



Anti-Bullying Policy

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Introductory Statement

All cases of bullying are serious, whether physical or emotional/psychological. Dollar Academy's position on the issue of Bullying is clearly summed up on p17 of the *Information for Pupils* booklet in the statement under the heading *Care for Others*:

"Dollar Academy is committed to providing a safe and supportive environment. Members of our community are entitled to go about their daily life at school without fear of harassment or harm. The deliberate causing of distress, either mental or physical, to another person is totally unacceptable. Any behaviour of this sort should be reported to a member of staff immediately, who will take action. DO NOT IGNORE IT IF YOU SEE IT: DO SOMETHING ABOUT IT."

This policy does not necessarily apply to all instances of bad behaviour. During their time at school, children often fall out with their friends, make up, fall out again. . . Social groups shift and change. In addition, all children are capable at some time of being thoughtless, insensitive, moody, rough, or rude. They can be impulsive and unpredictable in their behaviour, and this can result in tensions and difficulties. The pupils involved are not necessarily regarded as either bullies or victims. The Academy is always careful to establish the facts in an open-minded manner before making any judgements about whether bullying has taken place or a child is being victimised.

The Aims of Dollar Academy's Anti-Bullying Policy

The aim of this policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the school community, including governors, teaching staff, support staff, pupils and parents should have an understanding of what bullying is and be familiar with the school policy on bullying: therefore the aim of this policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

All staff, support staff, governors and volunteers, involved with children and young people at Dollar Academy will aim to:

- develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing
- build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying
- prevent bullying of children and young people through a range of policies, strategies and approaches
- support children, young people and their parents and carers who are affected by bullying
- promote a culture of 'upstanding' pupils that actively discourage bullying behaviour within their social groups and who feel comfortable reporting such behaviour

The Governors and Senior Staff Group will aim to:

- provide leadership and ensure accountability
- develop effective policies and practices which proactively prevent and deal with all types of bullying behaviour
- ensure provision of information, training, advice and support to those working with pupils, as well as their parents or carers

What is bullying?

The above introductory statement contains within it a basic definition of bullying. It is the deliberate causing of distress, either mental or physical, to another person. In addition, it may be repetitive in nature, prolonged in duration, or aimed at more than one person. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying behaviours may include:

- **Physical** - involving pushing, kicking, tripping, hitting, punching or any use of violence
- **Racist** - involving racial and/or religious taunts, graffiti, gestures...
- **Sexual** - involving unwanted physical contact or sexually abusive comments
- **Homophobic** - focusing on issues of sexuality

- **Verbal** - including verbal aggression, name calling, teasing, the spreading of rumours, offensive remarks...
- **Cyber** - causing anxiety and distress by means of technology (texts, social media usage, the circulation of images)
- **Emotional** - involving excluding and/or tormenting, making people feel like they are being bullied or fearful of being bullied
- tampering with, stealing and damaging belongings
- any targeting of someone because of who they are or are perceived to be

Bullying behaviour includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to support they might receive for their Learning and/or Disability.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. Pupils should understand that 'bystanders' to any form of bullying behaviour are, to some degree, complicit - accepting of its effects and consequences within their community. Pupils are encouraged to be 'upstanders', reporting such behaviour and actively discouraging or condemning it when appropriate.

The seriousness of bullying cannot be emphasised enough. Bullying is one of the greatest concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying can make the lives of its victims a misery: it often undermines their confidence and self-esteem and can destroy their sense of security. Bullying often impacts on attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact. It can be psychologically damaging and, at worst, it has been a factor in pupil suicide.

There are criminal laws that apply to harassment, assault and threatening behaviour. If it is felt that a criminal offence may have been committed the school will, in some cases, seek assistance from the police.

Limitations

It is important to note that Dollar Academy cannot always act on reports of bullying behaviour that take place outwith the school day (other than travelling to/from school by school bus). We can, and will, offer support for an individual if his or her wellbeing is affected, and will become involved if the bullying behaviour affects how pupils are engaging academically and socially at school. However, in some cases it may be more appropriate for parents, pupils and/or carers to approach the police or social work to report bullying behaviour. A list of support agencies and resources is provided in Appendix D.

Bullying and Wellbeing

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

Everyone involved in the lives of a pupil at Dollar Academy has a contribution to make to prevent and deal with bullying behaviour. We, as a community, have the potential to make a positive impact on the emotional health and wellbeing of children and young people, now, and in their adult lives, through effective anti-bullying approaches.

The purpose of our approach is to communicate and promote a common vision that ensures Dollar Academy provides a safe and supportive environment, where every member of our community can go about their daily life at school without fear of harassment or harm.

Any pupil that believes they are the victim of bullying behaviour will have their wellbeing supported through the school's GIRFEC, wellbeing and, in the most serious of instances, child protection processes and procedures.

The 5 GIRFEC Questions will always be asked:

1. What is getting in the way of this pupil's wellbeing?
2. Do we have all the information I need to help this pupil?
3. What can we do *now* to help this pupil?
4. What can the school do to help this pupil?
5. What additional help, if any, may be needed from others?

The Wider Vision for anti-bullying for children and young people in Scotland

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

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."¹

¹ Scottish Government (2010). A National Approach to Anti-Bullying for Scotland's Children and Young People.

Approaches to preventing and dealing with bullying

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

- education and awareness of rights
- proactive information strategies and campaigns
- PSE programmes and activities, including visiting speakers
- development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is considered unacceptable
- pupil involvement and engagement
- circle time, peer mediation, buddying, mentoring, and playground supervision
- prefect training
- building resilience and developing social and emotional skills through a strong co-curricular programme
- personal support and additional support, including the availability of a school counsellor
- acting on patterns of bullying incidents through monitoring
- wellbeing and child protection procedures
- sanctions

Procedures

Pupils

If you are being bullied or suspect that someone else is -

Talk to someone - for example:

- any member of staff with whom you feel comfortable;
- your Head of Year, Assistant Head of Year or Form Tutor;
- the School Counsellor (email: counsellor@dollaracademy.org.uk)
- the school nurse
- any member of the Senior Staff Group (SSG);
- a friend - and ask him or her to speak to a teacher on your behalf;
- a prefect or older pupil - and ask for help in reporting the issue.

Remember

- try to keep calm and avoid retaliation;
- do not respond to abusive texts or messages;
- block messages from people who abuse you;
- keep a record of bullying behaviour (texts, emails, messages);
- be aware that it is not your fault that you are on the receiving end of bullying behaviour.

Parents/guardians of the victim

- If you believe that your child is being bullied, report the situation without delay to your child's teacher in the Prep and Junior School or Head of Year in the senior school.
- Allow the school time to investigate.
- Expect to be informed of the outcomes of the investigation (although not of specific disciplinary action involving other pupils).
- Monitor your child's well-being at home and be ready to make contact again if necessary.
- Remember that not every case of alleged bullying will be found to be bullying.

Parents/guardians of the perpetrator

- Be prepared to speak to the school if you believe that your child is exhibiting bullying behaviour.
- If your child tells you that he/she is being investigated about a bullying incident or incidents, talk to him/her about the facts.
- Allow the school time to establish the facts.
- Depending on the severity of the incident, be prepared to come into school to discuss the issue.
- Talk to your son/daughter about their actions; support them in all attempts to change their behaviour; encourage empathy.

Action within the Academy might include:

- immediate action as appropriate to calm/defuse the situation;
- the writing of statements by all involved;
- pupil interviews with Heads of Year/Assistant Heads of Year and/or members of SSG;
- Heads of Year/Assistant Heads of Year and/or members of SSG involved in establishing the facts;
- in some cases, discussion with both/all parties with no apportioning of blame where this is deemed to be appropriate;
- mediation meetings organised by the relevant Head of Year if deemed to be appropriate (and with the agreement of the victim);
- clear guidelines being given for future behaviour;
- monitoring of the situation, usually by Heads/Assistant Heads of Year;
- parental contact;
- assessment of well-being within the GIRFEC model;
- a plan of action indicating clearly any expected outcomes;
- 8am detentions;
- suspension or permanent exclusion where, in the judgement of the school, this is warranted (in the most persistent / serious cases);

In very serious cases, where there is reasonable cause to suspect that a pupil is suffering, or likely to suffer, significant harm, the incident may be treated as a child protection concern and it may be considered appropriate to make a report to Social Services and/or the Police.

Note

The Academy always deals with every case on an individual basis.

No teacher will ignore bullying or immediately dismiss a pupil's concerns.

Not all allegations of bullying will warrant all, or indeed any, of the above actions.

Any malicious accusations of bullying, if found to be untrue, will be treated seriously and may warrant disciplinary procedures.

The Academy vigorously promotes its anti-bullying policy through its PSE programme (See Appendix C) and through assemblies

Other Policies:

This policy is available on the school website, firefly and on request from the Rector in hard copy. It should be read in conjunction with the following policies:

- Wellbeing and Child Protection
- Promoting Positive Behaviour
- Behaviour and Discipline policy
- PSE Schemes of Work
- Information for Pupils Booklet
- Information for Parents Booklet
- Information for Staff Booklet
- Guidance on the Use of Electronic Communication and Social Media

This Anti-Bullying Policy is compliant with:

- National Minimum Standards for Boarding School (2015), Standard 12: Promoting Positive Behaviour and Relationships
- HMIe and Care Inspectorate standards
- Equality Act 2010
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Keeping Children Safe in Education, DFE, July 2015
- Children and Young Persons (Scotland) Act 2014
- A National Approach to Anti-Bullying for Scotland's Children and Young People 2010
- GIRFEC
- Curriculum for Excellence

Appendix A

Signs and symptoms (for parents/guardians)

A child may indicate in words, by signs or by behaviour that he or she is being bullied. Adults should be aware of these signs and report them to the school. These might include:

- being frightened of walking to and from school;
- not wanting to go on the school bus;
- asking (unexpectedly) to be driven to school;
- becoming withdrawn, anxious or lacking in confidence;
- self-harming;
- attempting or threatening suicide;
- nightmares;
- a significant change in school performance;
- coming home with clothes torn or materials damaged;
- coming home with unexplained cuts and bruises;
- becoming uncharacteristically disruptive, aggressive or unreasonable;
- bullying others/siblings;
- not eating properly;
- seeming to be frightened to say what is wrong;
- nervous about or upset by use of the computer or mobile phone.

These signs and behaviours could, of course, indicate other problems, but bullying should be considered a possibility and investigated further.

Appendix B

Action for Staff

Members of staff should

- Discuss issues of bullying as they arise in the classroom
- Look out for interactions between pupils that might indicate bullying
- Be vigilant about patterns of absence from class or co-curricular activities
- Report any concerns to the guidance staff
- **Always take seriously/never ignore any report of bullying by a pupil**

If an incident should arise:

- Defuse/make safe the situation (eg – separate pupils; move them to different supervised areas; involve the nurse if necessary...)
- Have pupils write statements
- Report the issue without delay to guidance staff/SSG
- Write an account of the incident(s) in a Pupil Contact Form

Appendix C

Anti-bullying in the PSE programme

Form I

Visit from 'Alphabet of a Teenager' – one hour performance on the emotions of settling into senior school.

Bullying – 1 week course delivered by PSE teachers - After which all pupils are issued with a Bullying leaflet from Respectme entitled, 'Bullying...What can I do? Advice for children and young people'. Something which is stressed to pupils at this stage is that the power of the bystander in a bullying situation should not be underestimated. A bystander's confidence to take action and intervene on a victim's behalf can defuse a situation and make it clear that bullying is not cool and will not be tolerated.

Cyberbullying - 2 week course delivered by PSE teachers – This course is entitled 'Let's Fight It Together'. All pupils are issued with Facebook and Instagram leaflets about privacy checks. They are also issued with a Cyberbully leaflet from Respectme called 'Cyberbullying: what you need to know'.

Racism – 2 week course delivered by PSE teachers - This course examines the issue of racism, racist bullying and racial stereotyping. The second week looks at the initiative 'Show Racism the Red Card' which focuses on racism in football.

Form II

Self-esteem course – 3 week course delivered by PSE teachers - The first week of this course concentrates on positive peer relationships.

Cybersafety - 3 week course delivered by Mr Smith, CEOP Ambassador – This course covers the dangers of the internet and the effects of cyberbullying.

GONE – 4 week course delivered by PSE teachers – This course focuses on the dangers of alcohol but also covers the increased risks of using/misusing social media whilst under the influence of alcohol and the dangers of sexting.

Racist and Religious Hate Crime – 1 week unit delivered by PSE teachers

Disability Hate Crime – 2 week unit delivered by PSE teachers

Homophobic Bullying - delivered by Miss Langley - What is Homophobia and homophobic bullying? Stereotypes and prejudice are challenged in a lesson which is delivered as part of the SHARE programme. 'Silence Helps Homophobia' clip is shown to all in Form II from LGBT Scotland.

FORM III

Domestic Abuse – delivered by Miss Langley - Using the CRUSH programme this two week programme explores the issues of teenage abuse, gender stereotyping, sexist behavior and language, and bullying. It gives pupils the knowledge of the warning signs of an abusive relationship.

Mental Well-being – Mrs Leggatt - Part of this course also deals with spotting the signs of unhappiness within peer groups.

Homophobic Bullying – All of Form III are visited by Diversity Role Models in June. DVM's message is one of empathy and respect; they do not ask pupils to make any moral decision around sexual orientation. They speak, however, of the need for ALL young people to be able to achieve their best, which means removing discrimination and bullying from schools.

Cyberbully – a two week course which involves watching and discussing the film Cyberbully with Maisie Williams. The docu-drama focuses on a typical teenage girl who lives her life out online, and is ostensibly accused of cyberbullying by an anonymous culprit.

Exploited – An 18 minute film which educated young people to identify features of an exploitative friendship or relationship in contrast with the development of a healthy relationship and gives clear information about how to report abuse and access support.

Murder Games – a two week course which involves watching and discussing a documentary recently aired on BBC. A teenage boy is targeted by an online predator after befriending him while gaming. It tells the true story of Breck Bednar, a 14-year-old schoolboy who was lured to his death after being groomed online by Lewis Daynes.

Visit from Police Scotland - In June, PC Fiona Murphy visits Form III to discuss internet safety and stresses the importance of on-line behaviour and taking responsibility for what you post both about yourself and others.

Appendix D

Support, resources or training for anti-bullying

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- The Children’s Parliament

Respectme

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

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

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

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

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

CHILDREN 1ST

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

ParentLine Scotland is a service provided by CHILDREN 1ST. CHILDREN 1ST delivers the ChildLine Service in Scotland on behalf to the NSPCC. Both services respectively hear from adults and their carers and children and young people directly. CHILDREN 1ST takes what it hears and makes sure the voice of the people who call is fed into policy and influencing. In addition, bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities. Through all these services they are able to represent both the voices and the concerns of children, young people, their friends and their families to positively influence both policy and services for children's benefit.

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

ParentLine

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

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

ChildLine

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

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

LTS

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

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

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

The Scottish Institute for Residential Child Care

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

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

SIRCC runs a two-day course for residential child care staff: 'Bullying: Bully-proofing Strategies in Residential Child Care'. This course considers what bullying is, who bullies, why people bully, the residential environment, bullying and harassment of staff, organisational cultures, and strategies for helping children and young people who bully as well as those who are bullied.

Bullying is also considered within other SIRCC short courses. These include, 'Working with Lesbian Gay Bisexual and Transgender Young People', 'Sexuality and Working with Children and Young People'. Training in relation to young people with disabilities and homophobic bullying are also addressed through short courses.

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

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

Youth Scotland

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers. The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland.

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

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

Scottish Out of School Care Network

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

SOSCN is working in partnership with *respectme* to provide anti-bullying training.

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

LGBT Youth Scotland

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

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

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

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

Stonewall Scotland

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

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

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

SAMH

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

SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults.

Furthermore, we believe that the prevention of bullying behaviour and recovery from its impacts are fundamental to the realisation of individual human rights.

SAMH is increasingly pursuing an anti-bullying agenda in all that it does driven by its management of *respectme*, Scotland's anti-bullying service, in partnership with LGBT Youth Scotland. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

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

Zero Tolerance

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

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

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

Enquire

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

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

Enable Scotland

Enable Scotland is a dynamic charity run by its members campaigning for a better life for children and adults with learning disabilities and support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of

children and young people with learning disabilities are bullied. Enable Scotland in partnership with respectme have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (<http://www.enablemescotland.info>). Enable Scotland also provides training on disability awareness.

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

Changing Faces

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

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

Show Racism the Red Card

Show Racism the Red Card is an anti-racist educational charity. We aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports.

Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

<http://theredcardscotland.org/>

Pupil Inclusion Network Scotland (PINS)

The Pupil Inclusion Network Scotland brings together voluntary sector agencies and statutory sector colleagues who share a commitment to improving educational outcomes for all children.

Over the past five years the Network has grown and through the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures what we need to do, in partnership, to make a difference. Membership of the Network is free and registration is via the PINS homepage. PINS is supported by the Scottish Government and managed jointly by the Scottish Government (Learning Directorate) and voluntary sector agencies.

<http://www.pinscotland.org>

Govan Law Centre's Education Law Unit

Govan Law Centre's national Education Law Unit (Lagh-sgoile) is funded by the Scottish Government and the Equalities and Human Rights Commission. The Education Law Unit is Scotland's expert legal resource in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and

pupils with additional support needs. The Education Law Unit works in partnership with schools, education authorities, parents' groups and charities across Scotland to make pupils' rights and parents' rights in education a reality.

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

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

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

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

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

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

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

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

The Children's Parliament

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

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

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

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

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

Policy updated Feb 2017

Policy to be reviewed Summer Term 2018