Education Resources

Treat Me Well

Anti-Bullying Behaviour Guidance

2018

23 March 2018

Introduction

Treat Me Well is guidance for Education Resources to assist staff in addressing anti-bullying in South Lanarkshire education establishments and to develop establishment anti-bullying behaviour strategies that are robust, involve staff, parents, carers, children and young people, and that learning environments are safe and secure.

In addition to this guidance, Education Resources has six additional core policy statements on:

- Wellbeing and Care
- Communication and Consultation
- Inclusion and Equality
- Leading Learning
- Maximising the Use of Resources
- Quality Management

The policy framework provides an overall purpose and direction for the work of all establishments and services within Education Resources. The policies support our contributions to the council's policy objectives included in "Connect", the Council's Plan.

Treat Me Well, the anti-bullying guidance, links with the core policies, particularly to Wellbeing and Care and Inclusion and Equality. The guidance also link to the Race, Disability and Gender Statements of Commitment, which tackle discrimination and harassment.

Each policy includes a rationale and a set of components linked to the rationale. This guidance follows the same structure. Treat Me Well has 5 components and each component has one or more outcomes. The responsibilities and expectations of staff are presented in relation to each component as are the responsibilities and expectations of parents, carers, children and young people.

This guidance contains links to resources for staff, parents, carers, children and young people, as well as professional learning opportunities that will help to increase knowledge and confidence in supporting people who are affected by bullying behaviour and equally, those who are displaying bullying behaviour.

This strategy provides an overall guide to assist staff in working in partnership with parents and other agencies to help ensure that children and young people are learning in a safe educational environment and are treated well by their peers. From this guidance, establishments have the necessary resources to ensure that their establishment strategy is robust in address bullying behaviour and fostering an ethos of positive roles models, self-esteem, resilience and respect.

Education Resources has taken account of new, up to date Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People, respect*me* resources for policy development, equalities legislation, progress in ICT, equality of opportunity implications of recent legislation and national developments in writing this guidance.

The process of impact assessment has been embedded into the process of consultation and review.

The glossary within this guidance provides a description of the terms in this guidance.

Information on core policies can be found on the South Lanarkshire website (www.southlanarkshire.gov.uk).

Treat Me Well

Rationale

The ability to learn is absolutely crucial for life in our ever changing world of education, work and leisure. Education Resources has a key responsibility for developing successful learners, confident individuals, effective contributors and responsible citizens and providing the highest possible quality of teaching and learning experiences. To this end, the purpose of promoting, supporting and maintaining an anti-bullying strategy in all educational establishments in South Lanarkshire is to:

- make every effort to ensure that all young people are free to learn in a safe and secure environment without the fear of bullying. It is every child's right not to be bullied

- ensure that there is a common understanding of what bullying is and where it takes place

- develop and maintain a partnership approach among parents, carers, young people and staff which develops school ethos and tackles the issue and impact of bullying

- promote a positive ethos within our educational establishments that fosters development of skills, self-esteem and resilience within our young people

- equip young people with the necessary skills to tackle the behaviour and impact associated with bullying both in our educational establishments and in the world outside

- support those who have been affected by bullying and those who display bullying behaviours

- provide education establishments with a framework for developing anti-bullying strategies and models for improvement in line with respect*me*'s 'Policy Through Practice' and Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People

A consistent approach to addressing the issue of bullying within establishments is essential if a positive outcome is to be reached. The establishment of a clear and agreed general framework is crucial to ensure consistency and coherence. Such a framework helps secure partnership working to address the issue of bullying. The main components within an anti-bullying framework are:

1. **A clear working definition of bullying in line with the national approach**
2. **A positive ethos**
3. **Positive strategies and structures**
4. **A procedure for handling bullying incidents**
5. **Recording, monitoring, evaluating and reporting**

The Components

1. A clear working definition of bullying

Outcome

A clear and agreed working definition of bullying inline with the national approach.

The definition that is used in this policy is:

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respect*me*, 2015)

Bullying online is just as serious as bullying face-to-face and will be treated equally.

Bullying behaviour can include:

- being called names, teased, put down or threatened face-to-face and/or online
- being hit, tripped, pushed or kicked
- having belongings taken or damaged
- being ignored, left out or having rumours spread about you (face-to-face and/or online)
- sending abusive messages, pictures or images on social media, online gaming platforms or phone
- behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- being targeted because of who you are or who you are perceived to be (face-to-face and/or online)
- prejudiced-based bullying based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

Bullying is a breach of children's rights and may occur in a variety of contexts:

- Asylum seekers and refugees
- Body image
- Disability bullying
- Gender and sexism
- Homophobic bullying
- Homelessness
- Looked After children
- Peer pressure
- Racial bullying
- Religion and belief
- Sectarianism
- Young carers

This should not, however, be seen as an exhaustive list as there may be many other contexts in which bullying can occur including all of the protected characteristics as set out in the Equality Act 2010.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'.

These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion and belief
- Sexual orientation

A description of these can be found listed in the glossary in appendix 1.

Responsibilities and expectations

All staff
- promote an ethos and culture of praise and positive behaviours within education establishments
- encourage children and young people to develop the necessary skills such as self-awareness and self-esteem, and develop coping strategies, assertiveness and resilience
- should listen, learn, involve and resolve
- should be aware of the reporting and recording system in place within the establishment in responding to incidents of bullying behaviour, and should refer to school policy and follow establishment guidance at all times
- should support the person(s) experiencing bullying behaviour and person(s) displaying bullying behaviour as the aim is to change behaviours positively
- may liaise with parents and carers where appropriate when any form of bullying behaviour occurs

Promoted staff

- should monitor the recording of incidents – the SEEMiS management information system enables staff to record significant incidents and action taken within Pastoral Notes and/or the Bullying and Equalities module
- should report racial incidents and incidents involving those with protected characteristics, following SLC reporting for Dealing with Racial Harassment and record this in SEEMiS Racist Incidents

Heads of establishments/managers

- lead the creation, development and maintenance of a climate of positive behaviour, inclusion, equality, shared responsibility and a sense of community in line with Promoting Positive Relationships and Behaviour guidelines for establishments and services
- liaise with parents, carers and the local authority where appropriate

Parents and carers

- are advised to refer to respectme's Bullying: A Guide for parents and carers

- report any bullying incidents to the educational establishment, but they should address their children's behaviour when it affects others negatively
- monitor their children and young person's use of electronic devices, mobile technologies and social media, including setting parental controls and ensuring private setting are in place
- in the first instance, report any abuse to website providers, delete nasty or offensive messages and make sure their children unfriend or block abusers
- be aware that there may be incidents which they may have to report to the police

Young people

-

DRAFT

2. A positive ethos

Outcome

a positive ethos and culture of dignity, excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community.

Responsibilities and expectations

All staff, parent council members, parents, carers, children and young people

- should be committed to creating a positive ethos and culture in education establishments
- adhere to national and local guidelines and procedures, including this guidance

Heads of establishment/managers

- set the tone for an establishment by being accessible and approachable and by striving to create a safe, welcoming environment
- develop and maintain an inclusive ethos and a culture which is proactive in the prevention of bullying and which supports children/young people who have been subjected to bullying and those who display bullying behaviours
- ensure that children and young people are aware of their rights
- ensure that children understand their responsibilities towards others in the creation of such an ethos and culture
- ensure employees, parent council members, parents, carers, children and young people are central in the creation and implementation of an establishment anti-bullying strategy inline with respect*me*'s 'Policy Through Practice' and Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People.

3. Positive strategies and structures

Outcome

Pro-active positive strategies and structures within and between establishments, support children and young people and seek to prevent bullying, or minimise its effect, where it does occur.

Responsibilities and expectations

All staff, parent council members, parents, carers, children and young people

- role model positive relationships and positive behaviour and, create a culture of praise within our establishments
- ensure that children and young people develop the necessary skills, such as self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience, through the Curriculum for Excellence capacities of successful learners, confident individuals, effective contributors and responsible citizens and in particular, the Health and Well-Being outcomes and Social Education programmes

Heads of establishment/managers

- lead the creation, development and maintenance of a culture which promotes positive behaviour, praise, inclusion and equality, shared responsibility and a sense of community
- lead the development and review of establishment policy and procedures inline with Respect*me 'Policy through to practice – Getting it Right'*
- identify professional development/training opportunities which enhance anti-bullying strategies and promotes a consistent approach to handling bullying behaviour

Education Resources Management Team

- lead and promote the continuing professional development/training opportunities which enhance anti-bullying strategies

4. A procedure for handling bullying incidents

Outcome

Clear procedures for handling bullying incidents that involves staff, parents, carers, children and young people.

Responsibilities and expectations

All staff and heads of establishment/managers

- promote and publicise clear procedures for dealing with incidents of bullying behaviour in consultation with parent council, parents, carers, staff, children and young people
- adopt these procedures consistently across their establishment
- recognise the importance of parents and carers as partners in the education of their children and young people. The involvement of parents and carers is an integral part of the process of handling bullying incidents and reviewing establishments policy on addressing bullying behaviour.

The procedure and subsequent information leaflets must reassure parents and carers:

- that bullying behaviour is taken seriously

- that the establishment has procedures for dealing with incidents of bullying behaviour and the needs of individuals are recognised

- that they have the opportunity to work alongside staff, where appropriate, in dealing with incidents of bullying behaviour

- that establishments along with parents and carers work in partnership to create an environment where young people feel safe

- that establishments are committed to changing the behaviour and attitudes that contribute to bullying behaviour

- that research shows that restorative practice methodology and counselling is more effective in dealing with incidents than punishment or sanctions

- that there is a process to take forward concerns over the handling of a bullying behaviour incident and the subsequent outcome of an investigation

Parents and carers

- liaise with staff carrying out procedures for dealing with incidents of bullying
- support children and young people affected by bullying behaviour incident
- reinforce and role model positive relationships and positive behaviour
- liaise with staff to review procedures through the establishments challenging bullying behaviour strategy

Young people

-

5. Recording, monitoring, evaluating and reporting

Outcome

Establishments undertake to develop, implement and maintain procedures, which are suitable to their needs and circumstances, for the monitoring, recording and reporting of bullying incidents.

Guidelines are followed for ensuring the wellbeing and care of learners is met through the Mainstreaming Equalities report, setting out the Council's commitment to improving the quality of life for everyone in South Lanarkshire. This should be read in the context of Education Resources Policy on Inclusion and Equality which implements the requirements of the Equality Act 2010, and the national strategy Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People (2017). With the guidelines and policy framework, the SEEMiS Bullying and Equality Module provides the reporting structure for all incidents.

Responsibilities and expectations

All staff

- are aware of the revised procedures for monitoring, recording and evaluating through the SEEMiS Bullying and Equalities Module and all appropriate staff should follow these procedures

Heads of establishment/managers are responsible for:

- undertaking ongoing reflection and evaluation of in-house procedures to address bullying behaviour through their leadership of the agreed self-evaluation procedures
- taking appropriate action in cases of bullying incidents
- maintaining appropriate records through the SEEMiS Bullying and Equalities Module and pastoral notes
- ensuring that information is available for Education Resources Management Team when required
- recording and reporting on cases of bullying incidents inline with Education Resources policy on Inclusion and Equality, and the Council's Mainstreaming Equalities report
- identifying ongoing professional development/training opportunities which support recording, monitoring, evaluation and recording practice.

Review

This guidance will be subject to review through a 3 year cycle.

Further Information

If you need this information in another language or format, please contact us to discuss how we can best meet your needs:
Education Resources (Treat Me Well), Council Offices, Almada Street, Hamilton, ML3 0AE;
phone XXXX XXXXX or email education@southlanarkshire.gov.uk

Appendix 1

Glossary

Counselling

A formal process of listening and offering advice in order to help resolve problems

Curriculum for Excellence
Curriculum for Excellence is the centrepiece of the Scottish Government's Education agenda. It represents the biggest educational reform since the advent of 5-14. It aims to focus classroom practice upon the child and around the four capacities of education:
- successful learners
- confident individuals
- responsible citizens
- effective contributors

It also aims to:
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

Establishments
The generic term used to cover all schools, early years centres, Youth, Family and Community Learning Service (a range of services for young people aged 12 to 24 years), and specialist provisions and bases which we manage. It may be applied to individual facilities e.g. a school, a Universal Connections, or a service that operates on a peripatetic basis e.g. Youth, Family and Community Learning Service and Psychological Services.

Ethos
Characteristics, attitudes, beliefs etc. of an individual, group or organisation.

Impact assessment
Impact assessment is a process aimed at structuring and supporting the development of policies. It identifies and assesses the problem at stake and the objectives pursued. It identifies the main options for achieving the objective and analyses their likely impacts on those affected by the policy. It outlines advantages and disadvantages of each option and may suggest solutions to problems arising.

Inclusion
Where all children and young people are entitled to receive a high quality education and are supported in achieving equal opportunities to help them fulfil their potential. Inclusion in education aims to ensure the full participation of children, young people and adult learners, in the curriculum and the community, as the foundation for the highest achievements of all.

Parents/Carers
Parents/carers should be taken to refer to parents, foster carers, carers who are relatives or friends and care staff in residential settings (including secure provision). In the absence of parents, local authorities have a statutory duty to take on this role for children and young people looked after away from home.

Restorative practice
Restorative practices describe a range of approaches used in many establishments where staff or peer mediators intervene in a situation.

In cases of bullying or a dispute between pupils, a trained pupil mediator may help the parties involved in the dispute to agree what has happened, what harm has been done and what can be done to put things right. The emphasis is on apologising, putting the difficulty in the past and agreeing a way forward.

In cases of serious disputes between pupils, pupils and teachers, or parents and teachers, a trained adult facilitator (usually a member of school staff not involved in the dispute) hears from both sides what has happened and reaches agreement with them about what has gone wrong, what harm has

been done and what can be done to put things right. The emphasis is again on apologising, putting the difficulty in the past and agreeing a way forward.

United Nations Convention on the Rights of the Child (UNCRC)
This convention sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Schools can engage with the convention via the process of working towards the Rights Respecting Schools Award (RRSA) or the South Lanarkshire 'Making Rights Real'

Additional support needs
An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from the learning environment; heath or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also result in an additional support need.

Age
Although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

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

Body image and Physical appearance
This can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing.

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 and adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disability, whether they are in mainstream schooling or specialist provision.

Gypsy/Travellers
Gypsy/Traveller children and young people are a particularly discriminated against and marginalised group and concerns about bullying are especially acute for secondary schools. Perceived risks about bullying and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal school. Other traveller families, such as Roma, may share similar concerns.

Sexual Orientation & Homophobic Bullying
Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people.   It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family members. Children with LGB parents

may also experience homophobic bullying; it is related to these forms of bullying through underlying sexist attitudes.

Intersectionality

Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, it is important to understand the connection between the experiences of belonging to one or more of these groups, and people's prejudice towards them, which can lead to inequality in attainment and wellbeing.

Looked after Children and Young People

Children and young people who are looked after at home or looked after away from home, 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. Forming relationships with peers and adults can be more difficult due to early childhood adversity.

Marriage/Civil Partnership

Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership, and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination. For example, if the child or young person associated with someone (parent, carer, sibling etc.) who is in a same sex marriage or civil partnership, or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of settings, for example, in workplaces, further and higher education and in wider society.

Racial Bullying

Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture, as well as their skin colour or accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from the misguided ad/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion and Belief

Lack of knowledge and understanding about traditions, beliefs and etiquette of different faiths 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, resulting in misunderstanding and stereotyping, may lead to bullying. People who have no religion or belief are also protected under the Equality Act 2010.

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 for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example, Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and gender

Bullying in the form of derogatory language and the spreading of malicious rumours can be sued to regulate both girls' and boys' behaviour – suggesting that they are not being a 'real' man or a 'real' woman. These terms can be of an explicit sexual nature and it is worth noting that many can involved the use of terms for people who are gay or lesbian, as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia, and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people, who are not perceived to conform to these notions, vulnerable to indirect and direct bullying.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Gender identity and Transphobic bullying
The term 'transgender' is an 'umbrella term' for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender 'variant' children and young people can be particularly vulnerable to bullying. This can manifest in many ways, including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

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 difficulty, 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 the 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.

Socio-economic prejudice
Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values, can be used as a basis for bullying behaviours. Behaviours such as mocking speech patterns, accents, belongings, clothing etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent.

Personal Development opportunities and resources

There are varied sources of training to support both understanding of and addressing bullying behaviour. These are provided both internal and external to South Lanarkshire Council and Education Resources, with a number of national organisations and projects offering training in support of understanding and addressing bullying behaviour. The schools network GLOW website and the Community Learning and Development Standards Council's iDevelop website also present opportunities to link in materials across the curriculum with colleagues across Scotland.

In addition to this, the sharing of good practice cannot be understated and should be considered as part of Career-Long Professional Learning.

The list of opportunities and resources in appendix 2 is not exhaustive and suggestions for further training and resources are welcomed.

Any suggestions should be sent to education@southlanarkshire.gov.uk

South Lanarkshire Council

South Lanarkshire Council offers a number of online learning modules such as:
- Equality and Diversity Awareness
- LGB&T People and Public Services
- Promoting Positive Relationships and Behaviour
- Understanding attachment theory
- Resilience Matrix – a framework for thinking

In addition to this, training is offered in the use of the new SEEMiS Bullying and Equalities module, with this being available as a webinar through the Learn On Line area of the intranet.

Existing materials and packs such as Making Rights Real, Recognising and Realising Children's Rights are very helpful in developing understanding and embedding a positive ethos and culture of dignity.

For more information, please access Learn On Line through South Lanarkshire Council's Intranet.

The resources referenced here are:
1. Respect*me*
2. United Nations Convention on the Rights of the Child (UNCRC)
3. LBGT Youth Scotland
4. Education Professional Bodies (CLD Standards Council, YouthLink Scotland, EIS etc.)
5. Mental Health First Aid
6. Mentors in Violence Prevention Programme
7. Stonewall Scotland
8. Scottish Traveller Education Programme
9. Bullying UK
10. Young Minds
11. Child Exploitation and Online Protection (CEOP)
12. Thinkuknow
13. Childline
14. Choose Life
15. Hands On Scotland
16. No Knives Better Lives
17. Scottish Out of Schools Care Network
18. Early Years Scotland
19. Social Media

1. respect*me*

respect*me*, Scotland's anti-bullying service, was launched in March 2007. The service is fully funded by the Scottish Government and is managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

They work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others. Their aim is to build the capacity of these adults to effect change and challenge bullying and stigma at an individual, school, family, community and societal level.

They have developed a range of resources for adults, children and young people, which offer practical advice and guidance on a range of anti-bullying issues and the writing of anti-bullying policy. Their publications can be downloaded from the website and paper copies of some publications can be ordered by contacting respect*me* directly at enquire@respectme.org.uk

Respect*me* also have a number of videos, which can be used with children and young people to generate discussion around bullying and the impacts it can have on everyone involved. Their video resources can be viewed on the website, and additional short films can be found on their YouTube channel.

For more information, please visit: www.respectme.org.uk/resources

or use the QR code below:

2. United Nations Convention on the Rights of the Child

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are linked and no right is more important that another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

unicef provide information regarding all of the rights as well as resources to help with campaigns around rights through the Rights Respecting Schools Award.

For more information, please visit: www.unicef.org.uk/what-we-do/un-convention-child-rights/

or use the QR code below:

respect*me* have explored the UNCRC in relation to bullying behaviour and information from this can be found by visiting: www.respectme.org.uk/bullying/childrens-rights

or use the QR code below:

3. LGBT Youth Scotland

LGBT Youth Scotland have developed a number of resources for practitioners, parents, carers and young people to support and guide addressing inclusion and homophobic, transphobic and biphobic bullying behaviour.

The resources are organised in to the following categories:
- Schools and education
- Young people
- Community capacity building
- Health
- Domestic abuse

LGBT Youth Scotland are a key partners in presenting current research towards improving the lives of LGBTI young people in Scotland.

For more information and to view the resources, please visit: www.lgbtyouth.org.uk/pro-resources

or use the QR code below:

4. Education Professional Bodies (CLD Standards Council, YouthLink Scotland, EIS etc.)

Training and peer support is offered through national organisations for teaching and Community Learning and Development staff. Through professional learning events and seminars, training

courses and workshops, research and, online forum discussions, a range of resources are available to support challenging behaviour and perceptions.

These resources include:
- Tackling Sectarianism Resources CPD training (Sense over Sectarianism and YouthLink Scotland – The National Agency for Youth Work)
- i-develop website service provided to support creative, innovative and effective learning and development for CLD practitioners (Community Learning and Development Standards Council).
- Myths of Immigration (Guidance for early years, teachers and lecturers on challenging myths and misunderstandings – Educational Institute for Scotland)
- Get it Right for Girls (challenging misogynistic attitudes among children and young people – Educational Institute for Scotland)

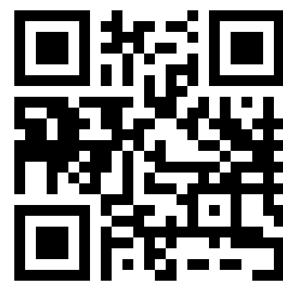For more information and to view the resources highlighted above, please visit:

- www.youthlinkscotland.org
- www.i-develop-cld.org.uk
- www.eis.org.uk/index.asp

| YouthLink Scotland | i-develop CLD Standards Council | Educational Institute for Scotland |

5. Mental Health First Aid

Mental Health First Aid (MHFA) was first developed in Australia by Betty Kitchener and her husband Professor Anthony Jorm. Like most brilliant ideas it came about in a very ordinary way. Betty and Tony were walking their dog one day when they realised that there was no mental health equivalent

of physical first aid. This germ of an idea led to an internationally recognised programme of simple steps that can be used to help a person in distress.

In 2004 Scottish materials were developed and the National Training Team was commissioned to begin training instructors from all over Scotland.

In March 2009 the new materials were launched and all current instructors went through a refresher course on the use of the new materials.

The SMHFA course takes 12 hours to complete. It can be presented in a range of formats to suit different groups. The course must be presented by a qualified SMHFA instructor and quality is continuously monitored by NHS Health Scotland.

The course can be presented in the following formats:
- 2 full days
- 4 half days
- 6 two-hour sessions.

The following is a brief outline of what is covered on the course:
- guidance on being a Mental Health First Aider
- attitudes to mental health issues
- equalities
- the recovery message
- the impact of alcohol and drugs on mental health
- introduction to suicide intervention
- listening skills
- understanding depression
- how to offer first aid to someone experiencing depression
- understanding anxiety
- how to offer first aid to someone experiencing anxiety
- understanding psychosis
- how to offer first aid to someone experiencing a psychotic episode.

The course does not train people to be mental health workers. It offers basic general information about mental health problems. The knowledge presented and understanding developed in the course helps to remove stigma and fear and to give confidence in approaching a person in distress. Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is given only until other suitable or professional help can be found.

For more information or to view the course details, please visit: www.smhfa.com

or use the QR code below:

revention Programme

The Mentors in Violence Prevention Programme (MVP) developed in the 1990's by American Educationalist Dr Jackson Katz utilises a creative bystander approach to prevent all forms of bullying and gender based violence. Males and females are not looked at as potential victims or perpetrators but as empowered and active bystanders with the ability to support and challenge peers. Within the

MVP Programme a bystander is defined as a friend, class-mate, team-mate, colleague or relative. In other words, it is someone they know.

The key training tool within the MVP Programme is the 'MVP playbook'. The playbook supports the discussion based teaching approach within the MVP Programme offering a consistent approach to delivery of all MVP sessions. The 'playbook' offers excellent opportunities to discuss issues such as:

- Dating Abuse
- Harassment
- Bullying
- Sexting
- Control
- Alcohol and consent

A range of training materials, supporting documents and resources are available from the Mentors against Violence website.

The MVP Programme isn't a programme that teaches boys and girls not to bully or abuse, it is a leadership programme and provides an excellent opportunity to develop leadership skills amongst young people.

The MVP Programme is a peer mentoring programme. Once schools receive initial training their next task is to recruit and train a team of MVP mentors from the upper part of the school. It is this 'boy to boy' and 'girl to girl' mentoring that has demonstrated positive outcomes for the MVP programme as well as giving MVP mentors valuable life skills.

For more information and to view the resources, please visit:
www.mvpscotland.org.uk/MVPteaching.html

or use the QR code below:

7. Stonewall Scotland

Stonewall Scotland support individuals to work out how they can make a difference for LGBT people at work, home and in their communities. They seek to equip people with the tools and confidence to connect with, influence and enable others in their communities, by challenging homophobic, biphobic and transphobic bullying, celebrating difference and improving inclusion and visibility of role models.

Stonewall Scotland also work with organisations, including workplaces, schools, healthcare providers, sports clubs and religious institutions, here and abroad, to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

Through their work, Stonewall Scotland have produced resources to support the better understanding and of the issues faced by LGBT people, and to help ensure that policies and strategies are LGBT inclusive.

In particular, Stonewall Scotland engaged pupils to produce the School Report Scotland 2017, gathering the experiences of lesbian, gay, bi and trans young people, highlighting the issues that they face, the support that they need and steps to help take the report forward.

For more information and to view the resources and reports, please visit: www.stonewallscotland.org.uk

or use the QR code below:

8. Scottish Traveller Education Programme

The Scottish Traveller Education Programme website provides resources, tools and information promoting innovative approaches to learning. Importantly, families, young people and teachers have been involved in co-producing all the materials.

The materials support all aspects of learning with an additional focus on tackling bullying and the issues facing Traveller young people.

The website provides links to resources and training for Teachers and all professionals who are involved in education with people from travelling cultures, as well as advice and guidance for young people and their parents.

For more information and to view the resources, please visit: www.step.education.ed.ac.uk

or use the QR code below:

9. Bullying UK

Bullying UK is part of Family Lives, a charity with over three decades of experience helping parents to deal with the changes that are a constant part of family life.

Their role is to support everyone achieve the best relationship possible with the children that they care about, as well as supporting parenting professionals.

They provide professional, non-judgmental support and advice through their helpline, website, befriending services, and parenting/relationship support groups. Nearly all of our services are

accessible at no charge to parents and they can be contacted 365 days a year.

They offer support when life becomes complicated and provide support around family breakdown, aggression in the home, bullying, risky teenage behaviour and mental health concerns of both parents and their children.

Family Lives offer a range of courses for professionals, including online, as well as training for parents.

For more information and to view the resources and reports, please visit: www.bullying.co.uk

or use the QR code below:

10. YoungMinds

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people.

Driven by their experience, they create change so that children and young people can cope with life's adversities, find help when needed and succeed in life.

YoungMinds provides a guide for parents' worries about their child's behaviour or mental health that seeks to equip them with strategies to support themselves and their child.

They also provide both in-house training and open access training. Their open access training is open to individuals and groups, held at a YoungMinds location on specific dates throughout the year. Their bespoke in-house training is delivered to your organisation and can be tailored to meet the needs of the organisation. Please note that there may be costs associated to these training opportunities.

For more information or to view the resources, please visit: www.youngminds.org.uk

or use the QR code below:

11. Online Protection (CEOP)

CEOP is a law enforcement agency and is there to help keep children and young people safe from sexual abuse and grooming online. They help thousands of children and young people every year.

They are there to help and give advice, and anyone can make a report directly to them if something has happened online which has made them feel unsafe, scared or worried. This might be from someone they know in real life, or someone they have only ever met online.

If you make a report to them it will be read by one of their Child Protection Advisors who will get in contact with person reporting on the phone number or email address that is given to them to make sure that they are safe. They will also discuss with them what will happen next.

The website offers further information about keeping children and young people safe across the following:

- 5 – 7 year olds
- 8 – 10 year olds
- 11 – 13 year olds
- Young people aged 14+
- Parents/carers
- Professionals

For more information or to view the course details, please visit: www.ceop.police.uk/safety-centre/

or use the QR code below:

12. Thinkuknow

Thinkuknow is the education programme from the National Crime Agency's CEOP command.

Thinkuknow aims to empowers children and young people aged 5-17 to identify the risks they may face online and know where they can go for support.

It is based around three key themes:
- How to have fun
- How to stay in control (or how to take control)
- How to report a problem

The education programme consists of:

- a presentation, which is given to young people in schools, youth groups and other youth environments,
- a website aimed directly at young people, which also contains information for teachers and parents,
- a number of hard-hitting education films designed to make young people think about whom they are talking to online, and
- other resources including posters and a range of promotional material.

For more information and to view the resources, please visit: www.thinkuknow.co.uk

or use the QR code below:

13. Childline

Childline started in 1986 providing a free helpline for children to which is now a free 24-hour counselling service for children and young people up to their 19th birthday. In 2006, Childline joined the NSPCC in order to expand to the provision it offers now.

Childline offer information, advice and resources on the range areas and topics listed below:

- Bullying, abuse, safety & the law
- You & your body
- Your feelings
- Friends, relationships & sex
- Home and families
- School, college & work

Their website discusses different types of bullying and how to get support and feel better. In addition to this, Childline publish reports that help develop understanding of the changing issues from research they have carried out with young people.

For more information and to view the resources and reports, please visit: www.childline.org.uk

or use the QR code below:

14. Choose Life

As part of the national suicide prevention strategy, Choose Life provides guidance to help practitioners support young people who are at risk and require specific interventions at that time in their life.

Training forms a significant part of the Scottish Government suicide prevention strategy to prevent suicide in Scotland. By training a proportion of the population, more skilled and confident helpers could be available to explore thoughts of suicide and intervene. The National Suicide Prevention Programme offers suicide prevention training covering awareness and exploration to suicide first aid skills. Courses are organised and delivered at a local level by qualified trainers.

Training offered by Choose Life includes:

- ASIST - a two-day workshop that offers practical help to enable caregivers to recognise and intervene to prevent the immediate risk of suicide.

- safeTALK - a three-hour training which gives you the skills to recognise when someone may have thoughts of suicide, and to connect that person to someone with suicide intervention skills.

- suicideTALK - a short exploration and awareness-raising session, of one to three hours. It is flexible to meet the needs of each group. suicideTALK is aimed at all members and groups within communities.

For more information and to view the resources, please visit: www.chooselife.net

or use the QR code below:

15. Hands On Scotland

Hands On Scotland have developed their website to help make a difference to children and young people's lives. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish.

In 2 parts:

1. How to help children Flourish; and
2. How to help with Troubling Behaviours

How to help children Flourish is a resource that gives information, ideas and activities to help promote positive mental health (flourishing) in all children and young people. It also aims to help prevent the difficulties described in the Troubling Behaviours section and to help improve your own mental health and create a flourishing community.

This section was designed for parents, carers and anyone working with infants, children and young people (for example: teachers, social workers, foster carers, health workers, school nurses, nursery nurses, etc).

How to help with Troubling Behaviours is a resource that provides practical information and techniques on how to respond helpfully to children and young people's troubling behaviour and promote their mental health and wellbeing.

This section was designed for anyone working with children and young people (for example: teachers, social workers, foster carers, health workers, school nurses, etc).

For more information and to view the resources and reports, please visit:
www.handsonscotland.co.uk

or use the QR code below:

16. No Knives Better Lives

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

They provide learning resources across primary and secondary age groups for young people, parents and carers, and practitioners to explore the consequences of knife crime in particular. They provide access to online practitioner training packages, peer education training, educational toolkits for schools and youth work settings, and a range of supporting resources from high-quality videos and animations to posters, leaflets, reports and evaluations.

For more information and to view the resources, please visit:
www.noknivesbetterlives.com/practitioners

or use the QR code below:

17. Scottish Out of School Care Network (SOSCN)

SOSCN are the national infrastructure umbrella organisation providing support, mentoring, training, information and resources to all childcare services in Scotland, which provide childcare, play and learning opportunities for school-age children.

SOSCN provide guidance on developing anti-bullying policy for Out of School Care, equalities and diversity, promoting positive behaviour and training for practitioners in areas such as Activity and Wellbeing.

For more information and to view the resources, please visit: www.soscn.org

or use the QR code below:

18. Early Years Scotland

Early Years Scotland offers a range of professional learning opportunities to inspire, encourage and support your practice.

Their professional learning opportunities can be delivered at a time and place to suit you; in-house in your setting or at a centrally organised venue.

They also offer weekend and evening opportunities and are currently developing a new online learning platform.

Early Years Scotland's opportunities cover all aspects of early years provision with particular focus on involving parents in their children's learning and developmental support.

A Professional Learning Framework of all training offered is revised regularly.

For more information and to view the resources, please visit: https://earlyyearsscotland.org/

or use the QR code below:

19. Social Media

Following organisations online via social media (Facebook, YouTube, Twitter, Instagram etc.) will keep you up to date with current developments and training opportunities.

Almost all organisations now have a social media presence through which conversations take place across the world, resources are promoted and shared, conferences and seminars can be attended or followed, and people can get the opportunity to hear about the practice you are developing locally.

Education Resources Digital Strategy (2016) offers guidance for establishments using social media. This can be accessed through the Council Intranet.