

Every child is included and supported:  
Getting it right in Glasgow, the nurturing city

## Anti-bullying



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# CONTENTS

## INTRODUCTION

---

### SECTION 1

What do we mean by bullying?

---

### SECTION 2

Ethos

---

### SECTION 3

What to do if someone says they are being bullied?

---

### SECTION 4

What about the child who is presenting with bullying behaviour?

---

### SECTION 5

Parents/ Carers as Partners

---

### SECTION 6

Prejudice-based bullying

---

### SECTION 7

SEEMiS: Recording, Reporting and Monitoring of Bullying and Discriminatory Incidents / Alleged Incidents

---

### SECTION 8

Useful Links

---

### APPENDIX 1:

Prejudice based bullying

---

### APPENDIX 2:

Legislative Framework

---



## INTRODUCTION

Bullying behaviour is never acceptable within Glasgow City Council's schools/early learning centres<sup>1</sup>. All children and young people have an entitlement to work and play in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.

This booklet sets out the revised anti-bullying policy of Education Services within the context of our overarching policy on inclusion Every *Child is Included and Supported*. It has been produced in consultation with respectme, Scotland's Anti-Bullying Service and takes account of the wider legal framework underpinning equalities, inclusion and meeting learners' needs.

Based on *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*, it provides guidance for establishments on the prevention, identification and recording of incidences of bullying and discriminatory behaviour. It also gives advice on how to respond to alleged bullying. Individual establishments are required to draw up their own anti-bullying policy which is based on both the National Approach and Education Services policy, to reflect their own context. Each school/early learning centre should ensure that its policy is updated by the end of session 2019/2020.

Respectme have developed a guide to support establishments in developing an anti-bullying policy, *Policy through to Practice –Getting it Right -*

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.

### **The challenge that faces Scotland is to prevent bullying. Our vision is 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 parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;*
- *every child and young person who requires help will know who can help them and what support is available; and*
- *adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.*

Scottish Government 2017

## RESPECT FOR ALL LINK

This policy also reflects the principles of Getting it Right for Every Child, where each child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included. Health and Wellbeing is a central aspect of the curriculum and is the responsibility of all staff.

Bullying affects individuals, families and relationships as well as a child's education and participation. A child who is bullied will not feel safe, included or respected and this can therefore constitute a well-being concern (respectme<sup>2</sup>).

The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics<sup>3</sup>.

1. Age
2. Disability
3. Race
4. Sex (Gender)
5. Pregnancy/Maternity
6. Religion/Belief
7. Sexual Orientation
8. Marriage/Civil Partnership
9. Gender Reassignment

Children and young people may be bullied as a result of prejudice. This could be due to perceptions and prejudice about one of these protected characteristic or because of socio-economic prejudice. A young person may not have one of the characteristics but may still be bullied because of perceptions about them, their friends or their family.

Glasgow City Council is committed to challenging prejudice-based bullying and makes an explicit commitment to each of the protected characteristics and expects all education establishments to include each of these in its policy (see Appendix 1).

1. The term "school/early learning centre" will be used throughout this policy to include all nursery, primary and secondary stages.
2. respectme is Scotland's anti-bullying service which was launched in 2007.
3. In relation to the education of children and young people, the protected characteristics of age, marriage and civil partnership are not included.

## EQUALITY DUTIES FOR THE PUBLIC SECTOR

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 applies to many public sector organisations based in Scotland.

The Act sets out the steps organisations must take to meet their General Public Sector Equality Duty, including planning outcomes to tackle inequality, reporting a variety of equality related information, gathering evidence and using it to improve policy, practice and procurement. These extra legal obligations are called Equality Duties.

### **In Scotland's Public Sector, organisations must have due regards to:**

- eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited under the act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

This is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, protection, development and participation. Glasgow City Council recognises that bullying is a breach of children's rights and this policy is firmly rooted in the UNCRC, most notably Articles 3,12,13,19,28,29,39. More information on the UNCRC can be found at the Children and Young People's Commissioner Scotland website [www.cypcs.org.uk/](http://www.cypcs.org.uk/)



## SECTION 1

# WHAT DO WE MEAN BY BULLYING?

All schools/early learning centres should work to create a positive and supportive ethos. Bullying is not a normal part of growing up. Adults do not expect to be verbally or physically abused by colleagues or friends, and children and young people have the same right to be free from bullying and to feel safe in their environments.

There have been many different definitions and theories about what constitutes bullying, but it is not helpful to define bullying purely in terms of behaviour.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

(Scottish Government, 2017)

### **This can include:**

- being called names, teased, put down or threatened;
- being hit, tripped, pushed or kicked;
- having belongings taken or damaged;
- being ignored, left out or having rumours spread about you;
- receiving abusive messages electronically;
- behaviour which makes people feel like they are not in control of themselves;
- being targeted because of who you are or who you are perceived to be.

This can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these. This is not an exhaustive list and it is important to consider impact, rather than intent and persistence when defining bullying behaviour.



## ONLINE BULLYING

Online bullying, or cyberbullying, is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, For example on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as other forms of bullying behaviour. This should be taken as seriously as any other form of bullying.

Advances in technology are simply providing an alternative means of reaching people. Where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase.

Whilst advances in technology, including social media, provide many possibilities to enhance learning and teaching, teachers and other staff in schools/early learning centres should be alert to its possible misuse. Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, etc.

Safe use of mobile technologies guidance link

## LANGUAGE AND USE OF "LABELS"

When talking about bullying, it is important not to label children and young people as "bullies" or "victims". Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. Reference should be made instead to "those experiencing bullying behaviour" and "those displaying bullying behaviour". All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. It is important not to develop predisposed notions about which child or young person is likely to fall into which category.

If staff are unsure if behaviour is bullying, look at the effect it is having on the child or young person. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.



## SECTION 2

# ETHOS

Our schools/early learning centres “are warm and welcoming to all children and young people. There is strong commitment by the Senior Leadership Team and other staff to ensuring positive relationships.

Children and young people report that they feel respected and are treated fairly in their schools. This view is also shared by parents and carers.”

(Glasgow City Council, Equity for All, February 2015)

Health and Wellbeing is the responsibility of all staff and it is a critical factor in creating and maintaining a positive ethos within a school/early learning centre. The guidance contained within this booklet is informed by the overarching principles in Every Child is Included and Supported with regard to inclusion, the roles and responsibilities of staff, meeting learners’ needs and the nurturing city. It is important that all establishments have clear whole school policies and procedures both to help prevent bullying but also respond to any bullying incidents.

### **Particular approaches to support establishing an ethos where bullying is never acceptable may include:**

- Vision, Values and Aims statements which place an emphasis on mutual respect and which are agreed and discussed with all staff, learners and parents/carers;
- involvement of pupils and parents/ carers in the development of a school’s anti-bullying policy and practice;
- buddying or mentoring systems;
- rights respecting schools, restorative practices and solution-focused approaches;
- a relationships policy which makes clear that bullying is unacceptable and sets out everyone’s responsibility in preventing and responding to bullying;
- visual reminders such as posters or on school website or school display screens;
- discussion as part of PSHE;
- activities such as role-play, art work, drama and literature;
- featuring anti-bullying at school assemblies;
- peer mediation;
- restorative approaches;
- circle time;
- effective ICT/Mobile phone policies developed with staff, children/young people and parents/ carers. Link to Scottish Government Guidance

Schools/Early learning centres should include in their anti-bullying policy a statement based on the following:

Bullying behaviour is never acceptable within Glasgow’s schools/early learning centres.

**Glasgow City Council Education Services is committed to reducing the incidence and effects of bullying behaviour within its schools/early learning centres by:**

- setting an ethos in schools/early learning centres which places an emphasis on respecting, valuing and caring for self and others;
  - establishing a climate where all members of the school community, irrespective of age or status, promote and model positive behaviours and values;
  - putting in place anti-bullying policies at Council and school/centre levels;
  - taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action;
  - ensuring that staff, children and young people and parents/carers are fully conversant with the requirements of the school's/early learning centre's anti-bullying policy and that its terms and implications are discussed and reviewed on a regular basis;
  - providing a variety of means to allow pupils to report bullying for themselves or their peers;
  - providing support for children and young people who are experiencing bullying behaviour;
  - helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour;
  - involving parents/carers, as appropriate, in supporting both children and young people who are bullied and those who are displaying bullying behaviour;
- ensuring the level of bullying in schools/early learning centres is monitored by a member of the Senior Leadership Team and procedures are in place for recording incidents on the SEEMIS Bullying and Equalities Module;
- putting in place quality assurance procedures to monitor the effectiveness of the policy and reviewing as appropriate.

**The above will be supported by:**

- providing opportunities for peer support initiatives which promote skills of active citizenship;
- providing appropriate staff training in recognising and dealing appropriately with acts of bullying;
- ensuring that children and young people who have experienced bullying behaviour receive appropriate support and protection from further abuse;
- including anti-bullying education within the Personal, Social and Health Education curriculum for all young people as well as through cross curricular and whole school approaches;
- addressing anti-bullying through, for example, circle time, restorative approaches and co-operative learning methodologies.



## SECTION 3

# WHAT TO DO IF SOMEONE SAYS THEY ARE BEING BULLIED?

Teachers and other school staff may become concerned about a child or young person when, for example, they witness something which may be construed as bullying behaviours, or a child or young person reports to them that they are being bullied. How the member of staff reacts is crucial. Children and young people may have gone through a lot of upset before reporting an incident of perceived bullying to an adult. A child's experience may be directly affected by the response they get from the adult.

It is crucial for school staff to listen and get it right; offer support whenever required and be mindful of the potential need for their support, no matter how busy that are at the time.

What matters most is that staff should listen to what the child or young person is saying and reassure them that they have done the right thing in telling. Children and young people are often concerned that no one will take them seriously if they tell that they are being bullied. Staff should show them that they are believed and are being taken seriously.

This can be done by gently encouraging them to talk, find out what happened, who was involved, where and when - write it down if that helps. Staff might have to do some probing, but should let the child or young person speak without interruption as far as possible.

Keeping notes may be helpful but it is important that the child or young person knows why and how the notes will be used. This information would form the basis for further investigation and recording.

### **Respectme recommend that staff ask the following five questions:**

1. What was the behaviour?
2. What impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

At this stage staff need to be very clear with the child or young person about what happens next. The child or young person needs to retain some feeling of control over the situation. It is vital that they are involved and updated on progress. Sometimes a particular incident can be resolved fairly quickly but in many cases it can take some time to work towards a resolution and it is important that the child experiencing the bullying behaviour feels supported and has some strategies to help. Bullying can have long-term impacts on children and young people. When the bullying behaviour stops, the impact may still be felt and the process of moving on from what may have been a traumatic event may need ongoing monitoring and support.

Dealing with behaviour and impact allows staff to respond to offensive behaviour and language that may not have resulted in a person being bullied or have little or no impact. The use of derogatory language and threats may be an attempt to bully and these should still be treated seriously.

## POSSIBLE SIGNS OF BULLYING.

Children and young people may display a wide range of signs that may indicate that they are being bullied or perceive that they are being bullied. Some of the signs that staff should look out for may be;

- Change in attendance at school
- Change in achievement levels
- Unexplained injuries, neglect of appearance, torn clothing
- Changes in sleep patterns
- Changes in eating pattern
- Social withdrawal/isolation
- Mood changes
- Depression
- Suicidal Thoughts
- Changing social media accounts





## SECTION 4

# WHAT ABOUT THE CHILD WHO IS PRESENTING WITH BULLYING BEHAVIOUR?

“Children and young people who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently.”

(respectme 2014)

**All behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need.**

- Deal with the behaviour in the same way as you would with any type of distressed behavior;
- Listen and take time to discover the reasons for the bullying behaviour;
- Do not label the individual or group as ‘bullies’, name the behavior;
- Be prepared for a strong reaction from parents and carers and children and young people;
- Be prepared to address prejudicial attitudes that may be behind the bullying behavior;
- Address what’s happening behind the behaviour, even when the bullying has stopped.

There will be a wide range of actions or consequences that a school/early learning centre can take in response to bullying incidents. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.



## SECTION 5

# PARENTS/CARERS AS PARTNERS

Parents and carers are the people who know and understand their children's behaviour and their physical and mental wellbeing best. They have a key role to play in supporting their children when they experience bullying behaviour or display bullying behaviour.

They are often able to offer advice to school staff on extra support their child might need or any creative solutions that may help resolve the situation.

Parents/carers have a wealth of knowledge that schools should call on when reviewing their policy. It is important that schools/early learning centres listen to and respond to the concerns of parents/carers and ensure that there is clear communication between them when dealing with bullying incidents relating to their children.

### **Parents and Carers are requested to:**

- Be aware of respectme, Scotland's Anti-bullying Service booklet - Bullying Behaviour: A Guide for Parents and Carers (*available at <http://respectme.org.uk/resources/publications/>*);
- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive;
- Inform education establishments of bullying behaviour at the time of the incident or as soon as possible thereafter;
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families;
- Manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines;
- In the first instance, report any abuse to website providers, delete nasty or offensive messages and ensure their children unfriend or block persons potentially perpetrating abuse;
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc;

- Understand we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who present bullying behaviour, within a framework of respect, responsibility, resolution and support;
- Be given the opportunity to express their views and help shape policy development in this area;
- Be aware of the complaints process set out by the school and local authority and their rights with regard to these procedures;

**Parental / Carer involvement can take the form of:**

- Parent Councils as partners with the school /early learning centre;
- Involvement with development of anti-bullying policy at school/centre level;
- Parent education events around bullying;
- Involvement of parents in national Anti-Bullying weeks activities;
- Assemblies dealing with current issues in bullying and its prevention;
- Home-School Partnerships.

The views of the child / young person should always be taken into account in the decision making process of whether to inform parents/carers. It is important to sensitively weigh up the risks and benefits of informing parents/carers, as there may be occasions where the child or young person thinks that in doing so might make the matter worse or may place the child or young person in a harmful situation, e.g. if a young person has been the recipient of, for example, homophobic bullying, the young person may not choose to have the parents/carers informed due to fears about how this would be received, or provokes a response that the young person wishes to avoid. Another example might be one that leads to the parent/carer taking the situation into their own hands and escalating an already difficult situation by confronting the person who allegedly displayed the bullying behavior or using social media.

It is most likely that parents/carers will be informed as they can play an essential role in prevention and addressing of bullying incidents. This may be face to face, by telephone or letter, however a record of all communication should be kept, ideally in pastoral notes. It is important to keep the young person informed about who their information has been shared with.

On those few occasions where it is felt by the Senior Leadership Team that respecting the confidentiality and best interests of the young person means a decision is taken not to inform parents /carers, then this must be formally recorded in the pupil's pastoral notes, with a clear rationale for not informing. This may form part of a wider risk-assessment in managing the incident.

When a meeting with a member of the Senior Leadership Team in a school/early years centre is required, parents/carers should be informed of their legal right to have a supporter present at the meeting. Parents/carers will often have formed entrenched opinions about what the role of the establishment should be in addressing and resolving the issue, so it is important that staff take account of their views but above all be aware of the potential impact of their views on the child / young person.

Meetings where parent/carer views are expressed should have an atmosphere of safety and confidentiality so that agreements between parents/carers and the establishment may be reached to everyone's satisfaction. It is very important that confidential/ personal information about other pupils should not be shared with other parents/carers.

respectme offers a training session for parents and carers and schools can access this through their website - [www.respectme.org.uk](http://www.respectme.org.uk)



## SECTION 6

# PREJUDICE - BASED BULLYING

Staff should be prepared to address prejudicial attitudes that may be behind the behaviour. Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. Glasgow City Council and its education establishments have duties under the Equality Act 2010 to ensure the needs of all learners are met in policy and in practice. School/Early learning centres are expected to challenge inequality and promote inclusive and nurturing environments, making a clear and explicit commitment to each of the protected characteristics as outlined above and that bullying based on or motivated by these is never acceptable.

**The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics.**

- Age
- Disability
- Race
- Sex (Gender)
- Pregnancy/Maternity
- Religion/Belief
- Sexual Orientation
- Marriage/Civil Partnership
- Gender Reassignment

As previously stated, Glasgow City Council is committed to challenging prejudice-based bullying and makes an explicit commitment to each of the protected characteristics and expects all education establishments to include each of these in its policy (see Appendix 1).

**Glasgow City Council is also aware of the potential vulnerability of children/young person in relation to the following:**

- Asylum seeker or refugee status;
- Body image;
- Care experienced young people;
- Social or economic status;
- Young carer responsibilities;
- Imprisonment of parents/carers, siblings, or other family members.

Schools/Early learning centres where relationships are based on respect and children and young people feel included are more likely to develop effective resolutions and responses to bullying.





## SECTION 7

# SEEMIS: RECORDING, REPORTING AND MONITORING OF BULLYING AND DISCRIMINATORY INCIDENTS/ALLEGED INCIDENTS

This section should be read in conjunction with The Scottish Government's Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools.

Schools/ early learning centres should record all incidents of bullying behavior on the SEEMIS Bullying and Equalities Module. As part of Education Services quality assurance processes, data recorded on the module will regularly be analysed.

Recording in this way has a number of advantages.

- It allows education services to collect and collate data centrally;
- It allows schools/early learning centres to interrogate data;
- It complies with the requirements of the Equality Act 2010;
- Incidents will be recorded under different types of discriminatory behaviour;
- The system will record incidents against persons displaying the behaviour and persons experiencing the behavior;
- There will no longer be a requirement to record racist incidents in a separate menu item as these are part of the module.

### Respect for All:

Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools



Each school/early learning centre should have a clear set of procedures for reporting and investigating allegations of bullying. The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action, taking into account the circumstances and the information they have and this should be agreed with a member of the Senior Leadership Team or Pupil Support Team. In all cases it is crucial that the child or young person is listened to and supported.

It should be clear how the case will be investigated, monitored and reviewed. A member of Senior Leadership Team in each school/early learning centre should have responsibility for ensuring that procedures relating to allegations of bullying are implemented and that the whole school reports available on SEEMIS are regularly monitored, ideally twice per term.

Within SEEMIS Bullying and Equalities Module information is recorded about both the person experiencing the behaviour and the person displaying the behaviour. The nature of the incident and the specific perceived reason for bullying (formerly Characteristics) must be completed in all cases. If an incident is covered by more than one of these select all that apply under these headings:

### **Nature of Incident**

- Name calling, teased, put down or threatened
- Hit, tripped, pushed or kicked
- Belongings taken or damaged
- Being ignored
- Spreading rumors
- Abusive Messages -online/phone/gaming/social media
- Online/phone/gaming/social media
- Targeted because of who they are/perceived to be;
- Other (Please Specify)

### **Perceived Reason(s) for bullying (formerly Characteristics)**

- Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)
- Additional support needs
- Asylum seekers or refugee status
- Body Image and physical appearance
- Care Experience
- Disability
- Gender identity or Trans identity
- Gypsy/travellers
- Marriage/civil partnership of parents/carers or other family members
- Mental health
- Not known
- Other: please specify
- Pregnancy and maternity
- Race and racism including culture
- Religion or belief
- Sectarianism
- Sexism and gender
- Socio-economic prejudice
- Young carer
- If 'Other' is selected from the list and added to the incident, an additional Other text box will be displayed to enable details of the 'Other' incident to be recorded.

As well as recording that an alleged incident has been reported, detail about the incident should be recorded. Information about how the situation is to be monitored and reviewed should be entered in the appropriate section and the views of the person experiencing, the person displaying, and, if appropriate the views of parent/carer should be recorded (See section 6).

### **Monitor and review**

- Do they feel their concerns were listened to?
- Do they feel satisfied with the outcome?
- Does the parent/carer feel satisfied with the outcome?
- Has some form of Restorative Action taken place? (If appropriate).

The Action Progressed section should then be completed outlining the actions taken and the conclusion of the investigation.

### **Incident Conclusion**

- Being addressed
- Resolved
- Not resolved
- Unfounded

Information recorded in this part the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the bullying and equalities module.



## SECTION 8

# USEFUL LINKS

### RESPECTME

Scotland's anti-bullying service was launched in March 2007. The service is fully funded by the Scottish Government and is managed by Scottish Association for Mental Health (SAMH) in partnership with Lesbian, Gay, Bisexual and Transgender Youth (LGBTY) Scotland. respectme develop resources both for training and awareness raising across Scotland free of charge.

[www.respectme.org.uk](http://www.respectme.org.uk)

### 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.

[www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

## CHILDREN 1ST

This 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. ParentLine Scotland (0808 800 2222) is a service provided by CHILDREN 1st and is a 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 and carers whose children are being bullied, either at school or within the community.

[www.children1st.org.uk](http://www.children1st.org.uk)

## CHILDLINE

This service is delivered by CHILDREN 1st and hears from children and young people directly to make sure the voice of the people who call is fed into policy and influencing. There is also a Childline anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are experiencing bullying or who are displaying bullying behaviour. The training and outreach team at Childline Scotland works with schools raising awareness of Childline and the issues faced by children and young people.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

## 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.

[www.youthscotland.org.uk](http://www.youthscotland.org.uk)

## EDUCATION SCOTLAND – HEALTH AND WELLBEING WEB

Education 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.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

[www.educationscotland.gov.uk/  
healthandwellbeing/index.asp](http://www.educationscotland.gov.uk/healthandwellbeing/index.asp)

## 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.

[www.samh.ork.uk](http://www.samh.ork.uk)

## 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.

[www.zerotolerance.org.uk](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.

[www.enquire.org.uk](http://www.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.

[www.enable.org.uk](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.

[www.scottishtravellered.net](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.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

## 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.

[www.theredcardscotland.org](http://www.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.

[www.pinscotland.org](http://www.pinscotland.org)

## CHILDREN AND YOUNG PEOPLE'S COMMISSIONER SCOTLAND (CYPCS)

The job of Children and Young People's Commissioner Scotland 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.

[www.cypcs.org.uk](http://www.cypcs.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.

[www.childrensparliament.org.uk](http://www.childrensparliament.org.uk)



## APPENDIX 1: PREJUDICE-BASED BULLYING

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

### ASYLUM SEEKERS AND REFUGEES

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

### BODY IMAGE

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

### HOMOPHOBIC BULLYING

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender "norms". For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

## TRANSGENDER

Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and "norms". If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

## CARE EXPERIENCED YOUNG PEOPLE

Children and young people who are care experienced are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

## RACE AND ETHNICITY

Children and young people from minority ethnic groups, including the gypsy/ travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of "minority" in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

## RELIGION AND BELIEF

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance.

Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

## SECTARIANISM

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

## SEXISM AND GENDER

Gender inequality and stereotyping can leave children and young people who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of "appropriate" male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we do not recommend using the term "sexual bullying" as a descriptor in policies or in practice - it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying - if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours.

This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person. Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness - and this must include gender.

## DISABLIST BULLYING

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about

the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

## YOUNG CARERS

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or "fun stuff".

This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

## SOCIAL AND ECONOMIC PREJUDICE

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/ family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc. can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are "Protected" from discrimination and unfair treatment including bullying. All children and young people have the right to feel safe regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All anti-bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio economic status.



## ADDITIONAL SUPPORT NEEDS

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

Further support can be accessed at:  
[www.enquire.org.uk/pcp/pdf/ASL-Act-2009-changes.pdf](http://www.enquire.org.uk/pcp/pdf/ASL-Act-2009-changes.pdf)

## APPENDIX 2: LEGISLATIVE FRAMEWORK

The Scottish Government is committed to the promotion of children's rights and to the fulfilment of the United Nations Convention on the Rights of the Child (UNCRC). In 'A National Approach to Anti-Bullying for Scotland's Children (2010) the Scottish Government lays out the legislative framework for its policy on anti-bullying, which is detailed as follows :

### UK GOVERNMENT AND INTERNATIONAL.

- Human Rights Act (1988)
- UN Convention on the Rights of the Child (1989)
- European Convention on Human Rights (1950)
- Crime and Disorder Act (1998)
- Criminal Justice Act (2003)
- Anti-Social Behaviour Act (2003)
- The Children Act (2004)
- Racial and Religious Hatred Act (2006)
- Equality Act (Sexual Orientation) Regulations (2007)
- Equality Act (2010)

### SCOTTISH GOVERNMENT.

- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017)
- ASL (Scotland) Act (2004) (2009)
- Education (Scotland) Act (1980)
- Protection From Harrassment(s) Act (1997)
- Protection from Abuse (Scotland) Act (2001)
- Standards in Scottish Schools Act (2000)
- Curriculum for Excellence
- Getting It Right For Every Child (GIRFEC)
- Health Promoting Schools
- Promoting Positive Relationships and Behaviour in Scottish Schools
- Journey To Excellence
- National Care Standards
- Equality and Human Rights
- Football and Threatening Communications Bill (2011)