk>

Equality and Human Rights Commission (EHRC)ⁱⁱ

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 education authorities and further and higher education institutions 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, transgender and transsexual concerns, good practice is recognised as extending to include these equality strands.

In practice, the public sector duties mean that education authorities, colleges and universities are required to:

- › Develop, maintain and implement equality schemes/policies;
- › 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 education authorities and education institutions 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 pupils and staff 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.

<http://www.equalityhumanrights.com/en/Pages/default.aspx>

Care Commissionⁱⁱⁱ

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. The Care Commission involves people who provide these services, young people and their carers in inspection and encourage continuous improvement.

The Care Commission works with providers of services, organisations like local authorities who may purchase these services, children's advocacy bodies, such as Who Cares? Scotland, and other inspectorates like HMIE with whom they inspect care services which also provide education.

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 can make recommendations to providers of services where it is thought they need to improve. Inspections reports are available on the Care Commission website.

The Care Commission can also investigate complaints about services and this could include complaints about the services' response to bullying. There is a 'lo-call' telephone number (0845 603 0890) which can be used by children and young people, or by anyone else who may wish to report a complaint or concern.

<http://www.carecommission.com/>

HMIE^{iv}

HM Inspectorate of Education evaluates the quality of pre-school education, all schools, teacher education, community learning and development, further education and local authorities. The inspectorate also publishes reports of interest to the public and professionals about services for children and co-ordinates joint inspections of child protection services 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 has published quality indicator frameworks such as *How good is our school?* to help build capacity for self-evaluation as the main driver of 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.

The inspectorate 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 this is followed up as part of the inspection process. During inspections bullying is included as a standing item on the agenda of focus groups of young people, staff and parents.

<http://www.hmie.gov.uk/>



respectme^v

respectme is the Scottish 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 develops resources both for training and awareness raising that are widely distributed across the country free of charge. They host an annual conference to challenge and inform our 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.

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

CHILDREN 1ST vi

CHILDREN 1ST is a national child welfare voluntary organisation with a mission to give every child in Scotland a safe and secure childhood. They support families under stress; protect children from harm and neglect; help them recover from abuse; and actively promote children's rights and interests.

The CHILDREN 1ST services, ParentLine Scotland and ChildLine Scotland contribute nationally, providing support to both children and adults and locally through provision of support services to children, young people and families experiencing a range of difficulties at home or at school. In addition bullying is addressed by their Child Protection 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.

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone 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.

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 and youth and community groups delivering anti-bullying workshops and training which are in turn informed by the calls received.

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

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

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

The Scottish Institute for Residential Child Care^{vii}

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/>

Learning and Teaching Scotland^{viii}

Learning and Teaching Scotland (LTS) plays a key role in all major developments in Scottish education – moving education forward in partnership with the Scottish Government, HMIE, SQA and other key stakeholders including the Association of Directors of Education in Scotland (ADES) and the Convention of Scottish Local Authorities (COSLA).

As the lead organisation for curriculum development in Scotland, LTS provides advice, support, resources and staff development to the education community, creating a culture of innovation, ambition and excellence throughout Scottish education, combining expertise in the curriculum with advice on the use of ICT in education.



Learning and Teaching Scotland supports the anti-bullying agenda in Scotland in a number of ways:

- › Through *Curriculum for Excellence*, and in particular the Health and Wellbeing framework which clearly states the responsibility of all practitioners towards the health and wellbeing, including the mental, social and emotional wellbeing, of all young people.
- › Through the development of curriculum resources, especially in Early Years; Support for Learning; and Citizenship.
- › Working in partnership with others to develop high quality resources for use by teachers. For example, LTS has worked closely in an advisory capacity with LGBT Youth Scotland in the development of the Anti-Homophobic Bullying Toolkit.
- › Supporting networks and enabling them to develop their capacity to support others.
- › Sharing good practice in the form of case studies via our online services.

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

The Children's Parliament^x

The Children's Parliament is a Scottish Government funded initiative which promotes opportunities for children aged 8 to 14 to have experiences of active citizenship and participation. The Children's Parliament introduces children to a world of ideas, creating opportunities for thinking and criticism.

They work in the community, in schools and with families and support national agencies, including the Scottish Government, to engage with children. There are Children's Parliament community groups currently meeting in the Western Isles, Fife, Edinburgh and South Ayrshire and plans to roll out the model in further locations.

The Children's Parliament works around six key themes: Who we are; Where we live; Feeling safe and being cared for; Health and happiness; Freedom; Having our say. Across these themes bullying is a common issue. Specifically, the second phase of the community programme in the Western Isles will see bullying addressed as an issue of high concern to the children involved.

In terms of training/development work with whole communities the Children's Parliament has developed and piloted a model of work with the title: Developing a community approach to bullying. At the heart of the model is an understanding of children's rights located within a holistic understanding of individual and community wellbeing.

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

ACPOS^x

The over-arching purpose of policing in Scotland is to deal with criminality and to promote safety in our communities. The Police Service in Scotland is firmly committed to meeting the diverse needs of children and young people. We work to ensure that responses to offending are proportionate, appropriate and timely whilst supporting partners in their delivery of effective interventions with young victims.

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 very real expectations of our 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 ACPOS continue to be committed in tackling this very real issue.

A crucial part of the police role remains the investigating and reporting of any criminality when incidents of bullying have been reported, however the ACPOS function goes beyond this.

Many of the other underlying issues associated with bullying in Scotland (i.e. diversity, gang cultures etc.) are considered within the relevant National Groups. For example ACPOS Diversity incorporates eight further portfolios, including Religion and Faith, Gender, Race and Asylum; and ACPOS Operational Policing which includes Community Policing/Safety. Much of the work being looked at by these groups will tackle other issues which contribute to preventing bullying behaviour.

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, cyberbullying etc.). Police staff also use a range of computer-based lesson plans to combat cyberbullying. Linked to the specific information on bullying, inputs are also given to primary and secondary children that cover issues such as religion, ethnicity, disability, gender. The aim is to build a culture where difference is respected.

Anecdotal evidence suggests that the presence of Campus Officers within secondary schools and feeder primary schools can improve relations between police and pupils and reduce incidents of bullying. Officers, who have a better knowledge of the pupils and issues within the school, use Restorative Justice and Mediation Practices to address incidents of bullying. While working in schools, officers have also been able to support other initiatives such as Peer Mentoring, Positive Friendship Groups and Buddy Schemes, which help to promote good citizenship and prevent bullying.

<http://www.acpos.police.uk/>

LGBT Youth Scotland^{xi}

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. Alongside SAMH, LGBT Youth Scotland is a founding and managing partner of *respectme*, Scotland's Anti-Bullying Service.



- › **Work with young people in schools** includes interactive awareness-raising sessions for young people, delivered by youth workers in Edinburgh, the Lothians, Glasgow, Dumfries and Galloway and the Scottish Borders. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings.
- › **Training for teachers** includes Continuing Professional Development with teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues.
- › **Development of resources and support** including the toolkit for teachers 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>

SAMH^{xii}

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>

Youth Scotland^{xiii}

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.

The organisation aims to:

- Support young people to become successful learners, confident individuals, responsible citizens and effective contributors in their youth groups and communities.
- Increase the effectiveness of those working with young people, particularly part-time and voluntary youth workers.

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/>

Association of Directors of Education in Scotland^{xiv}

The Association of Directors of Education in Scotland (ADES) promotes public awareness of, and makes national representation on, issues affecting the education service.

It provides a variety of opportunities for the involvement of members and to act as a forum for the discussion of matters raised by individual members and by the Committees of the Association. The Association fosters strong links on matters of mutual interest with appropriate professional bodies.

ADES contributes to the development of national anti-bullying policy through representation on the SABS Group.

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

COSLA^{xv}

COSLA represents local authorities and promotes local authority roles, perspectives and work with partner organisations where appropriate to deliver shared agendas adding value through partnership.

<http://www.cosla.gov.uk/>

Community Learning and Development (CLD) Managers^{xvi}

CLDMs is the representative organisation for Local Authority CLD Managers. There are three national priorities for CLD:

- Achievement through learning for adults – raising achievement through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem-solving and ICT;
- Achievement through learning for young people – engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society;



- › Achievement through building community capacity – building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service deliver.

http://www.esystems.communitiesscotland.gov.uk/pls/cld/cld.show_search_results?p_rv_id_sectn=617

Advice and Conciliation Service – Education Services^{xvii}

The City of Edinburgh Council provides a model of good practice with regard to the Advice and Conciliation Service which may also be replicated across other local authorities. Most users of the City of Edinburgh Council's Advice and Conciliation Service based in the Children and Families Department are very satisfied with the comprehensive range of quality services provided to individual pupils, parents and other members of the community. When problems arise, most are dealt with in school, in local community education centres or in sections of the Children and Families Department like Pupil Placements, Transport or Free Meals.

However, where concerns are not satisfactorily addressed locally at Stage I a complaint may be raised at Stage II, with the Advice and Conciliation Manager. The Manager considers and investigates the complaint 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. Additional Support for Learning Mediation is used to resolve difficult and complex issues between parents and staff, as is Workplace Mediation to resolve issues between staff.

The service deals with complaints on 11 aspects of education services, including bullying. The experience of this service in dealing with all education complaints provides information from 'the local level', as well as at formal level on the type, frequency and resolution of education complaints about bullying in our Local Authority.

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

Annex C

Context: National Legislation and Policy

Legislation, regulation and policy provide a very challenging and supportive context for anti-bullying work in Scotland.

Standards in Scotland's Schools etc Act 2000

The Standards in Scotland's Schools etc Act 2000 encompasses in law the spirit of articles 28 and 29 of the UN Convention on Children's rights. Consequently, children and young people in Scotland have the right to education which should be directed towards the development of the personality, talents and mental and physical abilities of the child or young person to the fullest potential. All local authority children's and education services aim to make sure that all our children and young people are enabled to become successful learners, effective contributors, confident individuals and responsible citizens.

Curriculum for Excellence

This overarching aim is supported by a number of key national policies. This includes Curriculum for Excellence which provides the framework for personalised learning and flexible curricula to suit individuals learning needs. More Choices, More Chances promotes the need to ensure that learning and skills development are open to all, with a view to reducing the numbers of young people who are not in education, employment or training. The development of the early years strategy also supports this aim focussing on birth to 8 years of age. As schools move towards integrating Health and Wellbeing within the curriculum they will be well placed to address the needs of The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. Under the Act there is a duty on local authorities to ensure that all schools are health promoting, including the emotional and mental wellbeing and health of pupils.

GIRFEC – Getting it right for every child

Getting it right for every child provides a framework which aims to ensure that children and young people receive the services they need at the time that they need them, across all children's services by removing barriers to effective single or joint service delivery.

Additional Support for Learning Act

The Additional Support for Learning Act (Scotland) 2004 supports all children and young people to overcome barriers to their learning, whatever that barrier may be, including having being bullied or bullying someone else, whether in the short or long term.



Health Promoting Schools

Work on anti-bullying is also developed within the context of all schools being health promoting schools. Under the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 there is a duty on local authorities to ensure that all schools are health promoting, including the emotional and mental wellbeing and health of pupils. Curriculum for Excellence also provides an entitlement to support for all children and young people and makes health and wellbeing a responsibility for all.

Promoting Positive Relationships and Behaviour in Scotland's Schools

The Scottish Government supports the promotion of positive relationships and peaceful learning environments. They have developed, in partnership with local authorities, a range of approaches which promote positive relationships and improved behaviour, including those which build social and emotional skills, provide staged interventions and solution focused approaches, restorative approaches, and address different learning styles and motivation. The Scottish Government's Positive Behaviour Team, educationalists seconded to work regionally across Scotland, works with authorities, schools and school staff to provide advice, information and training in a range of approaches.

Journey to Excellence

Journey to Excellence provides the 10 dimensions that relate to key processes within the schools on their journey from 'good' to 'excellent'. Each dimension contributes to the highest quality outcomes for all learners. For example Dimension 9 focuses on Promoting Well-being and Respect.

In addition, *How good is our school?* provides a framework for self-evaluation of quality of education in schools. It is based around a set of quality indicators that recognise key strengths; identify areas where progress needs to be maintained or where improvement is needed; identify priorities for improvement planning and support reporting on standards and quality in schools. For example, schools may reflect on their approach to anti-bullying in relation to Quality Indicator 5.8 which focuses on Care, Welfare and Development.

Similarly, *How good is our community learning and development?* provides the framework for self-evaluation of community learning and development, including adult literacy and numeracy in Scotland. As with other HMIE quality indicator frameworks, this framework is based on six high-level questions across 10 key areas. The questions are: What key outcomes have we achieved? How well do we meet the needs of our stakeholders? How good is our delivery of key processes? How good is our management? How good is our leadership? What is our capacity for improvement?

National Care Standards

Scotland's National Care Standards have been created from the service user's point of view and are designed to explain what can be expected from care services. The Care Commission regulates and inspects all care services in Scotland using the Standards to ensure that service users receive the same standard of care wherever they live in Scotland. The standards are based on these six principles: Dignity, Privacy, Choice, Safety, Realising potential, and Equality and diversity. The standards state that young people should live in an environment where any form of bullying or discrimination is actively challenged.

Equality and Human Rights

It is unlawful for a public authority exercising a function of a public nature to perform any act which constitutes **discrimination**. This applies to all the legal grounds for discrimination. Organisations in the public sector are expected to lead the way in carrying out their functions with demonstrable respect for equality and human rights. In the delivery of services, and in the devising of policies and procedures, public authorities have a crucial role to play in promoting the values and practices of a fair and democratic society. All public authorities have legal duties relating to race, gender and disability. Their obligations within each area focus on:

- › promoting equality of opportunity;
- › promoting good relations;
- › promoting positive attitudes;
- › eliminating harassment;
- › eliminating unlawful discrimination.



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