



The Scottish Parliament
Pàrlamaid na h-Alba

EQUALITIES AND HUMAN RIGHTS COMMITTEE

AGENDA

8th Meeting, 2016 (Session 5)

Thursday 10 November 2016

The Committee will meet at 9.15 am in the Robert Burns Room (CR1).

1. **Bullying and harassment of children and young people in schools:** The Committee will take evidence from—

Carol Young, Senior Policy Officer, Coalition for Racial Equality and Rights;

Iain Smith, Policy and Engagement Team Manager, Inclusion Scotland;

Cara Spence, Senior Programmes and Influencing Manager, LGBT Youth Scotland;

Joanna Barrett, Policy and Public Affairs Manager, NSPCC Scotland/Childline Scotland;

Kathryn Dawson, Sexual Violence Prevention Coordinator, Rape Crisis Scotland;

Brian Donnelly, Chief Executive, Respect Me;

Jordan Daly, Co-founder, T.I.E. - Time for Inclusive Education;

and then from—

Dr Kay Tisdall, Professor of Childhood Policy and Co-Director, Centre for Research on Families and Relationships, University of Edinburgh;

Bill Ramsay, Convener of the Equality Committee, The Educational Institute of Scotland (EIS);

Dr Rowena Arshad, Head, Moray House School of Education, University of Edinburgh;

Dr Gillean McCluskey, Scottish Council of Deans of Education.

2. **Bullying and harassment of children and young people in schools (in private):** The Committee will consider the evidence received.

Claire Menzies
Clerk to the Equalities and Human Rights Committee
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Edinburgh
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The papers for this meeting are as follows—

Agenda Item 1

Paper from the Clerk

EHRiC/S5/16/8/1

PRIVATE PAPER

EHRiC/S5/16/8/2 (P)

Equalities and Human Rights Committee

8th Meeting, 2016 (Session 5) - Thursday 10 November 2016

Scoping Session – Bullying and Harassment of Children and Young People in Schools

Witness submission

Background

1. At its meeting on 6 October 2016, the Committee agreed to undertake a scoping session, with witnesses, on the issue of Bullying and Harassment of Children and Young People in Schools. This session will inform the Committee's work programme going forward in terms of further work on this issue.
2. The Committee will hear from two panels of witnesses at this meeting on this subject.

Witness submissions received

3. The following written submissions have been provided to the Committee—
 - [Centre for Research on Families and Relationships \(CRFR\), University of Edinburgh \(Page 2\)](#)
 - [Education Scotland \(Page 8\)](#)
 - [Educational Institute of Scotland \(EIS\) \(Page 16\)](#)
 - [Engender \(Page 21\)](#)
 - [Equality and Human Rights Commission Scotland \(Page 27\)](#)
 - [Fife Council - Education and Children's Services Directorate \(Page 30\)](#)
 - [LGBT Youth Scotland \(Page 51\)](#)
 - [Moray House School of Education \(Page 55\)](#)
 - [NSPCC Scotland/Childline Scotland \(Page 58\)](#)
 - [Rape Crisis Scotland \(Page 60\)](#)
 - [Respect Me \(Page 63\)](#)
 - [Scottish Council of Deans of Education \(Page 78\)](#)
 - [T.I.E. - Time for Inclusive Education \(Page 81\)](#)

**Seán Wixted
Assistant Clerk
10 November 2016**

**CENTRE FOR RESEARCH ON FAMILIES AND
RELATIONSHIPS (CRFR), UNIVERSITY OF
EDINBURGH**



centre for research on
families and relationships

**Written Submission to the Equalities and Human Rights
Committee, Scottish Parliament**

**Scoping Session on Bullying and Harassment of Children and Young
People in Schools**

2nd November 2016

Dr Kay Tisdall, Professor of Childhood Policy and Co-Director of the Centre for Research on Families and Relationships (CRFR), University of Edinburgh

Introduction

We know from children and young people that bullying and harassment, by their peers as well as by others, is all too frequent and problematic. Research shows us that it is not only children and young people who are victims of bullying who are detrimentally affected -- so are those who witness bullying and those who do the bullying.¹ Children and young people with certain characteristics disproportionately experience bullying, such as those with disabilities, from certain black and minority ethnic groups, from gypsy traveller groups and who are LGBT.

This is a children's human rights issue. The UN Committee on the Rights of the Child has consistently noted the problems that children and young people experience, in relation to bullying and harassment. It is thus commendable that the Equalities and Human Rights Committee is undertaking this scoping work.

The submission is primarily based on secondary research undertaken for the Scottish Government,² which summarises and presents evidence on the views and experiences of children and young people in Scotland in relation to implementing the CRC. The scope of the project was to consider research, consultations, reports

¹ E.g. see <http://www.gov.scot/Resource/Doc/330753/0107302.pdf> and Salmivalli, C. (2010) Bullying and the peer group: a review, *Aggression and Violent Behavior* 15(2): 122-120.

² Elsley, S., Tisdall, E.K.M. and Davidson, E. (2013) Children and young people's experiences of, and views on, issues relating to the implementation of the United Nations Convention on the Rights of the Child, <http://www.gov.scot/resource/0042/00427287.pdf>

and other relevant data undertaken by government, the then Scotland's Commissioner for Children & Young People (SCCYP), non-governmental organisations (NGOs), academics and the public sector on children. This information is further supplemented by more recent research and the ongoing partnership between Young Edinburgh Action (YEA) and Centre for Research on Families and Relationships (CRFR). YEA is an innovative approach of action research, undertaken by young people, to implement the City of Edinburgh Council's Young People's Participation Strategy.³ While drawing on this collaborative work, this submission reflects the author's views and not necessarily of others.

This submission primarily addresses question 1 of the scoping session: The nature and extent of prejudice and bullying in schools?

Recognising children's human rights

The Equalities and Human Rights Committee will be aware of the 2016 Concluding Observations of the UN Committee on the Rights of the Child, for the UK. Bullying has been conclusively recognised as a form of violence against children and thus against their human rights. Paragraph 48(a) states:

Bullying, including cyberbullying, remains a serious and widespread problem, particularly against lesbian, gay, bisexual, transgender and intersex children, children with disabilities and children belonging to minority groups, including Roma, gypsy and traveller children.

The Committee then makes two related recommendations: the first advising intensified efforts in schools and the second addressing cyberbullying.

The Committee's Concluding Observations are supported by the oral and written evidence provided to the Committee, by children and young people themselves, the UK Children's Commissioners and NGOs, referring both to the UK generally and to Scotland in particular.⁴

While there has been policy and practice developments in relation to bullying and harassment of children and young people in schools, these improvements have not adequately addressed the continuing problems children and young people experience.

³

<https://www.era.lib.ed.ac.uk/bitstream/handle/1842/16875/CRFR%20briefing%2085.pdf?sequence=1&isAllowed=y>

⁴

See http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=GBR&Lang=EN

What we know about bullying and harassment of children and young people

Bullying and harassment are not consistently defined across people nor across research. As contained in the 2010 Scottish Government and Scottish Anti-Bullying Steering Group policy:

...definitions of bullying abound, most commonly including terms of aggression, intentional harm recurring over time and characterised by an imbalance of power. Children, however, extend those definitions to include more subtle rejections such as name calling, teasing, being ignored or excluded from a group as equally distressing. Some children experience bullying that is unintentional, arbitrary and may define a single event as bullying. (page 4, quoting McKenna 2009)⁵

The Health Behaviour in School-Aged Children Survey provides authoritative evidence for Scotland, due to its well-based methodology.⁶ From its 2014 survey, 13% of boys and 15% of girls (aged 11-15 years) had been bullied at school at least two times a month in the past two months. Between 2002 and 2010, there was little change in the prevalence of being bullied. But between 2010 and 2014, there was an increase: amongst girls, bullying increased from 9% in 2010 to 15% in 2014; amongst boys, bullying increased from 10% to 13%. The survey now has questions about forms of cyber bullying. Just under 1 in 5 (18%) of girls aged 13 reported being bullied via electronic media pictures at least once over the past couple of months.⁷

As we wrote in 2013 report for the Scottish Government, children and young people are aware of school-based initiatives generally to tackle bullying but initiatives are not always successful. To quote from the relevant section:

Research undertaken by the Scottish Borders Youth Commission found varied practice across schools, in prevention, management and recording of bullying incidents. Young people undertook the research for the Commission, which involved a range of methods and over 500 children and young people. Key recommendations and findings of the Youth Commissioner were:

- To amend current definitions of bullying that require intent and aggression. Labelling people as ‘bullies’ and ‘victims’ was unhelpful.
- To include parents, pupils and school staff⁸ in a whole school approach.
- To target prejudice-based bullying specifically and to promote diversity positively.
- To explore appropriate consequences and responses for children and young people demonstrating bullying behaviour.

⁵ <http://www.gov.scot/Resource/Doc/330753/0107302.pdf>

⁶ HSBC defined bullying as “when another individual or group of individuals says or does nasty things, when an individual is teased repeatedly in a way that they do not like, or when they are deliberately left out of activities” (page 85).

⁷ http://www.cahru.org/content/03-publications/04-reports/hbsc_nr14_interactive_final.pdf

- To develop understanding of cyber bullying. Staff and young people were not confident discussing cyber bullying.

Responding to a respectme survey of children and young people aged 8 to 19 across 29 Scottish local authorities, 16% reported being cyberbullied. Most (63%) knew who had done this and in 40% of these occasions the bullying carried on into school. A quarter of respondents were worried about cyberbullying when they were online.

For most of the 35 participants (aged 11 to 18 years) speaking to Young Scot on child Internet safety, the term 'cyberbullying' was familiar. Some had experienced it and most felt they knew how to report concerns online.

In contrast to generalised bullying initiatives in schools, initiatives to address homophobia, biphobia and transphobia were not well known to young people. When responding to a questionnaire for LGBT young people, less than one third (31%) were aware that anti-phobia education had been introduced in schools. Just under half of the young people said they would not feel confident reporting such bullying.

Certain groups of children and young people were particularly concerned about being bullied. Over two-thirds (69%) of LGBT young people responding to a survey⁹ had experienced homophobic or biphobic bullying at school. The results for transphobic bullying were even higher. This negatively impacted on their education and employment experiences.

Looked after children reported bullying. Of the 30 young people interviewed in one local authority, just under half said they had been bullied.¹⁰

LGBT Youth Scotland and others have been instrumental in raising recognition of the bullying and harassment experienced by a significant number of LGBT children and young people. Young people from LGBT Youth Scotland, speaking at the Children's Rights Seminar in March 2014, pointed out how the reification of traditional gender roles in schools negatively impacted on their own developing identities.¹¹ This has been an issue taken up by YEA, where one action research group has led to young people co-designing a storybook aimed at under 5 year olds to tackle gender stereotypes.¹²

¹⁰ Elsley, S., Tisdall, E.K.M. and Davidson, E. (2013) Children and young people's experiences of, and views on, issues relating to the implementation of the United Nations Convention on the Rights of the Child, <http://www.gov.scot/resource/0042/00427287.pdf> - paragraphs 8.22-8.28. References can be found in this report.

¹¹

See

<http://www.scottishinsight.ac.uk/Portals/50/ias%20documents/Reports/Childrens%20Rights%20Seminar%20Briefing.pdf>.

See

also

http://www.research.ed.ac.uk/portal/files/24370546/Marlies_Kustatscher_CERES_briefing.pdf

¹²

Recently, Together (the Scottish Alliance for Children's Rights) has received concerns from its members about the implications of the Prevent Duty on children and young people. This was taken up by the UN Committee on the Rights of the Child, which recognised the potential discriminatory or stigmatising impact that the Prevent Strategy could have.¹³ The Equalities and Human Rights Committee could usefully explore this, as part of their scoping and further work.

Cyberbullying has grown as a particular form of bullying, enhanced by the ever-increasing accessibility and use of associated technologies. Livingstone and colleagues' international review of literature and evidence, on cyberbullying, further supports the stance that cyberbullying should be considered within the context of bullying rather than separately.¹⁴ Cyberbullying underlines the importance of *not* focusing on a particular geographical site but on behaviours and relationships. Schools are key places for peer relationships, as well as for preventing and addressing bullying and harassment. But bullying is not constrained by schools' physical boundaries and research repeatedly demonstrates how it can go beyond the school gates, both physically and online. Thus it would be advisable not to concentrate solely on bullying and harassment of children and young people *in schools*, but recognise the important roles schools can play in preventing and addressing any bullying and harassment.

In summary

The bullying and harassment of children and young people is a significant children's human rights issue, which continues to be problematic in Scotland. Survey results from 2014 shows that prevalence is increasing rather than decreasing.

Some children and young people are more likely to experience bullying and harassment than others. Girls are somewhat more likely than boys to have such experiences. Children and young people with disabilities, from black and ethnic minority groups and who are looked after are disproportionately more likely to experience bullying and harassment, than others. Discrimination and equalities are thus core issues to address within bullying and harassment of children and young people.

Such issues are unfortunately familiar. Three issues have been recognised more recently: first, the extent of bullying and harassment experienced by LGBT children and young people;

<http://www.scottishinsight.ac.uk/Portals/50/ias%20documents/Reports/Childrens%20Rights%20Seminar%20Briefing.pdf>

¹³ <http://www.togetherscotland.org.uk/news-and-events/news/detail/?news=1124>

¹⁴ Livingstone, S., Stoilova, M. and Kelly, A. (2016) *Cyberbullying: incidence, trends and consequences*. In: *Ending the Torment: Tackling Bullying from the Schoolyard to Cyberspace*. United Nations Office of the Special Representative of the Secretary-General on Violence against Children, New York, USA, pp. 115-120. <http://eprints.lse.ac.uk/68079/>

second, the potential implications of the Prevent Duty; and, third, cyberbullying, which underlines that bullying and harassment easily and frequently crosses physical boundaries of school and elsewhere.

It is commendable that the Equalities and Human Rights Committee are considering this issue. Children and young people over and over again tell adults, in research and consultations, about the negative impacts of bullying and harassment. From their perspectives, this is significant problem that many of them experience and/or witness in their daily lives.

About CRFR

The Centre for Research on Families and Relationships (CRFR) was established in 2001 as a consortium research centre based at The University of Edinburgh, with partners at the Universities of Aberdeen, Dundee, Glasgow, Glasgow Caledonian, Highlands & Islands and Stirling. CRFR also works in collaboration with the School of Applied Social Sciences at the University of Durham.

Our aims are to:

- Produce high quality, collaborative and inclusive research relevant to key issues in families and relationships.
- Act as a focal point, and promote and facilitate a network, for all those with an interest in research on families and relationships.
- Make research more accessible for use by policy makers, practitioners, research participants, academics and the wider public.
- Enhance the infrastructure to conduct research on families and relationships.

Our consortium approach allows us to develop a multi-disciplinary work programme that reflects current issues and trends from across the country. Our Co-Directors are drawn from various schools within the University of Edinburgh and our Associate Directors from each of the consortium universities. We also have long-standing Associate Directors from other institutions who have strong disciplinary links with CRFR. All of our Directors offer academic expertise and guidance relating to our research strategy.

EDUCATION SCOTLAND

EHRiC submission from Education Scotland for the session on bullying and harassment of children and young people in schools

Education Scotland is Scotland's national agency for quality improvement in education. We promote improvement in all sectors of education and at all stages of the learning journey, from the early years to adult and continuing education. The Agency sits within the DG Learning & Justice portfolio, responsible to Deputy First Minister and Cabinet Secretary for Education and Skills and works closely with SG Directorates for Learning, ESLL and Children & Families. It also provides direct policy support for Ministers in a few areas, specifically Community Learning and Development, Youth Strategy and Adult Learning.

Background and policy landscape

Curriculum for Excellence

Health and wellbeing

Curriculum for Excellence (CfE) cannot be delivered without good relationships and positive behaviour. We want all our children to get the support they need to benefit fully from their education. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive relationships and behaviour in the classroom, playground, and wider learning community. All adults who work in schools have a responsibility to support and develop Mental, Emotional, Social and Physical Wellbeing.

CfE tries to ensure that all young people, no matter their race or identity, are respected and receive the support they need to make informed choices for themselves. Education establishments promote children's health and wellbeing throughout early years, primary and secondary education through refreshed, age-appropriate and inclusive strategies and resources. This will enable children to learn about tolerance, respect and equality to help address and prevent prejudice.

Relationship Sexual health and Parenthood (RSHP) education

Schools need to address any issues of homophobic, biphobic and transphobic bullying and promote an inclusive approach to relationships, sexual health and parenthood education. The guidance on the Conduct of Relationships, Sexual Health and Parenthood (RSHP) education in schools, clearly states how important it is that RSHP education addresses diversity and reflects issues relating to lesbian, gay, bisexual, transgender and intersex young people or children with LGBTI parents, such as same sex marriage and hate-crime reporting.

The guidance also highlights a resource titled 'Dealing with Homophobia and Homophobic Bullying in Scottish Schools, a Toolkit for Teachers' which provides support for staff in recognising, challenging, and reducing homophobia and homophobic bullying in their schools. This offers a range of lesson plans for teachers

to choose from that can be used as deemed appropriate for the age and development stage of the class.

Education Scotland has numerous resources that are useful for different levels of RSHP education, all of which are accessible to practitioners on Glow. This is not intended to be a comprehensive or prescriptive list, but rather a list of materials that have been quality assured to ensure compliance with the ethos of RSHP. Education Scotland will continue to make sure resources are available for practitioners that are up-to-date, age appropriate and inclusive.

Officials in Scottish Government and Education Scotland are currently working with local authority and NHS representatives to explore what more can be done to support LGBTI inclusion in RSHP resources for Scottish schools. Representatives from LGBT Youth Scotland have been involved in this. NHS Greater Glasgow and Clyde are working with these RSHP education partners to commission a RSHP web-based teaching resource that supports delivery RSHP education for schools in Scotland.

Mental health

The Schools (Health Promotion and Nutrition) Act (Scotland) 2007 places a number of duties on local education authorities including ensuring that schools are health promoting. This includes promoting physical, social, mental and emotional wellbeing by supporting pupils to make positive lifestyle choices in relation to their health and wellbeing.

CfE has an important role to play in promoting the health and wellbeing of children and young people and all of those in the educational communities to which they belong. Under the experience and outcome (HWB 06a), teachers must ensure that children and young people understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. It is for each local authority and school to decide how to develop their own approaches to implement CfE, based on local needs and circumstances.

This government is clear that children and young people should have an understanding that there is support available to them if they need it. A number of authorities provide access to school based counselling in their schools. In other areas, schools utilise the skills of their pastoral care staff and liaise with health services for specialist support when required. A mental health link person is available to every school, this has been achieved in a variety of ways using various models working to meet local needs. The link worker may be a Child and Adolescent Mental Health Services (CAMHS) clinician or another speciality such as a primary care worker.

Anti-Bullying Policy

Education Scotland supports the Scottish Government in projecting a very strong message that bullying of any kind is unacceptable and must be addressed quickly, whenever it arises. Each local authority is responsible for the care, safety and welfare of pupils in school in the authority area. All adults who work in schools have a responsibility to ensure the mental, emotional, social and physical wellbeing of the children and young people in their care. The Responsibility of All is in place to

ensure each practitioner fulfils their role in promoting open, positive, supportive relationships across the school community.

We are committed to addressing prejudice and discrimination and to promoting equality and diversity in our schools. Every child and young person in Scotland should be able to grow up free from bullying and develop mutually respectful, responsible and confident relationships with other children, young people and adults.

The Scottish Government is committed to refreshing *the National Approach to Anti-Bullying for Scotland's Children and Young People* to ensure that it remains current and is in line with the legal framework outlined in the Equalities Act, reflects policy and legislative developments including Getting It Right For Every Child (GIRFEC); Children and Young People (Scotland) Act 2014; relationships and behaviour and the *respectme* research *Bullying in Schools 2014*. The purpose of the refreshed National Approach is to communicate and promote a common vision and aims to make sure that work across all sectors and communities is consistently and coherently contributing to a holistic approach to anti-bullying in Scotland, which includes prejudice based bullying.

The working group tasked with refreshing the National Approach, is made up of experts from a diverse number of organisations that have experience of working in this area of work across the protected characteristics including the Convention of Scottish Local Authorities (COSLA), Education Scotland, ENABLE, LGBT Youth Scotland, Stonewall Scotland, Youthlink Scotland, Centre for Excellence for Looked After Children in Scotland (CELCIS), Police Scotland, SportScotland and *respectme*, Scotland's national anti-bullying service. You may be interested to know that the principals that we are basing the approach on are robust, children's rights focussed, rooted in equalities and have been agreed by the working group and the parents and carers, children and young people and practitioners we consulted with.

The refreshed National Approach *does* make clear that some behaviour can be perceived as or assumed to be bullying and is clear that hate crime is defined through the law as a crime motivated by malice or ill will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. The refreshed National Approach will be published in late 2016.

The Scottish Government continues to wholly fund *respectme*, a national anti-bullying service, to build confidence and capacity to address all types of bullying effectively, aligned to the *National Approach*. *respectme* provide direct support to local authorities, schools, youth groups and all those working with children and young people. You can find more about the work of *respectme* at www.respectme.org.

Government commitments and priorities

Improving health and wellbeing has been identified as one of the key priorities of the [National Improvement Framework](#), along with a drive to improve attainment and close the attainment gap. Without an emphasis on health and wellbeing and focussing on every child as an individual by nurturing their wellbeing, talents and skills and ensuring they feel welcome, safe and cared for throughout their time in school; our children and young people simply cannot flourish or achieve positive

learning outcomes. In December 2016, the Scottish Government will publish plans for gathering information about the health and wellbeing of children and young people.

In addition, the Scottish Government has recently committed, in the national delivery plan '[Delivering Excellence and Equity in Scottish Education](#)' to work with the General Teaching Council for Scotland to provide more support to all newly appointed, guidance and promoted teachers on equalities issues by August 2017. The Standard for Full Registration requires that, by the end of their teacher training, student teachers demonstrate the ability to respond appropriately to gender, social, cultural, religious and linguistic differences among pupils. In addition, the Delivery Plan also commits to a review of initial teacher education programmes to report by April 2017, to ensure that they provide appropriate detail on equality across both primary and secondary sectors; as well as working with the GTCS to provide more support for teachers in equality issues through career long professional learning to be in place by August 2017. The Scottish Government is committed to completing all activity in the Delivery Plan against the published timescales. Work is underway to review the content of Initial Teacher Education courses and we will shortly begin working with the GTCS to provide more support to teachers in respect of equality issues.

Education Scotland

Education Scotland continue to provide support to schools on promoting positive relationships with children and young people, which includes support and resources around anti-bullying strategies.

Education Scotland, in partnership with NHS Health Scotland, awarded grants to 5 local authorities as part of a pilot project to roll out Scotland's Mental Health First Aid for Children and Young People. The aim of this is to train staff within secondary school communities in order to increase their confidence in approaching pupils who they think might be struggling with a mental health problem. This training should complement the range of mental health strategies that are already in place within the local authorities and the support should target the school communities that need it the most first.

The Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS)

SAGRABIS provides advice to local and national government on behaviour and relationships in schools. The group is chaired jointly by the Depute First Minister and Councillor Stephanie Primrose from COSLA. All of the major teaching unions in Scotland are represented on SAGRABIS. Stonewall and LGBT Youth Scotland gave a presentation outlining their work and what they can offer to support teachers' understanding and confidence in managing any cases of prejudiced based bullying in schools. Their proposal is being considered by Scottish Government.

The nature and extent of prejudice and bullying in schools?

Research from Time for Inclusive Education (TIE)

TIE published a research report *Attitudes Towards LGBT in Scottish Education* on 11 September 2016. There were two surveys – one for ‘Pupils and Schools Leavers’ and the second one for ‘Teachers’. The Pupils and Schools Leavers survey received 317 responses and the Teachers survey received 408 responses. This sample is less than 1% of the 51,078 teachers in Scotland.

The key findings are:

- 90% of LGBT respondents reported experiencing HBT bullying while at school.
- 64% of LGBT respondents reported being bullied because of their gender identity or sexual orientation.
- 86% of LGBT respondents reported LGBT issues never discussed or taught in progressive manner at school. Many also highlighted lack of LGBT inclusive sex education at schools.
- 5% of LGBT respondents believe teachers adequately equipped to discuss LGBT issues in classroom.
- 72% of LGBT respondents reported HBT bullying not challenged by teachers at school.
- 4% of LGBT respondents believe SG has done enough to tackle HBT bullying in schools.
- 27% of LGBT respondents reported that they had attempted suicide at least once as a result of bullying.
- 15% of LGBT respondents reported attempted more than once as a result of bullying.
- 13% of LGBT respondents reported self-harmed once a result of bullying.
- 45% of LGBT respondents reported self-harmed regularly as a result of bullying.
- 95% of LGBT respondents believe being bullied has had long lasting negative effects on them.

Stonewall Research based on a survey of young people and teachers within 2 separate reports.

Main findings:

- **More than half** (52 per cent) of lesbian, gay and bisexual young people have experienced homophobic bullying
- **Ninety nine per cent** of lesbian, gay and bisexual young people hear the phrases ‘that’s so gay’ or ‘you’re so gay’ in school
- **One in four** report that teachers who hear homophobic language never challenge it
- **Almost half** (48 per cent) of lesbian, gay and bisexual pupils have never seen lesbian and gay issues addressed in class.
- **Nine in ten** secondary school teachers say children and young people regardless of their sexual orientation experience homophobic bullying.
- **44 per cent** of secondary school teachers and **77 per cent** of primary school teachers say they are told they cannot discuss LGBT issues in the classroom.
- **More than four** in five teachers have not had any specific training on how to tackle it.

http://www.stonewallscotland.org.uk/sites/default/files/scottish_school_report_cornerstone_2012.pdf

http://www.stonewallscotland.org.uk/sites/default/files/scot_teachers_report_2014_final_lo_res.pdf

Respectme Research

The 2014 research indicated that 30% of children said they have experienced bullying – face to face being the most common type of bullying. The top three behaviours experienced face to face were the same as the behaviours experienced online. Children and young people value whole school style approaches to bullying, ones that listen and include them rather than assemblies or just recording mechanisms.

How do schools respond to bullying and how are they supported in that role?

- Schools try to ensure that all young people, no matter their sexual orientation or identity, are respected and receive the support they need to make informed choices for themselves. Children and young people's health and well-being are central to Curriculum for Excellence and the Getting it Right for Every Child policy. Schools adopt age-appropriate resources and inclusive strategies to teach children about tolerance, respect and equality to help address and prevent prejudice.
- The refreshed National Approach-Respect for All provides very clear guidance. It is explicit about prejudice based bullying and the Equality Act and stresses the importance of working within this framework.
- Education Scotland's self-evaluation framework '*How Good is Our School 4*' was launched in September 2015 and has been used in all school inspections since August 2016. This new framework now includes a new indicator specifically focusing on measuring the quality of safeguarding, wellbeing, equality and inclusion. This will support schools to effectively evaluate their own practice and support self-improvement.
- Education Scotland asks specific questions about bullying through pre-inspection questionnaires to pupils and parents. These questionnaire responses are analysed and followed up during the inspection if there are concerns about bullying in the school or the way bullying incidents are managed. Inspectors will ask to see records of bullying incidents where appropriate.
- Mentors in Violence Prevention (MVP) Scotland Programme is being developed and delivered to schools across the country by the Violence Reduction Unit in partnership with Education Scotland to promote positive relationships through health and wellbeing for young people in schools. MVP is a bystander programme which empowers young people to safely challenge and speak out against bullying, abusive and violent behaviour, as well as the negative attitudes and assumptions which underpin this behaviour. A key component of the types of behaviours and attitudes which MVP seeks to address centres on gender-based violence and attitudes and assumptions towards women and girls. The programme aims to raise awareness and challenge thinking by countering mainstream messages about gender, sex and violence. The programme encourages dialogue by creating a safe and supported environment for boys and girls to share their opinions and experiences. It inspires leadership by empowering participants with concrete options to effect change in their communities. Peer mentors (S5/6 pupils) are at the heart of the

MVP Programme. Their training and their ability to influence their own peers is crucial. The mentors deliver lessons on sensitive issues listed above to S1 and 2 pupils in their own school.

Respectme, Scotland's Anti-Bullying Service:

- Respectme 31 of the 32 LA's to develop a policy and train staff. Over 7,000 staff have been trained across Scotland
- Respectme ensures that all training events and policies they are involved in developing includes prejudice-based bullying and mentions all of the protected characteristics as well as the UNCRC. The training materials were developed in partnership with equalities bodies/organisations.
- Respectme has developed materials on specific equalities issues around LGBT Youth, Gender, Disability and worked with colleagues on race equality religion.

What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools?

- Scottish Government has committed to a review of initial teacher education programmes, to report by April 2017, to ensure that they provide appropriate detail on equality across both primary and secondary sectors.
- Scottish Government has committed to providing more support to all newly appointed, guidance and promoted teachers on equalities issues by August 2017. Further discussions will take place on the detail of what the training includes and how the programme will be delivered with the GTCS.
- Scottish Government and Education Scotland will continue to engage with Stonewall Scotland, LGBT Youth Scotland and the TIE campaign to ensure that schools address the important issues that LGBT young people face; and ensure that teachers have the skills, knowledge and confidence to embed inclusive approaches in their schools.
- Education Scotland is planning training for all HMI in partnership with LGBT Youth Scotland and Stonewall. This will ensure all inspectors have current knowledge and understanding of any issues.
- LGBT Youth Scotland and respectme were provided with £10k of Scottish Government funding earlier this year to collaboratively produce a resource and deliver practice seminars that aim to improve the knowledge confidence and skills for teachers and those working in learning environments to address the issue of homophobic, biphobic and transphobic (HBT) bullying. The resource has not been published yet but will be promoted through the use of Education Scotland and Scottish Government's media channels.
- Discussions are currently taking place between Stonewall Scotland and LGBT Youth Scotland and Scottish Government about a joint proposal outlining how both organisations can support LGBTI young people in schools and how they can support

teachers build their confidence and capacity in supporting LGBTI young people. These new areas of work will provide further support to teachers and staff in schools to develop their knowledge, understanding and confidence and enhance the support provided to manage bullying and equality issues.

- Further discussions could take place with the Scottish Guidance Network to explore their needs for further support and advice in this area.
- There is a need for consistent implementation of the refreshed National Approach – Respect For All. Respectme and Education Scotland will work together to support the implementation process. Respect For All has clear guidelines and responsibilities for all staff working with children and young people. Local Authorities should provide the appropriate support and challenge to ensure policies are developed and implemented in schools and are regularly reviewed.

EDUCATIONAL INSTITUTE OF SCOTLAND

Scottish Parliament Equality and Human Rights Committee:

Scoping session on bullying and harassment of children and young people in schools – 10 Nov 2016



Evidence from the Educational Institute of Scotland

Thank you for the opportunity to contribute to the scoping session on bullying & harassment.

The Educational Institute of Scotland (EIS) is Scotland's largest and longest-established teaching union with over 55,000 members in all sectors of education. We have a very active member-led Equality Committee, with sub committees taking forward action on Gender Issues, Anti-Racist Issues, and the Impact of Poverty on Education. We also have a vibrant LGBT Network, and a growing national network of Equality Representatives.

Our locus in this inquiry

We have a keen interest in bullying and harassment as it affects children and impacts on their learner experience. Also, as a membership organisation representing teachers, we are concerned about teachers' experiences of bullying, both as educators working to challenge it and support pupils, and as professionals at work who may be experiencing it themselves.

We note that the aim of the scoping session is to consider these 3 issues:

1. The nature and extent of prejudice and bullying in schools
2. How schools respond to bullying and how are they supported in that role
3. What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools.

Q1. Nature and extent of prejudice and bullying

We define bullying in our Policy in Bullying and Harassmentⁱ as "Persistent, offensive, abusive, intimidating, malicious, or insulting behaviour, abuse of power, or unfair penal sanctions which make the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress."

Bullying among children and young people is still too prevalent in Scotland. We note that the 2014 respectme study of Bullying in Scotlandⁱⁱ, which gathered survey data from 7,839 children and young people aged 8-19, found that:

- 30% of children and young people had experienced bullying in the previous year, and "a number of children" (no. not specified) had more than one experience of bullying, with over 12,000 incidents described
- Only 10% of bullying was online only; 49% happened in person
- The vast majority of children who had experienced bullying knew the person bullying them (92%)

- The most effective anti-bullying initiatives are embedded within a positive ethos and culture and not focused on individual incidents
- Teachers are providing support to a high number of children who are bullied.

Our own work confirms that some forms of prejudice-based bullying are particularly emergent at present. Bullying arising from misogyny, racism, Islamophobia and homophobia are issues of serious concern to the EIS.

Misogynistic attitudes

Our recent report on misogynistic attitudes among children and young people, "Get It Right For Girls"ⁱⁱⁱⁱ highlights various forms of gendered harassment which are now commonplace in schools e.g.

- Casual though often vindictive use of overtly sexualised and derogatory language - 'slut', 'skank' and 'whore' were widely used against girls or women staff
- Dismissive, contemptuous attitudes of some boys towards female pupils and staff, and towards their mothers; and mockery and derision when women and girls adopt non-stereotypical gender roles e.g. football fans
- Objectification of women and girls on the basis of their looks
- Joking about the sexual abuse of and physical violence against, women and girls, or framing conversations about the issue in such a way as to blame victims
- Overt sexual propositioning of girls and young women through to boys' pushing, grabbing and groping of girls
- Sending/sharing through social media sexual images of women and girls either with or without consent, and use of social media to target sexual innuendo at girls and young women

Although the focus of this report was on children's attitudes and behaviour regarding peers, our focus-group research indicated that there are significant issues regarding misogyny directed at teachers. One Secondary teacher told us, "A *pupil in my class called me a 'fat f***ing whore.'*" Another teacher had been called a 'feminazi' for raising concerns about misogyny.

Racism and Islamophobia

We are very concerned about the 'Prevent' duty contained in the 2015 Counter Terrorism and Security Act. (The duty for certain public bodies to have, in the exercise of their functions, "*due regard to the need to prevent people from being drawn into terrorism.*") 'Prevent' has been widely criticised, not least for creating conditions in which racism and Islamophobia will be exacerbated. We are particularly concerned about the degree of scrutiny to which Black and Minority Ethnic (BME) learners and families may be subjected because of this legislation and its implementation.

We know that, for example, when a Glasgow school was recently informed about Prevent, a support staff member then said, "*We will need*

to keep an eye on [Muslim pupil] now". There are other well reported incidents of race and faith-based discrimination. See e.g. the case studies in the "Preventing Education?" report.^{iv}

A further concern is that the current political discourse around immigration is creating a climate which will exacerbate bullying and harassment of refugee & asylum seeking children, and children from visible/audible ethnic minorities, who are or are perceived to be refugees or migrants. We will soon publish materials for teachers on the 'Myths of Immigration' to assist them in challenging this harmful discourse. We note that hate crime in Scotland increased after the 'Brexit' vote^v; we fear that current narratives about 'migrants' in e.g. the tabloid media put certain children at greater risk of bullying and harassment.

Homophobia, biphobia and transphobia

We recently surveyed our members about their experiences of homophobia and transphobia in education and found that 42% of respondents had indirectly experienced homophobia or transphobia, as an employee, in an educational establishment. 17% had directly experienced this.

Of those who had *indirectly* experienced homophobia or transphobia:

- 84% had heard prejudicial language about staff or learners e.g. insults or abuse, from learners
- 29% had seen homophobic/transphobic graffiti in the establishment
- 30% had witnessed bullying of staff or learners based on sexual orientation or gender identity
- 24% had witnessed discrimination towards staff or learners based on sexual orientation or gender identity.

Teachers' experiences of bullying

As a Trade Union, we believe that all employees have a legal right to work in an environment that is safe and to be protected from all forms of abuse, violence and harassment, and that among the array of pressures facing teachers and lecturers, none is so insidious or so sapping of self-esteem as the threat of violence, intimidation or harassment which many face daily.

Teachers are at risk of bullying and harassment from a wide range of sources: it can come from colleagues, management, students and pupils, members of the public or from parents. Multiple strategies therefore need to be put in place to prevent and challenge the harassment of teachers.

Q2. How schools respond/how schools are supported

Schools respond to bullying in a wide variety of ways, including but not limited to:

- developing and implementing establishment-level policies, created with involvement of pupils, staff and parents
- fostering of strong school ethos of tolerance and inclusion

- taking a curricular focus on bullying, for example within Personal and Social Education and the study of particular texts in English
- running themed weeks
- setting up buddy or peer mediation schemes
- enacting discipline policy where bullying behaviour is identified
- monitoring the number of bullying incidents
- deploying teachers on a voluntary basis and playground assistants and active breaks workers to supervise break and lunchtime activity
- engaging with parents on the issue
- providing additional support for children who have been bullied.

There is a wide range of policy to support this, including the GTCS standards for teachers, which directly address the themes of equality and social justice, in addition to the wellbeing of learners. Local authority employment policies on e.g. dignity at work would apply to teachers as employees experiencing bullying. Education Scotland also provides advice to schools on anti-bullying strategy as do third sector organisations.

It is important for teachers and lecturers to have opportunities to access quality professional learning on equality matters to enable them to respond effectively to prejudice-based bullying. The current austerity climate has led to budget cuts which has affected teachers' access to CPD. The lack of budget for cover and the shortage of supply teachers also affects uptake of professional learning.

School are also supported by L.A. policies and resources but these are under resourced and are not consistent. For example, we know that some L.A.s do not have an active anti-racism strategy in place.

Q3. What needs to change

1. There is scope for more content on equalities in Initial Teacher Education, so that teachers are better enabled to challenge prejudice from the start of their careers; and for more ongoing, career long equalities-focused professional learning opportunities.
2. Teaching needs to be a more representative workforce. For example, BME people and people with disabilities are currently under-represented in the Scottish teaching workforce.
3. School budgets, particularly for professional learning, should be increased.
4. Any new initiatives to target bullying, including prejudice-based bullying, should be adequately resourced, and take account of the pressures on teacher workload.
5. Local Authorities should have anti-bullying policies and should ensure that these are being developed into establishment level policies which take account of the specific needs and circumstances of the school.
6. In light of 'Prevent', it will be important for schools to monitor the numbers of racist incidents in educational institutions and take action if a pattern of increased incidents is noted, and to pay extra attention to safeguarding Muslim pupils or students, or pupils or students who may be perceived or misrecognised as Muslim, through a whole-school approach.

7. We encourage EIS members to make use of equality resources and to encourage open discussion of issues around racism, Islamophobia, sexism and misogyny, and homophobia and transphobia.
8. Given that the most effective anti-bullying initiatives are embedded within a positive ethos and culture and not focused on individual incidents, we encourage whole-school approaches to creating a positive, inclusive ethos.



Engender submission to the Equalities and Human Rights Committee (EHRiC) for scoping session on bullying and harassment of children and young people in schools

1. INTRODUCTION

Engender works in Scotland to advance women's economic, social and cultural, and political equality with men. We make visible the ways in which women's inequality impacts Scotland, and bring women together to make change happen.

Engender welcomes this opportunity to submit our views to the Equalities and Human Rights Committee on bullying and harassment of children and young people, with a particular focus on sexism, sexual harassment and gender inequalities in the school system.

Sexist bullying and sexual harassment undermine the dignity and safety of girls and young women, negatively impacting on their views of themselves and their experience of and attainment in education. Sexist bullying and misogynistic behaviours and attitudes within schools also contribute to a culture that sustains and amplifies gender segregation and gender stereotyping, limiting equal opportunities and creating a conducive context for violence against women and girls in society as a whole.

Over the past year, Engender has been working closely with Zero Tolerance and the Educational Institute of Scotland to challenge the culture of sexism and misogyny that exists within schools, and to create safe and enabling environments for young women and girls. It is vital that schools in Scotland are places where bullying, sexism and gender inequality are not tolerated, in order to ensure that girls and young women achieve their full potential within education as well as to achieve the Scottish Government's broader equality ambitions of a country with opportunities for all to flourish.

There is also a clear demand from girls and school-aged women for schools to make the issue of sexist bullying and sexual harassment a clear priority. The Girl Guides UK 2015 survey found that 90% of young women aged 13-21 agree that the government should make sure all schools are addressing sexual harassment and bullying in schools.¹⁵ Similarly, exploratory research by Zero Tolerance showed that many young people in Scotland want the issue tackled.¹⁶

¹⁵ Girlguiding UK (2015), *Girls' Attitudes Survey 2015*
<https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2015.pdf>

¹⁶ Zero Tolerance recently conducted exploratory research in Scottish schools in partnership with Rape Crisis Scotland and the Glasgow University Public and Social Health and Wellbeing Unit. Contact Zero Tolerance for more details.

2. GENDER INEQUALITIES AND SEXIST BULLYING AND HARASSMENT IN SCHOOLS

Equally Safe, the Scottish Government's strategy for eradicating violence against women and girls, recognises the education system as a key setting for shifting the discriminatory cultures, attitudes and behaviours that lead to violence against women and girls (VAWG) and notes that education has an opportunity to 'lead the way in attitudinal change'¹⁷. More broadly, the failure to challenge expressions of misogyny and sexism within educational settings helps lead to the entrenchment of gender inequalities within society.¹⁸ One of the ways that this may happen is in the creation and rehearsal of stereotypes about boys and girls, women and men within schools. These stereotypes have a direct influence on the aspirations that girls have for their future, and for subject selection and later choices about work and careers. Work to tackle subject and occupational segregation will necessarily be less successful if it amounts to short interventions that take place against a backdrop of gendered stereotyping, and construction of male-dominated space as dangerous and unpleasant for girls. As such, it is incredibly important that schools and educational institutions play a role in counteracting sexism, expressions of misogyny and gender inequities wherever they occur.

Within this, sexist/gender-based bullying and sexual harassment form a core concern, as both a consequence of and a catalyst for wider misogyny and gender inequalities, negatively impacting on the educational experiences of girls and young women and normalizing violence against women and gender stereotypes within a school setting.

2.1 THE NATURE AND EXTENT OF GENDER-BASED PREJUDICE AND BULLYING IN SCHOOLS

Sexist and gender-based bullying – of which young women and girls are overwhelmingly the target – can range from name-calling and peer group 'policing' around gender conformity, through to unwanted sexual touching and online harassment. Some behaviours, often categorised as 'sexual bullying', are criminal in nature: sexual harassment, assault and violence. The consequence of experiencing this type of bullying are enormous for young women and girls, negatively impacting on their physical and emotional wellbeing as well as educational attainment and involvement. According to EIS:

*"Faced with sexual bullying which is offensive, abusive, intimidating and malicious in nature, and which represents an abuse of power, victims experience fear, anxiety and stress, loss of dignity, humiliation and low self-esteem. The threat that this poses to victims' health and wellbeing and on their educational outcomes, is undeniable."*¹⁹

Members of the ATL teaching union report that consequences of gender-based bullying can include girls being less likely to participate in activities or do anything

¹⁷ Scottish Government (2014), *Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls* <http://www.gov.scot/Resource/0045/00454152.pdf>

¹⁸ Educational Institute of Scotland (2016), *Get it Right for Girls* <http://www.eis.org.uk/public.asp?id=3421&dbase=2>

¹⁹ *ibid.*

that “makes them stand out” and are even more unwilling to take risks in academic areas²⁰. Sexist and gender-based bullying also work to normalise misogynistic attitudes and behaviours, including normalising violence against women.

Limited data exists on sexist bullying or sexual harassment in schools in Scotland. While schools now routinely collect data on racist incidents, sexist incidents are not recorded, and there is a lack of consistency in how schools report sexual harassment and violence to the police and other authorities. Similarly, sexist bullying and sexual harassment are also very under-reported by girls, in part because they are “normalised, everyday occurrences, often positioned as “a joke” and therefore not reported.”²¹ The Addressing Sexual Bullying Across Europe (ASBAE) Project found that sexual harassment was often taken for granted by young people and that young people accepted most sexual bullying behaviours as just a ‘normal’ part of their everyday lives, also making it harder for young people to identify (and report) these behaviours as problematic.²²

Looking at the few UK figures available, data published in September 2015 showed that 5,500 sexual offences were recorded in UK schools over a three year period, including 600 rapes²³. A 2010 YouGov poll of 16-18 year olds found 29% of girls experienced unwanted sexual touching at school and a further 71% said they heard sexual name-calling such as ‘slut’ or ‘slag’ towards girls at school daily or a few times per week²⁴.

In 2015 Girlguiding UK found that 75% of girls and young women said anxiety about potentially experiencing sexual harassment affects their lives in some way, with 25% of 11 to 16 year old girls stating that concerns over potential sexual harassment made them consider whether or not to speak out in class²⁵. Girls as young as 11 reported experiencing sexual harassment, and a fifth of girls reported experiencing unwanted touching or unwanted sexual attention at school²⁶. The House of Commons Women and Equalities Committee has responded by conducting an inquiry into the levels of sexual harassment and violence in schools across England and Wales²⁷.

Sexual harassment and violence are however part of a much broader culture of sexism, sexist bullying and misogyny apparent within schools. The EIS has recently published new guidance on challenging misogyny which highlights the extent of

²⁰ House of Commons Women and Equalities Committee (2016), *Sexual harassment and sexual violence in schools* <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmwomeq/91/91.pdf>
²¹ *ibid.*

²² ASBAE (2015), *Addressing Sexual Bullying Across Europe Project Research Report* <http://www.asbae.eu/latest-news/research-report/>

²³ BBC Freedom of Information request (2015), *School sex crime reports in UK top 5,500 in three years* <http://www.bbc.co.uk/news/education-34138287>

²⁴ End Violence Against Women Coalition (2010), *2010 poll on sexual harassment in schools*, <http://www.endviolenceagainstwomen.org.uk/2010-poll-on-sexual-harassment-in-schools>

²⁵ Girlguiding UK (2015), *Girls’ Attitudes Survey 2015*, <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2015.pdf>

²⁶ *ibid.*

²⁷ House of Commons Women and Equalities Committee (2015), *Sexual harassment and sexual violence in schools inquiry* <http://www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/inquiry1/>

misogynistic behaviour amongst children and young people in Scotland, outlining a variety of verbal, non-verbal and physical displays of sexist or sexual bullying and misogyny occurring in Scottish schools, including:

- Casual use of mildly misogynistic language (e.g. 'girly', 'man-up') and overtly sexualised and derogatory language commonly being used against girls or women staff both casually and vindictively (e.g. 'slut', 'skank' and 'whore')²⁸
- Objectification of women and girls on the basis of their looks and the dismissive attitude that they should have responsibility for menial 'domestic' chores²⁹
- A range of gendered ideas around sexual behaviour including incidences of boys grabbing and groping girls; criticism of sexually active women in comparison to approval of such behaviour in men; and joking about sexual and physical violence against women and girls³⁰
- Sending/sharing through social media sexual images of women and girls either with or without consent and use of social media to target sexual innuendo at girls and young women.³¹

Similarly, other recent research in Scotland highlights:

- The prevalence of sexist attitudes among pupils, teachers and parents preventing and discouraging girls from engaging with sports or subjects perceived as 'male' – most notably the Scottish Government's priority areas of Science, Engineering, Technology and Maths³²
- A gender divide in what is considered acceptable behaviour reinforced either through explicit policy or through reinforced codes of practice at school (e.g. lining up boys and girls separately, giving girls Barbie/Disney themed items, gendered uniform policies, implicit ideas about who can take up playground space and who is allowed to play with who).³³

2.2 HOW DO SCHOOLS RESPOND TO BULLYING AND HOW ARE THEY SUPPORTED IN THAT ROLE?

Although schools have a responsibility to tackle sexual harassment and violence against women and girls under their obligations to implement the Equality Act 2010, as well as to tackle bullying under the national anti-bullying approach, it is not clear that this is delivering safe schools for girls.

²⁸ Educational Institute of Scotland (2016), *Get it Right for Girls* <http://www.eis.org.uk/public.asp?id=3421&dbase=2>

²⁹ Educational Institute of Scotland (2016), *Get it Right for Girls* <http://www.eis.org.uk/public.asp?id=3421&dbase=2>

³⁰ *ibid.*

³¹ *ibid.*

³² YWCA Scotland – The Young Women's Movement (2015), *Status of Young Women in Scotland 2015* <http://www.ywscotland.org/wp-content/uploads/2015/03/Status-of-Young-Women-In-Scotland.pdf>

³³ Zero Tolerance (2016) *Report shows growing need for relationship education in early primary and the early years* <http://www.zerotolerance.org.uk/news/report-shows-growing-need-relationship-education-early-primary-and-early-years>

There is currently limited policy support for work in schools, and while Scotland's National Approach to Anti-Bullying explicitly refers to prejudice-based behaviours including sexism, the strategy gives few practical steps or lessons learned on specific or gendered forms of bullying.

The lack of policy drivers and local or regional leadership means that schools and local authorities are not engaging substantively with sexist and sexualised bullying. YouGov's 2010 poll showed that schools were not teaching their pupils about sexist bullying, harassment or consent: 40% of 16-18-year-olds said that they didn't receive lessons or information on sexual consent, or didn't know whether they did, and close to one in four (24%) of 16-18-year-olds said that their teachers never said that unwanted sexual touching, sharing of sexual pictures or sexual name calling were unacceptable³⁴.

EIS's *Get It Right For Girls* notes the lack of resources, approaches and capacity in place within schools to tackle these issues,³⁵ while Zero Tolerance has found that for those educational professionals who were aware of existing resources, the resources provided limited support on "how gender affects understanding of healthy relationships; specifically, a lack of focus on basic consent, challenging of gender assumptions or challenging of gender based bullying."³⁶

Numerous attempts have also been made to tackle the underlying drivers of gender inequality in education, careers advice and school management. This includes Gender Equality: a toolkit for education staff³⁷, which formed part of a broader drive to mainstream equality within the new Curriculum for Excellence. However, many of its key performance outcomes remain undelivered and opportunities to tackle gender inequalities in education are being missed.

2.3 WHAT NEEDS TO CHANGE TO ENSURE SCHOOLS CAN DEAL WITH CASES OF BULLYING AND PROMOTE INCLUSIVITY IN SCHOOLS?

A number of pieces of development and conceptual work have taken place in the last two years around approaches that schools might take in tackling violence against women and to advance women's equality. While these have produced possible methodologies and processes, we have yet to see this work piloted, implemented, and evaluated. Two of these approaches are briefly summarised below.

Rape Crisis Scotland and Zero Tolerance 'Whole Schools Approach'

International evidence suggests that tackling violence against women and gendered inequalities requires schools to take a 'whole school approach' to building communities in which misogyny and gender inequality are not tolerated in any form, where school policies, including on bullying, safeguarding, equality, teacher training and school management, specifically address gender inequalities, sexist and sexual bullying and violence against women and girls.

³⁴ End Violence Against Women Coalition (2010), *2010 poll on sexual harassment in schools* <http://www.endviolenceagainstwomen.org.uk/2010-poll-on-sexual-harassment-in-schools>

³⁵ Educational Institute of Scotland (2016), *Get it Right for Girls* <http://www.eis.org.uk/public.asp?id=3421&dbase=2>

³⁶ Zero Tolerance (2016), *Healthy relationships in early primary settings* <http://www.zerotolerance.org.uk/download/833>

³⁷ Scottish Government (2007), *Gender equality: a toolkit for education staff* <http://www.gov.scot/resource/doc/196713/0052704.pdf>

Rape Crisis Scotland and Zero Tolerance have developed such an approach for Scotland. This would recognise that along with their gender, women and girls have other protected characteristics that increase their risk of experiencing violence and abuse³⁸ as well as boys and men who are gay or bisexual or who are judged by others to be failing to 'conform to gender norms'.

EIS work on misogyny in schools

EIS has worked with its members, Engender, and Zero Tolerance to develop a set of recommendations for specific actions and measures schools could take. They include: school mission statements that reflect a strategic commitment to gender equality and to which pupils have contributed; regular and open discussions with pupils on issues related to gender equality, derogatory language and violence against women, including assemblies that focus on the issue of gender-based bullying and peer-to-peer anti-sexism educations; encouraging teachers to challenge conventional attitudes towards gender displayed by pupils; and equality and diversity training for teachers and support staff which explicitly includes content on gender equality and violence against women.³⁹

An urgent recommendation is for schools to monitor, record and analyse incidents of sexism and gender-based bullying, and disaggregate gender-based and sexist incidences from overall bullying statistics. Other existing data sources that the schools hold, for example on attendance, attainment, pupil participation in extra-curricular activities, should also be analysed by gender, in order to identify any areas of concern regarding gender inequalities and girls' participation.

3. RECOMMENDATIONS TO THE COMMITTEE

Engender welcomes the Committee's intention to undertake further and more detailed work on the area of bullying and harassment in schools.

When framing and developing this piece of work, we would recommend that the Committee includes a specific focus on girls and young women, ensuring that the scope of any future work considers violence against women and girls (VAWG) and misogynistic attitudes and cultures within schools. The Committee may want to consider:

- What statutory and other stakeholders are doing to gather evidence on the prevalence and impact of sexualised and sexist bullying in schools in Scotland
- How education and anti-bullying policy reflects the urgent need to tackle gender-based bullying and misogyny in schools
- Whether adequate resources exist for tackling sexist and sexualised bullying in schools, and ensuring that its harms to girls and young women are mitigated.

4. CONTACT DETAILS

For further information, please contact: Kate Nevens, Policy and Parliamentary Manager, Engender on kate.nevens@engender.org.uk

³⁸ Scottish Government (2014), *Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls* <http://www.gov.scot/Resource/0045/00454152.pdf>

³⁹ Educational Institute of Scotland (2016), *Get it Right for Girls* <http://www.eis.org.uk/public.asp?id=3421&dbase=2>

Equalities and Human Rights Commission Scotland

Written submission to the Equalities and Human Rights Committee for a scoping session on bullying and harassment of children and young people in schools.

The Equality and Human Rights Commission is the National Equality Body (NEB) for Scotland, England and Wales. We work to eliminate discrimination and promote equality across the nine protected grounds set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We are an “A Status” National Human Rights Institution (NHRI) and share our mandate to promote and protect human rights in Scotland with the Scottish Human Rights Commission (SHRC).

In this submission the Equalities and Human Rights Committee (EHRiC) has asked us to set out our thinking on three specific issues:

-
- The nature and extent of prejudice and bullying in schools?
- How do schools respond to bullying and how are they supported in that role?
- What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools?

The nature and extent of prejudice and bullying in schools.

It is impossible to give an accurate answer to the question as no data is required to be collected by Education Authorities on the nature and extent of bullying or identity based harassment in Scottish schools. This is an issue which we have raised with the Government on a number of occasions because we believe that bullying and identity based harassment have a significant negative impact on individual pupils performance, on rates of absences, on attainment, and for the view of the schools as an inclusive, safe, and supportive environment conducive to education.

In research conducted for the EHRC by RespectMe and LGBTI Youth , published in 2015, we found that one in four of the pupils surveyed said that they were aware of peers in their school experiencing prejudice-based bullying, while just over half of pupils who had themselves experienced bullying said they had reported it to their school. The most

commonly experienced forms of prejudice-based bullying included race, disability, sexual orientation and perceived socio-economic status. Pupils who had been bullied were 20% less likely to report feeling safe at school, or that they felt supported, respected, included or simply happy.⁴⁰

Earlier this year Tavish Scott MSP published the findings of an FOI exercise conducted with Scottish Education Authorities to assess the extent of their data collection on racially motivated harassment in Scottish schools. Mr Scott's survey, completed by 75% of Scottish Authorities found significant variations in practice across Scotland, with some Education Authorities reporting recording only 1 or 2 incidents a year to others who reported capturing over 100 per annum. Significantly his figures showed Edinburgh City Council recorded 279 racist incidents in primary schools over two years, with a further 114 incidents in secondary schools in the capital in contrast to Aberdeen, who could not produce any data, Glasgow who only have data for the last 2 years, and North Lanarkshire who did not record any incidents at all.⁴¹

Further community based studies by CRER, LGBTi Youth and others have suggested that significant numbers of ethnic minority and LGBTi pupils have experienced bullying or identity based bullying in schools. More recently the issue of sexualised bullying in schools has been raised as a significant gender equality issue.⁴²

Commenting on Anti Bullying Alliance data SecEd stated that "...disabled primary school pupils are twice as likely to suffer from persistent bullying as their non-disabled classmates, and more than twice as many children with SEN said they experienced bullying "all the time" at age seven, than those without SEN. In secondary school, 15-year-olds with SEN were significantly more likely to be frequent victims of threats or acts of physical violence and theft, even when other factors that increase the risk of bullying were taken into account."⁴³

How do schools respond to bullying and how are they supported in that role?

⁴⁰ <https://www.equalityhumanrights.com/en/our-work/news/commission-publishes-research-prejudice-based-bullying-schools-scotland>

⁴¹ Scottish Liberal Democrat press release, 27 /7/16

⁴² <http://www.rapecrisisscotland.org.uk/blog/sexual-bullying-a-euphemism-for-harassment-and-assault/>

⁴³ <http://www.sec-ed.co.uk/best-practice/tackling-the-bullying-of-pupils-with-send/>

As above in our answer to question 1 we can only state that it is impossible to make any meaningful analysis of schools response to prejudice-based bullying due to an absence of meaningful data. We note that a schools response to bullying, or the operation of anti-bullying work, are not areas of inspection by Education Scotland. Therefore there is no incentive or disincentive to record incidents.

In our own research (see 1 below) we found that whilst 26 Education Authorities said that they had a formal policy which required monitoring of all prejudice-based bullying complaints, only 14 of them could produce evidence of how they were being recorded.

Taken together with the evidence produced above we are concerned that too many Education Authorities have at best policies which are not being adhered to meaningfully by schools in their areas. We therefore particularly welcome the Committee's current focus on this issue as it is one which has sat under the radar of education policy for too long.

What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools?

We remain concerned that until the recording and publication of data on bullying and identity based harassment is placed on a statutory footing, practice is likely to remain uneven across Scotland, both within and between Education Authorities.

We are also concerned that too many Education Authorities and/ or schools, fail to share this (anonymised) data with other relevant statutory agencies. 25% of racially motivated crime reported to the Police every year is committed by under 16 year olds. We feel that incidents within and outside the schools gates are often connected and fit a pattern of offending. The EHRC feels that sharing this data with other local agencies, particularly the Police and Community Safety practitioners would be of benefit, so that an accurate "map" of incidents across any one area can be considered for preventative purposes. Again, we doubt that this will occur without Education Authorities being required to do so because of (misplaced) concerns about individual schools reputations. For clarity, we do not propose that this information is publically available but is handled like others sensitive personal data, and used solely for the purposes of detection and prevention.

FIFE COUNCIL

Getting It Right in Fife Schools:
Anti-bullying policy
2015-2018

2015 Review

“The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school.”

Curriculum for Excellence: Building The Curriculum 3 (2008)

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1. Introduction

Fife Council Education and Children's Services began a comprehensive review of anti-bullying policy and support for children and families at the beginning of school session 2015-16. To support this major piece of development work the Directorate brought together a number of professionals from across the Authority area.

A significant contributor to the working group and development of Fife policy was Lorraine Glass, the Programme Manager of Respectme, the Scottish national anti-bullying service. This document represents the output from that working group.

From the outset our objective was threefold; to ensure that each Fife school is provided with a framework which they would use to develop their policy to suit the local context, to provide high quality training for an anti-bullying point of contact in each Fife school, and improve early intervention and systems of support for those children and young people who are the subject of bullying behaviours.

The Anti-bullying Single Point of Contact is responsible for ensuring that all staff are trained in best practice methods for tackling bullying behaviours. In order to allow schools and the Directorate to monitor bullying behaviour across Fife the SEEMiS Bullying and Equalities module is used to provide appropriate tracking and recording for schools.

Analysis of the data from the system will allow the Directorate to identify 'hotspots' of behaviour and respond quickly to target appropriate support for children and families in Fife.

The Directorate provides this document as evidence to the Equalities and Human Rights Committee on anti-bullying policy development and planning in Fife.

Gordon Wardrope

*Education Officer
Chair of the anti-bullying working group*

Fife Council Education and Children's Services strategic Anti-bullying policy is designed to apply to children and young people aged 3 to 18 in all Fife Council educational establishments.

Fife Council Education and Children's Services Directorate is committed to the personal and social wellbeing of all children and young people growing up in Fife. Through our schools and services we aim to provide community, social and learning environments free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.

In this context the Directorate, through all staff who work within it, is unequivocally opposed to bullying. We fully recognise the damage which bullying can do to young people's lives – both those who bully and those who are bullied – in the short and long term. We are therefore committed to reducing and preventing bullying across all our services and establishments, and providing appropriate support when bullying does occur. This policy sets clear expectations regarding how these goals will be achieved.

Definition of bullying

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

In addressing the issue of bullying we recognise that children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that children and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as 'bullying' is likely to devalue the term and obscure the very real risks which we know are associated with children and young people being bullied. It can also create confusion around the nature of response or intervention which is required to get best outcomes for children. Bullying is a mixture of behaviours and impacts, and adult intervention should be guided by the impact on a child or young person.

Schools must ensure that the anti-bullying policy developed by the school reflects the needs of the children, young people and families within their communities. The approach of staff when addressing instances of bullying should at all times take account of the child or young person's past experiences, additional support needs the child or young person may have and the behaviours exhibited by those experiencing bullying behaviour or those displaying bullying behaviour. Schools should ensure that the GIRFEC wellbeing indicators are considered when planning the support provided for children who experience instances of bullying or children who exhibit bullying behaviours.

The Directorate acknowledges the harm and distress caused to children and families by bullying behaviours. Bullying behaviour carried out on-line, through text, social-media and email is a more recent development. On-line bullying behaviour is often similar in nature to the traditional view of bullying but has a far greater reach due to our interconnected technological society. The training of the school single point of contact (SPoC) includes best practice advice on tackling on-line bullying behaviours. Schools should ensure that all aspects of on-line bullying behaviours are considered within their policies and clear processes are in place to address such issues.

Schools should consider how best to incorporate the anti-bullying approach in both the Directorate and school policy within the school health and wellbeing curriculum.

The Directorate is fully committed to equality and diversity and to ensuring that all establishments and services are fully inclusive. In the context of this policy we fully recognise the need and responsibility to ensure the safety and protection of children who may be vulnerable to bullying as a result of a real or perceived difference affecting them or any member of their family. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Although only 7 of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as children may be subject

to bullying as a result of these characteristics applying to their parents, carers, or other family members. This strategic policy also recognises the rights of those whose sexual orientation includes lesbian, gay, bisexual and transgender. The operational anti-bullying policy created at school level must take account of these protected characteristic groups and should build upon the work, already established in Fife schools, to support LGBTI (Lesbian Gay Bisexual Transgender Intersexed) young people.

Further details of prejudice based bullying are included in Appendix 4, reproduced here with the kind permission of Respectme. All schools should consider the impact of prejudice based bullying and ensure that these aspects of potential bullying are included in the school anti-bullying policy.

Details can be obtained from the Respectme website at:
<http://www.respectme.org.uk/prejudice.html>

We also recognise the potential vulnerability of children in relation to the following:

- Asylum seeker or refugee status
- Body Image
- Looked after status
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings, or other family members

Our approach to anti-bullying is set within our wider relationships and behaviour strategy, and recognises that bullying behaviour can only be fully understood within the social context within which it occurs. In that respect attributing bullying or being bullied to the personalities of the children involved is ultimately of little value. Our relationships and behaviour strategy aims to:

- develop a positive ethos and an effective approach to relationships and behaviour in all establishments, groups and services;
- encourage the personal and social development of all children;
- protect children and ensure their care and welfare.

Central to our overall approach to supporting the development of positive relationships and behaviour are the principles of raising children's awareness and understanding, supporting the development of essential skills and knowledge, and enabling children to make the right choices in all aspects of their social behaviour.

Furthermore we are committed to working in partnership with parents, identifying shared responsibilities in preventing the occurrence of bullying, ensuring the welfare of children who have been bullied, and supporting and challenging those who have bullied. Schools should consult widely with children, young people, parents, community and partners when developing their anti-bullying policy

Our aim therefore is to ensure that children do not bully others because they understand the harm, which it causes, and make the choice not to cause such

harm. It follows therefore that where children do not make this choice we need to engage with them educationally, supportively and restoratively rather than punitively. Such an approach may, understandably, be challenged by those who believe that children who bully should experience only negative consequences as a result of their behaviour. It is our firm belief that such an approach is ultimately counterproductive and important therefore that all staff, children and parents play an active role in the development and maintenance of a school's anti-bullying policy based on this principle; involvement and ownership contribute significantly to effectiveness.

2.0 Background

Anti-bullying policies have been in place in Fife schools since 1993. Since that time the Education Service has made a commitment to the concept of safe schools and to an active anti-bullying strategy being developed within each school, with appropriate in-service training and support.

In 1998 the Human Rights Act (1998) made it a requirement that public authorities take steps to prevent bullying. Also since that time there have been major developments relating to social inclusion and an understanding of the factors which impact on educational attainment and achievement. This has implied a need, amongst other things, to look more closely at all obstacles to learning.

This policy sits within the policy framework for 'Care and Welfare' of the Education and Children's Services Directorate and reflects the main principles and features of the Human Rights Act (1998), the UN Convention on the Rights of the Child, the Children (Scotland) Act 1995, the Children and Young People (Scotland) Act (2014), the Equality Act (2010), and the national initiative, Getting It Right for Every Child. This policy recognises that bullying can be a child protection issue and therefore complements and reflects both the operational and the legal requirements of Fife Council's Child Protection Strategy.

3.0 Policy Statement

Fife Council Education and Children's Services Directorate aims to:

- reduce, prevent and respond effectively to bullying;
- improve social behaviour through an effective strategy which actively involves children, parents/carers and staff in positive approaches;
- ensure, through training and participation, that the underlying values of the Directorate of Compassion, Ambition, Respect and Equity (CARE) are understood and implemented by all those involved;

- ensure that there are effective methods for monitoring, evaluating and reporting on the effectiveness of this policy, including any effects on minority or protected characteristic groups.

4.0 Policy in Practice

To ensure the effective implementation of this policy there will be action at three levels.

- Directorate
- Establishment
- Individual Staff

4.1 Directorate Responsibilities

The Education and Children's Services Directorate will ensure that:

- A member of Directorate management is identified as the lead officer of the anti-bullying policy. This person will have responsibility for ensuring that the intentions of the policy are realised and for providing relevant information as required to the Directorate and Fife Council.
- The effectiveness of this policy is monitored and reviewed on a 3-year cycle at individual Service level, using high quality information derived from incident recording.
- Action to shape future policy and to provide support and challenge to all establishments and services is evidence based and informed by effective monitoring.
- Support is provided across the Directorate by co-ordinating training opportunities, liaising with relevant partner agencies, and promoting and sharing successful practice.
- The training of the Single Point of Contact (SPoC) in each school (which is mandatory) will be carried out on a biennial basis.
- In schools, through the quality improvement process, the school's Education Officer, in collaboration with the school, will annually review the school's anti-bullying policy, its implementation and the information derived from the incident recording system.

To ensure the delivery of effective anti-bullying policies across all establishments and services there will be a commitment to annually reviewing practice in this area, using good quality information concerning the occurrence of bullying, the measures put in place to deal with it, and the outcomes achieved. This process will include the specific gathering of information and feedback concerning responses to incidents of bullying from children who have been bullied and their parents or carers.

4.2 Establishment and service responsibilities

Each establishment and service will ensure that:

- An anti-bullying Single Point of Contact (SPoC) is appointed. The SPoC will be responsible for ensuring that the school anti-bullying policy is up-to-date

and ensure that anti-bullying training provided by the Directorate is undertaken by school staff.

- An anti-bullying policy is developed, implemented and communicated effectively.
- Access to advice and guidance regarding anti-bullying policy development will be provided centrally, including the sharing of best practice examples;
- Out of school clubs will develop policies which articulate effectively with school policies, and ensure the effective exchange of relevant information;
- In all establishments and services an identified member of the management team is responsible for coordinating the anti-bullying policy and for monitoring its implementation and impact;
- In schools, the policy is embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and articulates with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme;
- In all establishments and services, the development and regular review of the policy is the result of genuine partnership between staff, children and parents. Critically this process will include the consideration of child and parent feedback, both planned and unsolicited and consultation with the wider community and partners;
- Bullying incidents are recorded and monitored, where appropriate, using the Bullying and Equalities module in SEEMiS Click+Go, in line with the guidance issued by the Directorate;
- Appropriate training/awareness raising of the latest practice in anti-bullying approach is made available to staff, children, parents and carers. Where necessary support will be sought from the Directorate to ensure that this requirement is met;
- On an annual basis, at least one professional development session is allocated to anti-bullying policy and practice. Information related to current issues and best practice will be provided by the Directorate.

4.3 Individual Staff Responsibilities

Individual Fife Council staff should ensure that they:

- are fully conversant with the establishment or service's anti-bullying policy, and contribute to its review and development as required;
- fully understand and follow procedures for recording, managing and monitoring bullying incidents, and supporting and managing children who have bullied or been bullied;
- share relevant information concerning individual children and incidents of bullying with the child's Named Person or other professionals as required, to ensure children's safety at all times;
- include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

5.0 Recording bullying incidents

The school's anti-bullying policy should provide clear guidance to staff on the requirement of recording incidents of bullying/bullying behaviour.

Incidents of bullying behaviour should be recorded using the Bullying and Equalities module within the school's SEEMiS Click+Go system.

Appropriate training regarding the recording of bullying incidents will be provided to the school's Single Point of Contact (SPoC). Directorate guidance on the recording and monitoring of bullying incidents is available on FISH.

Schools are reminded that an appropriate record of bullying incidents must be maintained and that the information recorded by the school may be the subject of freedom of information requests by parents, carers, members of the public and journalists.

Information recorded in the council systems will be used to respond to freedom of information (FOI) requests under the Freedom of Information (Scotland) Act 2002. Information recorded in the school SEEMiS Bullying & Equalities module, when used by the Directorate to respond to FOI, should not provide details of the individuals involved in any bullying incident. The Directorate will redact any personal data that could be used to identify the children and young people concerned.

Further information regarding freedom of information requests can be found at: <https://ico.org.uk/for-organisations/guide-to-freedom-of-information/what-is-the-foi-act/>

Fife Council will also use the information recorded in the council systems to compile reports for council officers and schools, to inform service improvement.

Schools should provide an analysis, where appropriate, of incidents of bullying in their annual Standards and Quality Report for Fife Council Area Committees.

5.0 Staff training

On an annual basis, all establishments and services will participate in at least one training event, organised or led by the anti-bullying Single Point of Contact.

Presentation materials will be provided by the Directorate to enable all establishments and services to update all adults who have indirect or direct contact with children and young people. It is recommended that this activity coincide with child protection updating.

Consideration should be given to reviewing the school's anti-bullying policy at this time.

Schools are asked to consult with their link educational psychologist to review their anti-bullying policy.

Training opportunities for the school Single Point of Contact will be available during each term throughout the school session.

The one-day training sessions will be posted on the council CLMS system.

6.0 Practice Guidance

Extensive high quality resources and literature concerning anti-bullying approaches are available online. The council website provides appropriate links and these will be updated on a regular basis. The key areas which these resources address are policy development and managing bullying. It is important to recognise that approaches to both of these areas articulate with and benefit from the extensive work which has been undertaken and developed as part of the wider relationships and behaviour agenda. It will therefore be the case that schools which have developed good practice generally in terms of relationships and behaviour will experience fewer incidents of bullying, and will have a set of values and approaches which support their effective resolution.

Central to the development of good practice is the capacity to self-evaluate existing practice, recognise effective interventions and supports, and identify areas for improvement. To support this process, the Directorate has developed a self-evaluation tool. This simple tool allows schools to independently review their practice in this area and can be incorporated within the annual school improvement cycle.

7.0 Anti-bullying policy framework

The Education & Children's Services Directorate works closely with Respectme, Scotland's national anti-bullying service, regarding policy and training of school staff.

Schools are asked to consider the advice and framework given in the Respectme publication, 'Policy through to practice – Getting it Right' – Respectme.
www.respectme.org.uk/important.html

Schools may wish to use this publication, which contains a number of reflective/challenge questions, to reflect upon current school policy and the development of revised policy with respect to this guidance.

Appendix 1 of this publication, reproduced here with the kind permission of Respectme (Respectme copyright acknowledged), provides a useful framework

for schools developing their anti-bullying policy. The full Respectme publication can be found online at:

[www.respectme.org.uk/ literature 120651/Policy through to Practice -
_getting it right](http://www.respectme.org.uk/literature_120651/Policy_through_to_Practice_-_getting_it_right)

Appendix 1 – extract from Respectme publication – ‘Policy through to practice – Getting it Right’

An anti-bullying policy should have the following topic headings:

A policy statement: This would lay out the organisational stance on bullying behaviour.

Examples:

‘**** Council is committed to providing a safe, supportive environment for all people in its educational establishments’

‘Every pupil has a right to work and learn in an atmosphere that is free from victimisation and fear’.

‘Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm’

(The United Nations Convention on the Rights of the Child, Article 19)

‘The **** Association is committed to this ethos and seeks to ensure, as far as is reasonably practicable, the prevention of all forms of bullying among Members’.

Definition of bullying: it is up to each individual organisation to devise or adopt their own definition of bullying behaviour which reflects the definition used by respectme and the National Approach to Anti-Bullying for Scotland’s Children and Young People. It is important that this is done through consultation to ensure a shared understanding of what bullying behaviour is. Included in this we would expect to see:

- What does bullying look/feel like?
- What forms can bullying take?
- Bullying is both behaviour and impact.
- A recognition of prejudice-based bullying (with reference to all of the ‘Protected Characteristics’ in the Equality Act 2010).
- Cyberbullying.

Expectations: What does the organisation expect of its members? This section is likely to outline basic rules of behaviour: respectful relationships etc. There is likely to be overarching organisational expectations that would be highlighted here. This section should not be confined to expectations of children and young people but should also include expectations on and responsibilities of staff, management and parents/carers.

Prevention of bullying: What the organisation is committed to doing in order to raise awareness of and prevent bullying. This section has to reflect how the organisation will:

- Aim to promote a culture where bullying is unacceptable, including role modelling behaviour from staff etc.

- Plan any pro-active strategies that will be employed (anti-bullying weeks/days, assemblies, posters to be displayed, parent's nights, staff training etc).
- Ensure safety of stakeholders i.e. staff supervision etc.

This section should also highlight how the policy fits with other relevant, existing policies.

Action: What will the organisation do when faced with an incident or accusation of bullying behaviour? This is the play to lay out:

- All of the strategies that the organisation has decided to employ in relation to dealing with bullying concerns allegations/incidents.
- When, how and if parents/carers will be informed.
- The monitoring and recording procedures that will be used.
- What follow up support mechanisms are in place to support those involved with bullying behaviour.

Appendices: Any further information should be attached to the policy. This may include:

- Information leaflets for young people, parents etc explaining the policy.
- Monitoring and reporting pro-forma(s).
- Evidence of consultation and impact assessments carried out.

Appendix 2 – Quality Assurance framework for Council Officers

Quality improvement – monitoring schools’ approaches to anti-bullying

The following key quality improvement questions are based on the framework for reflection for schools. Where appropriate schools should be expected to generate evidence in support of responses to these questions.

1. Ethos: Key question – In broad terms does the school’s ethos clearly reduce and prevent bullying?

Supplementary prompts:

- a. How does the ethos of the school help to reduce, prevent and provide appropriate support in relation to bullying?
- b. How does the school’s anti-bullying policy articulate with the school’s relationships and behaviour policy?
- c. What common themes are shared by the policies?
- d. What opportunities are there for joint policy development?

2. Policy: Key question – Does the school have an effective policy in place, has it been developed in the recommended way, and can it be seen to support the reduction and prevention of bullying, and the resolution of any incidents, which occur?

Supplementary prompts:

- a. Does the school have an up to date anti-bullying policy?
- b. When and how the anti-bullying policy was last reviewed?
- c. How do children, parents and staff contribute to the development and review of policy?
- d. How familiar are **all** staff with the policy?
- e. Have **all** staff participated in annual updating regarding bullying?
- f. How is bullying considered in staff meetings throughout the session?
- g. How does the school use feedback from children and parents regarding bullying, to reflect on and improve practice?
- h. How does robust and reliable information regarding bullying inform the school improvement process? (See 3c)

3. Managing incidents: Key question – Does the school effectively manage any bullying incidents which do occur, and does it learn as an organisation, from these?

Supplementary prompts:

- a. What are the key features of the school’s approach to managing bullying incidents?
- b. How confident are staff about their skills and knowledge regarding approaches to anti-bullying, and what are the implications of this for training?
- c. Does the school consistently record bullying incidents and their resolution, in line with the agreed process?

- d. How does the school learn at an organisational level from the management and resolution of bullying incidents?

Appendix 3 – Self-evaluation tool for schools

Approaches to anti-bullying – a reflective framework for schools

The following questions offer a framework for reflection. They are not exhaustive and aim to provide a starting point for discussion, ideally involving all staff. The framework can also be used in an adapted form with Parent and Pupil Councils

1. Ethos

- a. How does the ethos of the school help to reduce, prevent and provide appropriate support in relation to bullying?
- b. How does the school's anti-bullying policy articulate with the school's relationships and behaviour policy?
- c. What common themes are shared by the policies?
- d. What opportunities are there for joint policy development?

2. Policy

- a. Does the school have an up to date anti-bullying policy?
- b. When and how the anti-bullying policy was last reviewed?
- c. How do children, parents and staff contribute to the development and review of policy?
- d. How familiar are **all** staff with the policy?
- e. Have **all** staff participated in annual updating regarding bullying?
- f. How is bullying considered in staff meetings throughout the session?
- g. How does the school use feedback from children and parents regarding bullying, to reflect on and improve practice?
- h. How does robust and reliable information regarding bullying inform the school improvement process? (See 3c)

3. Managing incidents

- a. What are the key features of the school's approach to managing bullying incidents?
- b. How confident are staff confident about their skills and knowledge regarding approaches to anti-bullying, and what are the implications of this for training?
- c. Does the school consistently record bullying incidents and their resolution, in line with the agreed process?

- d. How does the school learn at an organisational level from the management and resolution of bullying incidents?

Appendix 4 – Prejudice-based bullying⁴⁴

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

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

Asylum Seekers and Refugees

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

Body Image

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

Homophobic bullying

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

Transgender

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

Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance

⁴⁴ Copyright Respectme, reproduced with permission.

to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

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

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

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

Sexism and Gender

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

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

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

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face-to-face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact upon a person and that should be our focus. In all probability, online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

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

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are 'Protected' from discrimination and unfair treatment including bullying. All children have the right to feel safe regardless of Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.

All anti-bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio economic status.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009. Further support can be accessed at <http://www.enquire.org.uk/pcp/pdf/ASL-Act-2009-changes.pdf>



Scoping Session on Bullying in Schools (10th November 2016) Equalities and Human Rights Committee

1. NATURE AND EXTENT OF PREJUDICE AND BULLYING IN SCHOOLS⁴⁵

Current evidence shows that lesbian, gay, bisexual, and transgender (LGBT) young people are not safe, respected, or included in schools. When asked where they face the most discrimination, LGBT young people overwhelmingly named education. Evidence shows they experience high rates of bullying in school and they are not confident reporting this to school staff. Our research also shows that transgender young people face more discrimination than their LGB peers. Experiences of bullying affects LGBT young people's physical and mental health, leads to some young people leaving education and can have longer term impacts on their job seeking.

School experiences

- The majority of LGBT young people (64.3%) felt that the school experience for LGBT young people was 'bad'.
- 69.1% of all LGBT respondents had experienced homophobic or biphobic bullying in school.
- 76.9% of transgender respondents had experienced homophobic, biphobic or transphobic bullying in school.
- 48.2% of LGBT young people in schools would not feel confident reporting homophobic or biphobic bullying and as much as 62.9% of transgender young people would not feel confident.
- Young people are not always involved in deciding what happens in response to a bullying incident, and LGBT young people are often outed to parents or others in the process.

Impact of Bullying

Experiencing bullying can: remove an individual's sense of agency; affect confidence; undermine identity; lower self-esteem; increase social isolation; contribute to poor mental health; and, affect physical health. LGBT young people experiencing bullying can be distracted from their studies as they worry over the threat of the next incident, or may decide to stop attending certain classes or school altogether, meaning they leave school with no qualifications or poorer attainment.

- 10% of LGBT respondents left education as a result of homophobia, biphobia, or transphobia in the learning environment, 37% of transgender young people had left for this reason.
- 14.3% of those who had experienced homophobic or biphobic bullying in education left as a result and 42.3% (2 in 5) of those who had experienced transphobic bullying left education.
- More than half of those who had experienced homophobic and biphobic bullying believed that it had negatively impacted on their education.

⁴⁵ Lough Dennell and Logan (2012) [Life in Scotland for LGBT Young People: Education](#). LGBT Youth Scotland.



- 43.6% of LGBT young people who experienced homophobic or biphobic bullying in education considered themselves to have mental health problems; 69.2% of those who had experienced transphobic bullying consider themselves to have mental health problems.
- We also support LGBT young people who manage suicidal thoughts and ideation daily; many of them specifically reference their experiences of school and bullying as a key contributor to their poor mental health.

2. HOW DO SCHOOLS RESPOND TO BULLYING AND HOW ARE THEY SUPPORTED?

The demand for LGBT Youth Scotland to support schools in addressing bullying and improving LGBT inclusion increases year on year. Our key tool for engaging with schools is our LGBT School Charter Mark. This uses a 'whole school approach' and supports schools and local authorities to review their policies, practice, curricular inclusion and resources. This model endorses approaches that addresses school ethos and culture rather than a piecemeal approach, recognising the need for school leadership and training. www.youtube.com/watch?v=zToZ-vBOU0g

There is an increasing number of transgender young people who are coming out in school environments, and staff lack confidence and knowledge in this area to provide appropriate support. One of the most common advice requests we receive from schools is how to support transgender young people with their gender identity or expression, or how to respond to transphobic bullying.

We are also working with groups of young people to be leaders in this area, many setting up their own groups to address LGBT inequality in their schools. These are most effective when supported by school staff and senior management. Changing school ethos can, and should, involve its pupils as essential partners but overall responsibility for change should sit with school staff and senior management.

A 2015 report on prejudice-based bullying found that in Local Authorities where anti-bullying policies explicitly discuss protected characteristics, pupils are more likely to say that they've been taught about prejudice, and as a result pupils more confident to report bullying witnessed. Overall this report found that 22 Local Authority policies mentioned sexual orientation, 17 recommended recording this form of bullying, 8 mentioned gender reassignment or transgender identity with just 6 suggesting it is recorded.

LGBT Youth Scotland's Response

Last year LGBT Youth Scotland trained 250 practicing teachers; worked within 6 of the 8 teaching Universities in Scotland, engaging with more than 1,800 students; delivered interventions (including referrals & 1-2-1 support) with schools in 25 of the 32 local authorities in Scotland; and provided advocacy and support for transgender pupils in 38 schools, including primary schools. There are also 30 schools signed-up to the LGBT Schools Charter Mark, across 17 local authority areas.

We are one of the managing partners of *respectme* (Scotland's anti-bullying service) and are currently developing a resource on challenging and responding to homophobic, biphobic and



transphobic bullying in partnership with *respectme*. We are also working with the Scottish Transgender Alliance and key partners to develop national guidance on supporting transgender students; distribution is expected in March 2016.

Evidence Gaps

There are currently gaps in evidence on: the longer-term impact of experiencing bullying; the financial cost of bullying, for example, in regards to use of NHS services and the job market; intersex young people's experiences; and a wide-scale study of experiences of prejudice-based bullying experienced (with pupils completing questions on their identification with all protected characteristics) across both primary and secondary school.

3. WHAT NEEDS TO CHANGE TO ENSURE SCHOOLS CAN DEAL WITH CASES OF BULLYING AND PROMOTE INCLUSIVITY IN SCHOOLS?

In terms of what needs to change in order to ensure that schools appropriately and effectively deal with prejudice-based bullying and promote LGBT-inclusive learning environments, we recommend the following:

Long-term Improvements/ Outcomes

- **Teachers have improved confidence and knowledge** to respond to incidents of discrimination or bullying; create inclusive learning environments; and support LGBT pupils through their teaching practice. Activities could include:
 - A resourced training package available for school staff in all local authority areas. This training must include prejudiced based bullying and address the needs of those young people most affected by prejudice based bullying including lesbian, gay, bisexual and transgender young people.
 - Easily accessible resources to support practice backed-up by detailed supporting teaching materials.
- **Initial teacher training** providers are able to equip new teachers to respond to incidents of discrimination or bullying; create inclusive learning environments; and support LGBT pupils through their teaching practice. Activities could include:
 - A nationally co-ordinated approach to including topics pertaining to equality and diversity and anti-bullying. Again this should include the experiences prejudice based bullying and specifically include LGBT identities.
- Improved **leadership** from schools and local authorities and national bodies; with schools leaders equipped to support their colleagues to create inclusive learning environments and address prejudiced based bullying. Activities could include:
 - The development and delivery of training courses for schools leaders to create inclusive learning environments and responding effectively to prejudice based bullying.
 - Specific support for approaches which engage with young people as school and peer leaders.



- An action plan or specific leadership from Education Scotland to address prejudice based bullying.
- Improved **consistency** in addressing prejudiced based bullying in Scottish schools through effective regulation and legislation. Activities could include:
 - Explicit and detailed inclusion within the inspection framework for schools, which includes all protected characteristics. This should be reviewed by inspectors with rigor.
 - Development of a specific standard for equality and diversity in GTCs Code of Professionalism and conduct.
 - Schools to monitor incidents of bullying, including homophobic, biphobic and transphobic incidents; regularly reporting their finds to local authorities. This approach should respect young people's right to privacy and recognise that large or increasing numbers of incidents can be the result of good recording practices within school environments.
 - Consideration of legislative routes, including strengthening the implementation and promotion of the Equality Act (2010) within school and local authority settings. It is important to note that under current legislation, harassment of pupils only applies to the protected characteristics of disability, race and sex and does not apply to sexual orientation or gender re-assignment.

Short-Term Improvements

- Launch *Respect for All: the National Approach to Anti-Bullying for Scotland's Children and Young People* with effective distribution and communications strategy
- Request that all Local Authority anti-bullying policies include all protected characteristics, in line with *Respect for All*. This will support public body legal requirements outlined in the Equality Act 2010.
- Local Authorities to undertake a review of anti-bullying policies and include evidence of reported incidents across the relevant protected characteristics, as well as information gathered from pupils on their experiences of prejudice-based bullying and barriers to reporting⁴⁶.
- Local Authorities or schools to conduct anonymous surveys of pupils to capture experiences of bullying across relevant protected characteristics and forms of prejudice. This information should be used to check, vary and adjust local approaches to dealing with bullying.
- Scottish Government and Education Scotland to support the development of a refresh Toolkit for Teachers on addressing homophobia, biphobia and transphobia in Scottish schools, with greater emphasis on transgender inclusion and the Equality Act 2010.
- LGBT Youth Scotland and *respectme* are developing practice guidance on addressing homophobic, biphobic and transphobic bullying in schools. If effectively resourced, this could be the first of a series of resources that address other forms of prejudice based bullying

⁴⁶ *Ibid.*

MORAY HOUSE



THE UNIVERSITY of EDINBURGH
The Moray House School
of Education

INQUIRY INTO SCHOOL BULLYING

WRITTEN SUBMISSION
for

The Equalities and Human Rights Committee
Scoping session on bullying and harassment of children and young people in schools

from
Moray House School of Education
University of Edinburgh

Dr Rowena Arshad, OBE (Centre for Education for Racial Equality in Scotland), Dr Jane Brown,
Maureen Finn (STEP), Dr Geetha Marcus and Dr Gillean McCluskey

Our responses to the questions below are based primarily on research but also draw on our recent professional development seminars with teachers and school leaders and participation in the Independent Advisory Group on Hate Crime, Prejudice and Community Cohesion.

1. What is the nature and extent of prejudice and bullying in schools?

Our findings indicate that current statistics on reporting and recording of bullying do not match the everyday experiences of pupils.

Our recent discussions with teaching staff point to a growing mood among pupils and also within some parent groupings about a new acceptability of discriminatory language and views related to colour, ethnicity, nationality, ethnic origins and religion. While there has not been a spike in recorded Hate Crime in Scotland post-Brexit, those school leaders who are aware of racial equality issues have expressed concern that parents of pupils caught for racial bullying are now very likely to say, for example, '*...it is unfortunate she was caught.. but it happens all the time.. just unfortunate my daughter was caught saying this...*' In the views of these school leaders, such a response would not have been forthcoming in previous years. 'Race' needs to be explicitly back on the agenda.

The latest research by Centre for Education for Racial Equality in Scotland (CERES), in collaboration with the University of Newcastle and the University of St Andrews, interviewed 382 young people and found that young people are acutely aware of everyday racism (invalidations) on the basis of accent, skin colour, faith, dress, nationality and ethnicity. Young people (majority and minority) wanted more opportunities to discuss the topic of racism as well as new expressions of

racism based on Islamophobia, anti-immigration attitudes and religious intolerance. Our research shows that teachers are reluctant and anxious about discussing these issues.

LGBT Youth Scotland (2012) has highlighted the severity of the issues of bullying and harassment in relation to issues of gender and sexuality and found a similar issue with teachers' levels of confidence and ability to be pro-active. We also note with concern the findings from recent research by EHRC (2015) which revealed a lack of consistency in schools' recording of prejudice-based bullying, an issue that has long affected children from Gypsy/Traveller families in particular. More broadly, recent research led by Dr Jane Brown on student participation highlights the need to learn from other research domains in order to move the bullying agenda forward.

2. How do schools respond to bullying and how are they supported in that role?

Our research shows that teachers are still reluctant and anxious about discussing bullying, particularly when associated with racism, sexuality and gender.

This poses serious issues given the highly decentralised model of Curriculum for Excellence. This leaves the recognition and tackling of bullying and harassment alongside the teaching of issues of prejudice and hate crime at an *ad hoc* level, with resulting inconsistencies of practice.

We are largely confident that school staff will recognise, for example, overt forms of racial or gender-based bullying and harassment. However, the majority would not articulate this to be 'hate crime' when some of those incidents should be categorised accordingly. The issue of 'misrecognition' and that of 'micro-invalidations' should also be recognised as part of the bullying and harassment repertoire. Micro-forms of daily invalidation because of someone's sexuality, skin colour, nationality, faith, dress or accent can be as corrosive as the overt name-calling. However, our research found that these micro-instances are often felt by the people on the receiving end but not even noticed by those perpetrating those invalidations or aggressions.

3. What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools?

- Advice from Education Scotland to schools should be updated to reflect and integrate recent findings on, for example, experiences of LGBTQ young people and new expressions of racism.
- Bullying should be recognised as a major contributing factor in underachievement.
- Schools should be supported to use proven strategies, such as restorative approaches, in working with those who have bullied, those who experience bullying and bystanders.
- Verbal and physical abuse should be recognised as potentially both cause and effect of bullying and harassment.
- All staff should be trained to recognise their statutory duties under the Equality Act (2010), and to identify and respond to bullying and harassment in schools.
- All schools should systematically record all incidents of bullying and harassment and their responses to these incidents. Clear systems for recording incidents should be shared.
- School staff, including senior management, should receive advanced training and support to enable them to 'consciously disrupt' acts and systems that encourage bullying and harassment.

- Staff and pupils should be taught to understand the deleterious and long lasting effects of bullying and harassment not only on those directly and immediately affected, but on society as a whole.
- The issues of bullying and harassment should be highlighted through positive educational campaigns so that schools become safe spaces for learning for all.
- Schools should be encouraged to work more closely with parents, the third sector and Community Learning and Development (CLD) partners to build a community and societal response to bullying and harassment.

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Equalities and Human Rights Committee evidence session on bullying and harassment in schools

About NSPCC Scotland

We are working with partners to introduce new child protection services to help some of the most vulnerable and at-risk children in Scotland. We are testing the very best intervention models from around the world, alongside our universal services such as ChildLine⁴⁷, our 'Speak Out, Stay Safe' school service⁴⁸ and our adult helpline.

Abuse ruins childhood, but it can be prevented. That's why we're here. That's what drives all our work, and that's why – as long as there's abuse – we will fight for every childhood.

Key points

- In 2015/16, bullying or online bullying was the third most common concern which children and young people brought to Childline. It was the main area of concern for children under 11.
- Across the UK, there were over 11,500 Childline counselling sessions about online issues including sexual abuse, bullying and safety
- The NSPCC is increasingly concerned about online safety and the role of the internet in causing harm to children.
- We need to ensure we have high-quality, age-appropriate and consistent relationship, sexual health and parenthood (RSHP) education which embeds open and discursive conversations about respectful relationships across the curriculum.

The nature and extent of prejudice and bullying in schools

Last year there were over 25000 Childline counselling sessions about bullying, across the UK, including bullying online. Counselling sessions about online bullying have seen an 88% increase in the last 5 years (2011/12 – 2015/16), and is one of the most counselled online issues.

The internet has a huge bearing on how children interact with each other in school, and outside. As part of our Net Aware research on social networks, a third of children reported seeing bullying or hate content on the social networking sites they used most frequently.

⁴⁷ Childline is the UK's free, 24-hour confidential for children and young people to contact with any problems they are facing.

⁴⁸ Speak out stay safe is the NSPCC's free schools programme, delivered to p1-7, which provides children with essential safeguarding information in a fun and interactive way. Our aim is to deliver the programme to all primary schools in Scotland every two years. <https://www.nspcc.org.uk/services-and-resources/working-with-schools/speak-out-stay-safe-service/>

As technology has developed, 'sexting' has become an increasingly common activity, with many young people perceiving it to be a normal part of relationships. The result of this is that 1 in 5 indecent images online have been produced by the child themselves⁴⁹. Once an image is shared it is impossible for the sender to control its distribution, placing them at risk of blackmail or bullying. Our research suggests that sexting is not a gender neutral phenomenon, and can be coercive, and linked to harassment, bullying and even violence⁵⁰. The sexting advice pages on the Childline website received over 180000 views last year; the most viewed page on the website.

Young people have expressed to Childline the impact that bullying behaviour and hate content has on them: reducing their self-esteem; impairing their ability to build relationships; and in extreme cases – leading to mental health problems, including self-harm and suicidal thoughts.

What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools?

Guidance on the delivery of Relationship, Sexual Health and Parenthood education was published by the Scottish Government in 2014⁵¹. However, anecdotally, teachers tell us that they often do not have sufficient knowledge or confidence to deliver this vital aspect of education. Good practice is out there; often schools, or clusters of schools, develop their own materials and lesson plans to tackle issues such as bullying; online safety; sexting and pornography, but more leadership is required at a national level.

It is unclear what the reality of RSHP delivery is across schools in Scotland: its content or quality; how confident teachers feel in delivering it; or what children and young people need and want from the curriculum.

Despite many Scottish Government policies pointing to its importance (for example, the CSE national action plan⁵²; Pregnancy and Parenthood in Young People strategy⁵³; Equally Safe⁵⁴, there has been insufficient national attention paid to the delivery of RSHP itself. Particularly in terms of internet safety, this is seen very much through the lens of the ICT curriculum, instead of Health and Wellbeing.

We want to see improved, consistent, high-quality, age-appropriate open and discursive RSHP delivered across schools in Scotland.

⁴⁹ <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/child-sexual-exploitation-facts-and-statistics/> (CEOP, 2013)

⁵⁰ <https://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting-report.pdf>

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⁵² See: <http://www.gov.scot/resource/0046/00463120.pdf>

⁵³ See: <http://www.gov.scot/Resource/0049/00495068.pdf> (p16)

⁵⁴ See: <https://blogs.gov.scot/equally-safe/wp-content/uploads/sites/18/2016/03/ES-update-18-April1.pdf> (p30)

RAPE CRISIS SCOTLAND

Equality and Human Rights Committee

Scoping session on Bullying and harassment of children and young people in schools

Written Evidence from Rape Crisis Scotland

October 2016

Introduction

Rape Crisis Scotland coordinates a national sexual violence prevention programme, operating from 13 Rape Crisis centres around Scotland. This programme is funded by the Scottish Government Children, Young People and Families Early Intervention Fund. Using our externally evaluated evidence-based resource pack, prevention workers deliver programmes to young people in schools and youth groups on issues such as consent, gender, the law, sexualisation and pornography, the impacts of sexual violence and how to access support. Through our engagement with young people we have learnt much about how the dynamics of gender and sexism play out in their peer groups, and how they shape the way that bullying happens, and the ways it is experienced. We also support young people to take the lead in identifying their own concerns and finding ways to tackle them, and examples of their concerns are given below.

In our evidence we discuss sexual coercion, sexual assault and rape in relation to bullying. It is important to distinguish between these, and not to suggest that sexual coercion and assault are forms of bullying. However, the relationship is very important because everyday phenomenon such as unwanted sexual comments and sexual harassment, and the attitudes and values that support them, underpin all forms of sexual violence.

The nature and extent of prejudice and bullying in schools

Young people identify clear gendered patterns of behaviour in relation to bullying, as it relates to sexual violence. There is a focus on girls' sexual behaviour and appearance, for example:

- Girls or young women may face scrutiny and negative judgments in relation to how many sexual partners they have had, whilst this is rarely the case for boys. Words such as 'slag', 'slut' and 'whore' are common. Whether or not a girl is bullied about this depends in some cases on whether she is popular within her peer group.
- Young people often report pressure to take part in sexting. In most scenarios boys ask girls for images, and that boys often share these images without

consent. Girls can often be blamed (by their peers and by adults) for taking and sharing the image, however this does not take into account the significant pressures they often face, nor does it acknowledge the responsibility of the boy who obtained the image and shared it without consent. Young people tell us that boys often use compliments and persuasion to obtain the image, and sometimes threats can be used to coerce. Messages aimed at tackling sexting often emphasise girls' choice whether or not to send the image, which can lead to girls feeling to blame if their images are shared without consent and they face bullying, and therefore less likely to seek support.

- Images of girls bodies can be scrutinised, and compared to pornographic 'standards.'
- Boys sometimes share their own images, with or without the consent of the recipient. Young people identified that occasionally boys can be bullied when their sexual images are shared. One group gave an example of a boy deemed to be unpopular who was very seriously bullied. Language like 'creep', 'pervert' and 'beast' can be used.
- We have heard of instances where girls have reported that boys in their school have raped them or coerced them into sending an image which has subsequently been shared. In some cases this has been reported to the police or social work, but no further action taken and the boy remains in the school. In addition to the trauma of the original abuse or assault, the girls have faced bullying, with problematic attitudes being brought into play for example that girls and women often lie about rape, and that when they are raped or sexually assaulted, they are in some way responsible.
- In general it should be noted that young women report feeling pressured and coerced into engaging in sexual activity in intimate relationships. Where her partner is in the same school this is likely to play out in the school setting.
- Intersections of gender with other protected characteristics should also be noted, however we have had insufficient time in preparing this submission to give more specific detail.

How do schools respond to bullying and how are they supported in that role?

- There are very mixed responses. Many teachers are keen to tackle these issues. We also hear that some teachers do not feel it is their role to engage.
- There are some mixed messages, for example in relation to girls' responsibility for others' abuse.
- One of our young people's participation groups has identified concerns that school uniform policies sometimes have a sexist rationale, for example by focusing on girls' skirt length or the tightness of trousers. Messages are often given out in justification of the policy that girls' bodies can be distracting to boys and male teachers. The group has also noted that some Relationships, Sexual Health and Parenthood Education (RSHP) focuses on issues of young women's morality in relation to sexual activity. These messages reinforce sexual double standards, rather than challenging the assumptions and attitudes underpinning sexist bullying.

- There are a range of positive policies and improvement frameworks in place, which emphasise respect and equality. However these are largely gender neutral and do not support schools and teachers to understand the gendered dimensions of bullying and violence as discussed above, or considerations for prevention and safeguarding.

What needs to change to ensure schools can deal with cases of bullying and promote inclusivity in schools?

- Rape Crisis Scotland is working in collaboration with Zero Tolerance and the Social and Public Health Sciences Unit at the University of Glasgow to design and evaluate a whole school intervention to tackle gender based violence in the context of gender inequality. This aims to support schools to understand, prevent and respond to all forms of gender based violence by taking a whole systems approach encompassing policies, staff knowledge, curriculum, young people's participation and school ethos. We are aiming to pilot the intervention next year with a view to applying to National Institute of Health Research for a large-scale evaluation to demonstrate impact.

Respect Me

Bullying in Scotland 2014

A report by respectme, Scotland's Anti-Bullying Service

This report was prepared by Brian Donnelly, Simon C. Hunter, and Rachel McDill.

Background

About respectme

respectme, 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. Our vision is of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential. Our work is driven by a focus on children's rights.

We 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.

We aim to build the capacity of these adults to effect change and challenge bullying and stigma at an individual, school, family, community and societal level. We provide policy support and training that promotes Children's Rights, equality and a positive ethos. We also campaign at a national level to raise awareness of the service and the impact that bullying can have.

What do we mean by bullying?

Bullying is not about just any kind of injury, nor just any negative impact. It involves a particular kind of harm. It is aimed at engendering a kind of helplessness, an inability to act, to do anything. It is an assault on a person's agency (Sercombe & Donnelly, 2012).

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

Bullying is a mixture of behaviours and impacts, behaviours that can impact 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, it strips a person of their capacity for agency (respectme, 2013).

This behaviour can include:

- Being called names, teased, put down or threatened

- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive messages, threats or comments on social media sites
- Behaviour which makes people feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

This behaviour can harm people physically or emotionally and many can take place in person and online. Although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these behaviours.

The research

The primary aim of this piece of research was to obtain a picture of how children and young people are experiencing bullying in Scotland in 2014.

This research was designed to:

- Identify the types of bullying that is experienced by children and young people
- Give a clear picture of where bullying happens and where online and offline/face to face experiences differ or coalesce
- Identify from children and young people's own experience what they feel works and what is less helpful
- Identify where children and young people go online and what technology they use to get there

An online questionnaire was designed and tested and distributed to all schools in Scotland in May 2014 and was available until June 25 2014.

This study involved the collection of questionnaire data using an online procedure. SurveyMonkey (www.surveymonkey.com) was used as a platform to host the questionnaire and 38 questions were included.

In total, there were 8310 responses, and from this we analysed 7839. This subsample was chosen on the basis that some young people had omitted key sections. All information below is based on this subsample.

The young people who took part in the survey were aged between 8 and 19 years old. However, the majority (65%) were 12, 13, or 14 years old.

Of these, 48% were female, 47% were male, and 5% preferred to not report their gender.

Survey respondents were drawn from all over Scotland with all 32 Local Authorities represented.

Three focus groups took place with 45 young people to get a more detailed insight into children and young people's experiences of bullying – in particular, their

thoughts on what happens online and in person, where these two are different and where they crossover.

This was an open survey and as such the findings presented here represent only the views of the children who took part.

Key findings

The key findings from the survey are as follows:

- 30% of children surveyed reported that they have experienced some sort of bullying between the start of school in August 2013 and June 2014.
 - Of this 30%
 - 49% experienced bullying in person
 - 41% experienced bullying both in person and online
 - 10% experienced bullying online only.
- A number of children and young people had more than one experience of bullying. Children and young people surveyed reflected 12,003 experiences of bullying.
 - Of these experiences
 - 60% took place in person
 - 21% took place both in person and online
 - 19% took place online only
- 92% of children and young people who were bullied knew the person bullying them (91% online and 92% offline). Anonymity therefore may not be what is driving bullying online.
- Behaviours such as name calling, hurtful comments and spreading rumours that make people feel angry, sad and upset happen both face to face and online.
- Children and young people employ a range of strategies to cope with bullying; some are more successful than others. Adults need to promote these coping strategies as well as promote and utilise strategies that help stop the behaviour too.
 - Almost half (48%) of children and young people who are bullied tell their parents. Parents and carers can and do make a difference; we must continue to support parents and carers to have the confidence and information to respond effectively.

- Friends and teachers are also providing support to a high number children and young people who are bullied.
- The most successful anti-bullying interventions are embedded within a positive ethos and culture and don't just focus on individual incidents.
- Children and young people's use of technology, especially mobile technology and social media, is woven into their everyday lives
- The majority of children and young people (81%) consider their online friends to be all or mostly the same friends they have in real life
- They access internet content on mobile devices such as phones and tablets more than any other devices such as a PC or laptop
- Google, YouTube, Snapchat, Instagram and Facebook are the most popular websites and Apps used by children and young people when they go online.

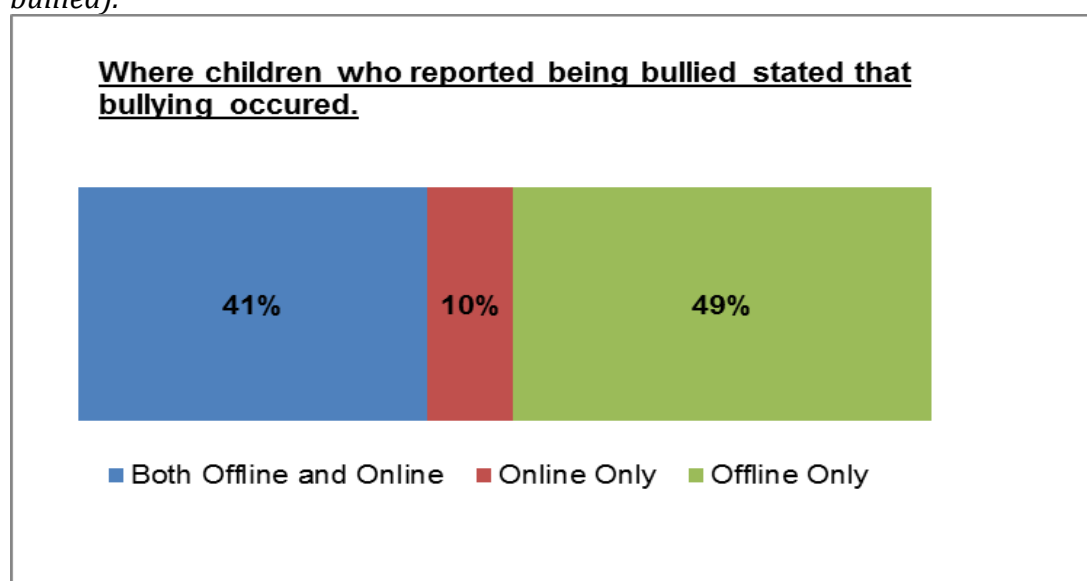
Experiences of Being Bullied.

Bullying was defined for participants using *respectme's* definition; they were then asked if they had been bullied. In total, 2334 young people (30%) reported that they had been bullied since the start of the school year.

What behaviours were reported, and where did they take place?

Of those young people who reported being bullied, 51% reported that some or all of the behaviours they experienced took place online. However, 90% of the group reporting being bullied said that some or all of the behaviours that they experienced had occurred offline. Figure 1 shows details of this.

Figure 1: where bullying occurred (percentage within those who reported they had been bullied).



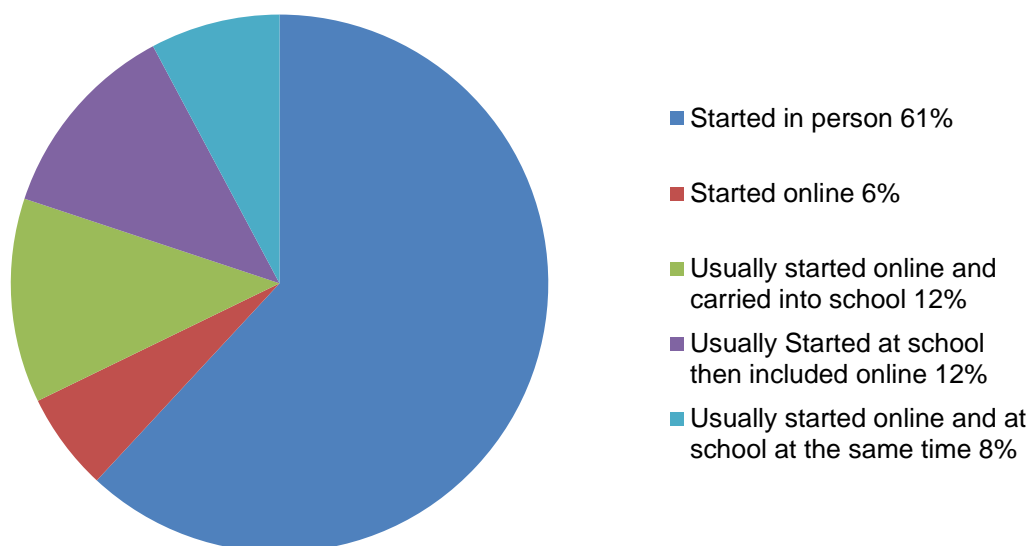
Bullying continues to take place more frequently in what some may call ‘traditional’ contexts, in person or face to face. It is also worth noting that *name calling* and *hurtful comments* were the top two forms of bullying that young people said they had experienced whether this took place online, offline, or in both contexts.

A total of 12,003 individual incidents of bullying were reported by young people. Of the entire 12,003 individual behaviours which were reported upon, 60% were offline, 19% were online, and 21% were both online and offline.

Given 92% of young people who were bullied knew who the person bullying them was (91% online and 92% offline) the anonymity of those using these behaviours does not appear to be driving experiences of bullying.

We also asked the survey respondents to indicate where bullying started (online, or in person) and whether one tended to lead to the other. As shown in Figure 2, the clear majority of bullying incidents began in a real-life context rather than online.

Figure 2. Starting place and progression of bullying.



Emotional reactions to being bullied

An important consideration when developing anti-bullying intervention and prevention strategies is the impact that bullying has upon those who are bullied. We asked young people about a number of emotional reactions they might experience when being bullied, and the most common response was feeling upset (see Table 1). This was closely followed by feeling angry or sad. A minority experienced other negative emotions such as shame, fear and embarrassment.

Table 1. Emotional reactions when being bullied.

Emotion	% experiencing
Upset	62%
Angry	55%
Sad	52%
Embarrassed	36%
Scared	34%
Isolated	23%
Ashamed	20%

There were some significant differences between boys and girls. Girls were more likely to report being scared (40% vs 26%), upset (74% vs 48%), sad (59% vs 43%), ashamed (22% vs 16%), and embarrassed (43% vs 28%) than boys were. In contrast, boys were more likely to say they were not bothered by the experience than girls (20% vs 9%). This may reflect genuine differences in the emotional reactions of boys and girls, or may reflect a greater willingness by girls to report experiencing emotions.

Young people's responses to being bullied

We asked young people to tell us what they did when they were being bullied by their peers. As can be seen in Table 2, young people in Scotland are quite prepared to talk to someone they trust about the problem, with parent/carer being the highest, then a friend, or a member of school staff.

More than a quarter of young people tackle the problem by ignoring it or by walking away. In contrast to doing nothing, this is a non-confrontational but assertive strategy to use when faced by bullying behaviours. This does not necessarily imply that they are not upset or affected by what is happening, but does reflect that in the heat of the moment young people can remove themselves from a situation in an attempt to de-escalate it.

Table 2. Responses to being bullied.

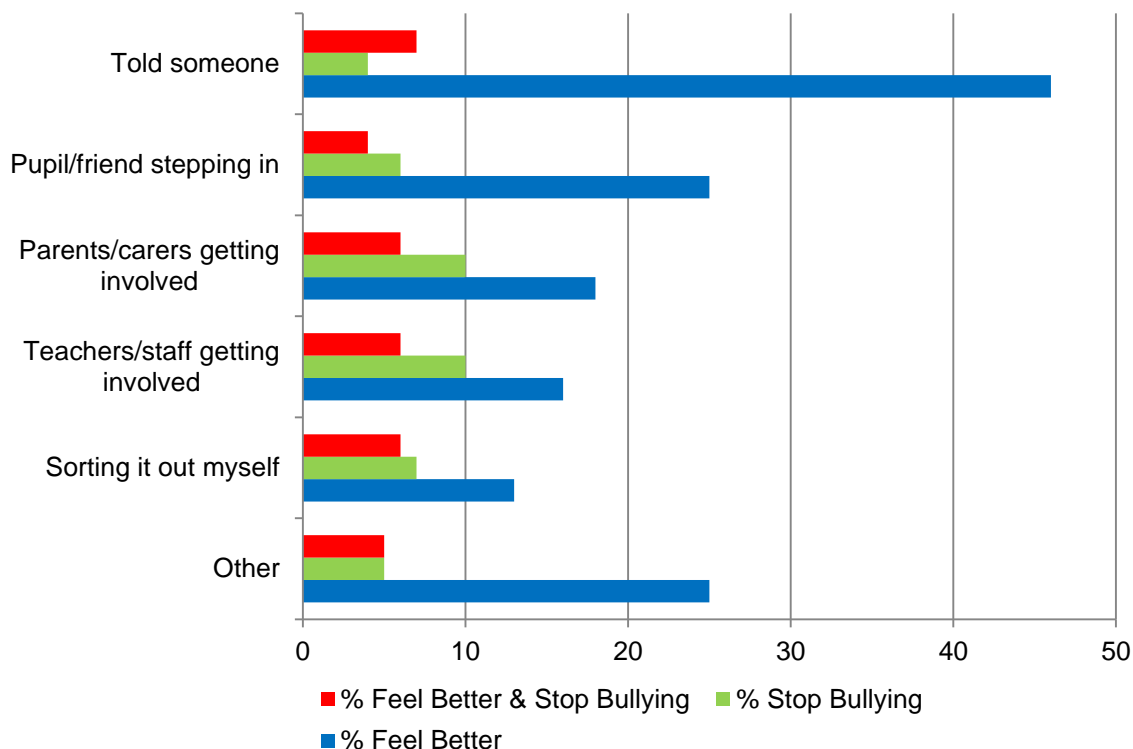
Response	Number of Young People	% experiencing
Told parent/carer	1120	48%
Told a friend	864	37%
Told teacher/staff	794	34%
Ignored it, kept quiet, walked away	630	27%
Stood up to the person bullying	513	22%
Did nothing	467	20%
Told sibling	443	19%
Fought the person who was bullying	257	11%
Laughed at what was happening	233	10%
Joined in	70	3%
Called/visited Childline	47	2%

There were important gender differences in the ways that young people reacted. Girls were more likely to report telling a friend (44% vs 28%), telling a teacher or other staff member (55% vs 40%), and telling a sibling (23% vs 14%). Girls were also more likely to use strategies such as ignoring or walking away (30% vs 24%) and standing up to children using bullying behaviours (24% vs 18%). Boys were more likely than girls to report that they joined in what was happening (6% vs 1%), that they laughed at what was happening (13% vs 8%), and that they fought the person bullying (16% vs 7%).

Of course, what young people report doing is only half the story. We were also interested to find out whether these behaviours helped the young person to feel better, and whether the behaviour helped to stop what was happening.

Figure 3 demonstrates that many coping strategies are effective for helping young people to feel better, which in itself is likely to help them retain a sense of agency and to cope with the effects of bullying. However, these same strategies were not necessarily thought of as effective for stopping bullying. Having said that, it seems that adult involvement can still be an important way of intervening in incidents.

Figure 3. Percentages of students who reported that specific coping strategies helped them feel better



Feeling better

In terms of what made young people feel better, telling someone was high up as a successful strategy with more than 45% of pupils reporting that this made them feel better (see Figure 3). This is particularly encouraging given that seeking social support was the most frequently reported response to being bullied. When others stepped in to help, this was also viewed as helpful, though for fewer than a quarter of respondents. Among 'other' responses were, writing about the experience (11%), it just stopped (9%), and getting online support (5%).

There were some gender differences in how effective different strategies were perceived to be. Girls were more likely to report that talking to someone made them feel better (51% vs 41%) and that writing about it made them feel better too (14% vs 6%).

A relevant comment from the focus groups was that "Friendship really helps if you're getting bullied – you can go and be with your friends – that's harder online." This spoke to two issues. Firstly, that being with friends can help young people feel better, even if bullying continues. Secondly, that 'real life' friendships remain vital for young people and friendships based online can be limited in what they can offer.

Stopping bullying

When asked whether specific strategies helped to stop bullying behaviours from taking place, the most successful strategies were getting parents/carers or teachers/staff involved. Friends also played a role in this.

It is clear that the strategies about were generally much more effective for helping young people feel better than they were for actually stopping bullying from taking place.

There were no gender differences on these questions.

Stopping bullying *and* feeling better

We also asked about whether each strategy helped young people *both* feel better and stopped the bullying. Here, even fewer strategies were considered to be effective for both these purposes. There was one gender difference here. Boys reported that 'it just stopped' and this was more effective for both helping them feel better and for bullying stopping than it did for girls (7% vs 3%).

Young people in the focus groups made some comments in relation to this topic which were very interesting. One said: "*It can get worse for a while but it usually always gets better eventually once you've told your pals.*" This reflected the sentiment in that focus group that getting help doesn't always *immediately* reap benefits, but that over time social support does make things better. This is an important message for other young people to hear because concern that a difficult situation could get worse if help is sought may deter them from taking action which could (longer term) address and resolve the problem.

Summary

Young people will do things which can be legitimate choices for helping them to feel better but this need not be at the expense of other strategies which are directed more clearly toward actually stopping the bullying taking place. Employing strategies which help them to feel better will be good for young people’s health and wellbeing regardless of whether it stops the bullying. Young people may feel able to cope with the impact of bullying without feeling they have the power to stop the bullying behaviours reoccurring. Different strategies or adult intervention may then be required to stop bullying.

Are your online friends the same friends you have in person?

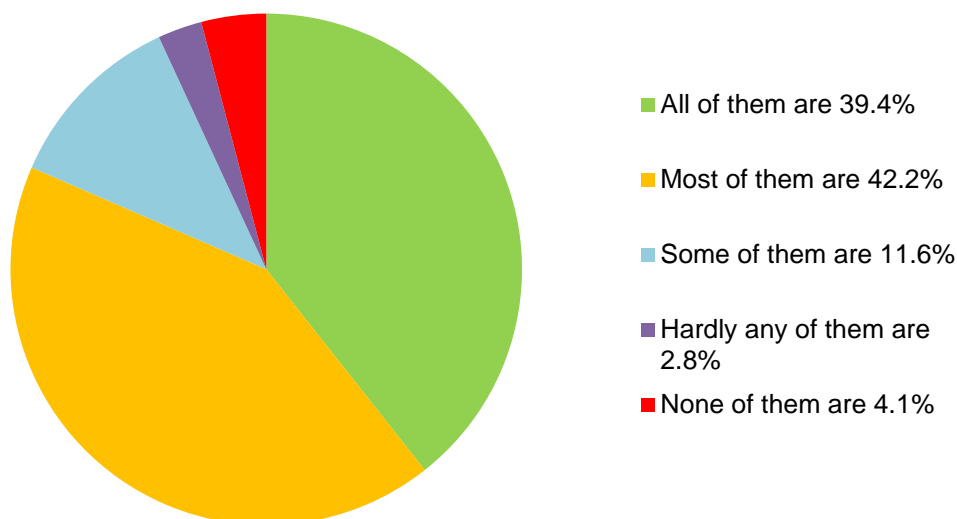
We also wanted to gain an understanding of the types of friendships young people experience online and how/if these are related to online bullying. Young people were asked whether their online friends are the same friends as those in ‘real life’.

It is clear that a majority of young people (81%) consider their online friends to be all or mostly the same friends they have in real life.

This relates to our previous findings that bullying is experienced more often in traditional settings, as young people are relating to widely the same group of people both online and offline.

Perhaps the interactions are similar, and the difference in bullying experiences online and offline simply reflects the duration of contact within these different environments.

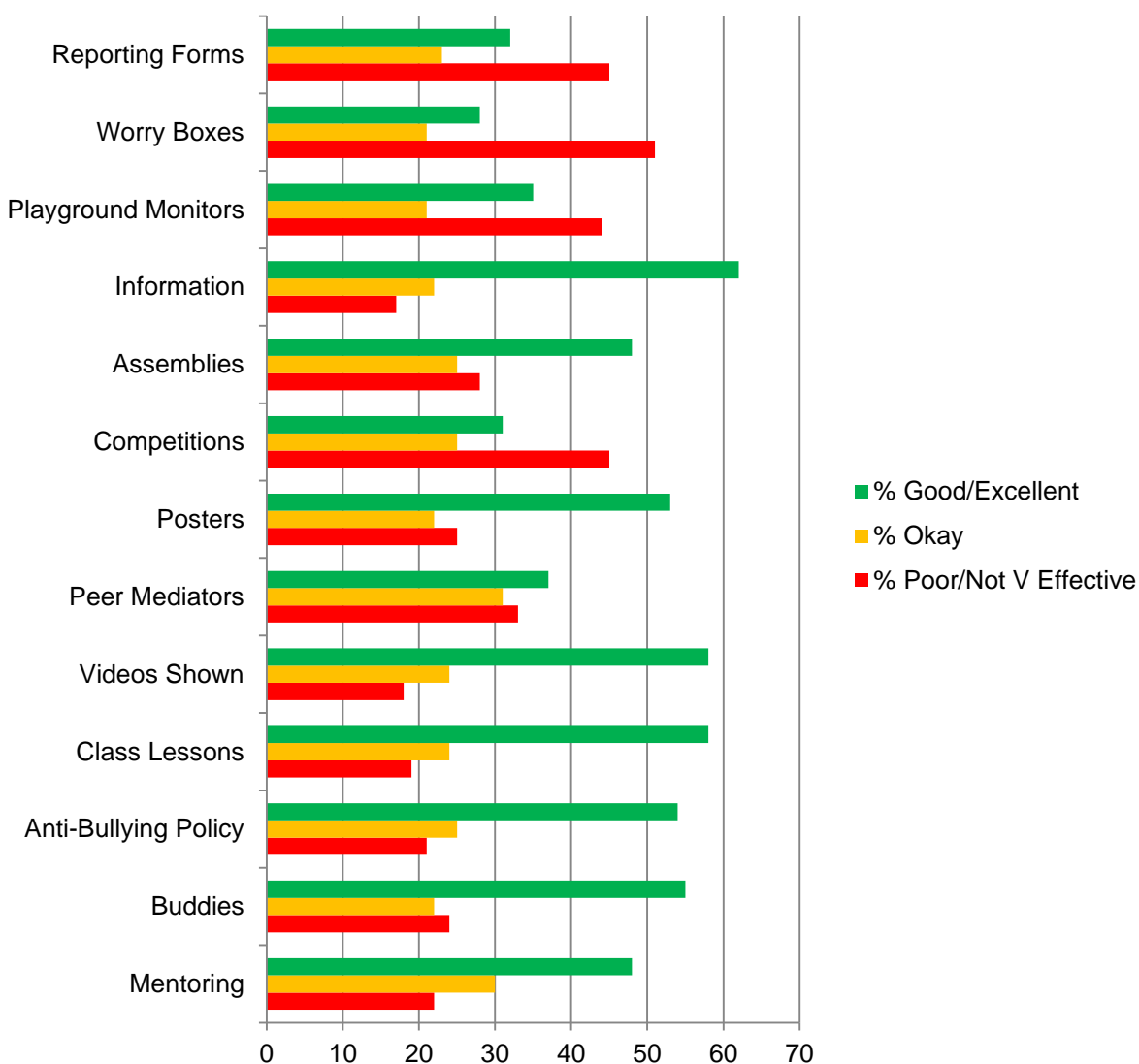
Figure 4: Are your online friends the same as your real life friends?



What Can/Should Be Done To Tackle Bullying?

Children and young people were asked what measures they had in place in their school to address bullying and they were asked to rate their effectiveness. These results show that the most successful interventions are those that tackle the ethos and culture of the school/organisation, rather than just focusing on individual incidents as and when they occur. So, interventions such as buddying, mentoring, and having clear anti-bullying policies were seen as more effective by the young people than reporting forms, worry boxes, and playground monitors.

Figure 5: What measures are in place in your school and how do you rate them?



A range of open questions were included to ask respondents what **more** could be done to address bullying.

What more could schools do about bullying?

A popular response to this open question was that schools could provide more opportunity to talk to older pupils. Many young people also responded with requests for more supervision or involvement from staff.

What more could parents/carers do about bullying?

Many young people suggested that parents/carers could ask or talk about bullying more often, take bullying more seriously, or pay more attention to what's going on. This suggests that young people may not raise the issue unless prompted, but that if the issue was raised they would be willing to discuss with an adult that they trust.

What more could youth clubs/coaches do about bullying?

Many young people also suggested banning of children who are bullying.

What more could the media do about bullying?

More widespread advertisement was a common response to this question, whether that be on a small scale or using more widespread methods involving celebrities.

What more could social media do about bullying?

Punishment for those bullying involving more successful/permanent banning from sites was mentioned many times, as was better reporting procedures for bullying behaviour.

Again more monitoring was requested, so it appears from responses to all of these questions that young people do not wish to be simply left to their own devices online, they feel more secure knowing that activity is monitored in some way and that procedures are in place to prevent bullying behaviour.

Online Activity

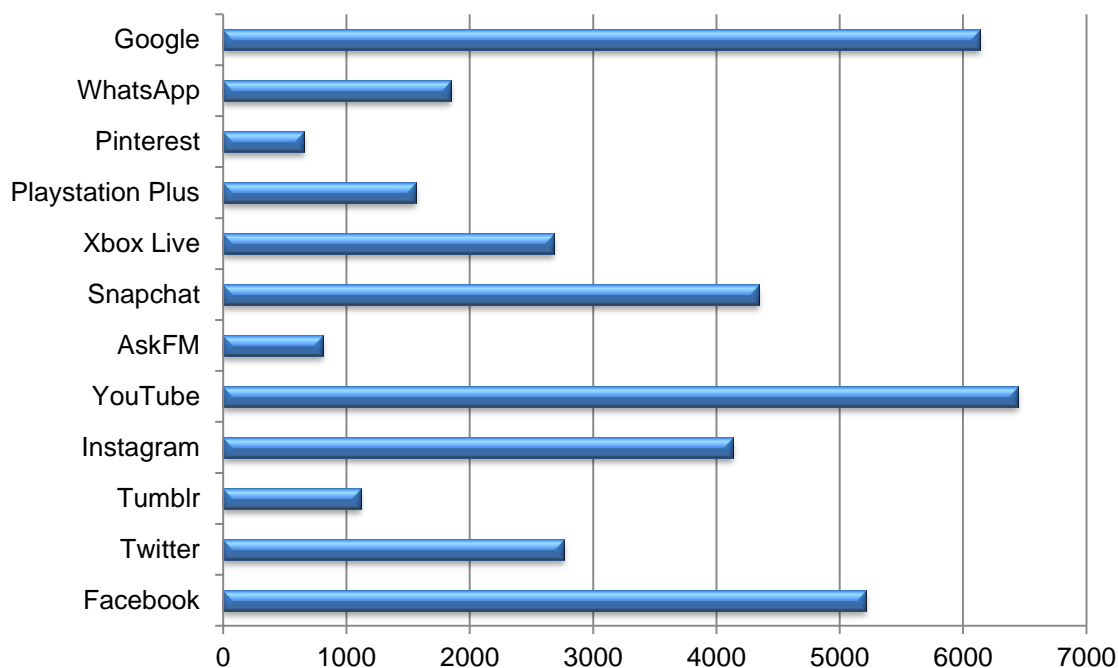
Online access

We also asked young people a number of questions about their online activity. This helps to contextualise discussions about online and offline bullying by making clear what young people do online, how they do it, and how often they do it.

Popularity of different activities

As shown, the online activities that were most popular involved Google, YouTube and Facebook. Also very popular were Instagram and Snapchat. The least popular online activities involved Pinterest, AskFM, and Tumblr.

Figure 6: Number of children and young people reporting engaging with different forms of online activity.

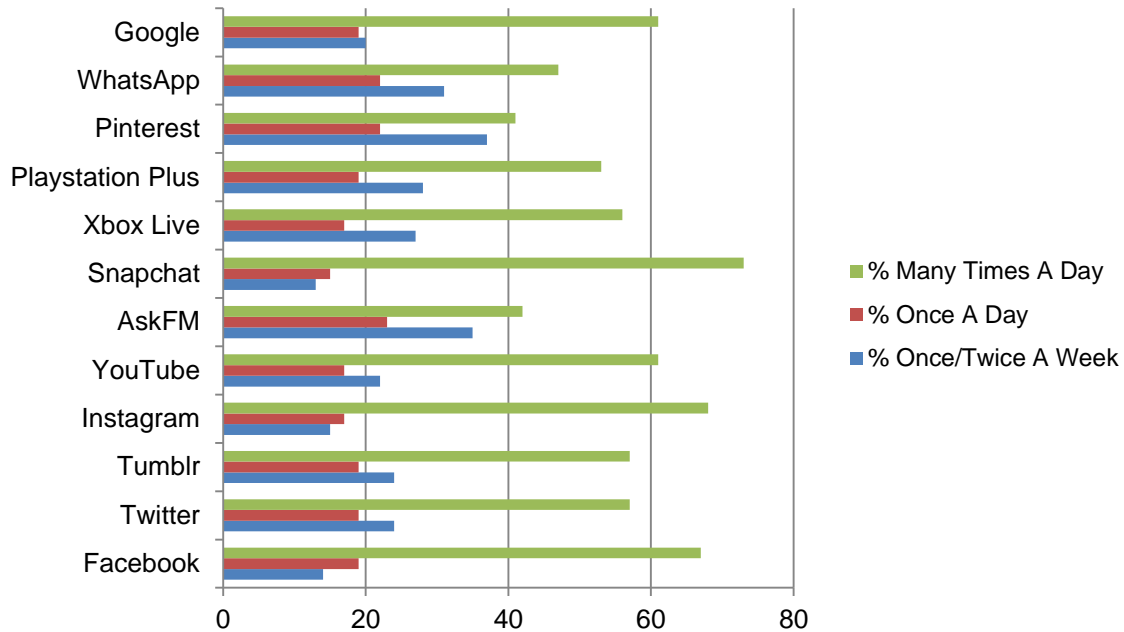


YouTube is extremely popular for watching music videos, channels and short programmes delivered by 'YouTubers' on everything from make-up tips to ideas/tips for gaming, from FIFA to Minecraft.

Frequency of usage

Turning to look at how frequently users of each of these services report engaging with them it is clear that almost all activities are used multiple times every day. Pinterest users and AskFM users reported less frequent usage, but for almost all other services more than 50% of users engaged in the activity "many times a day".

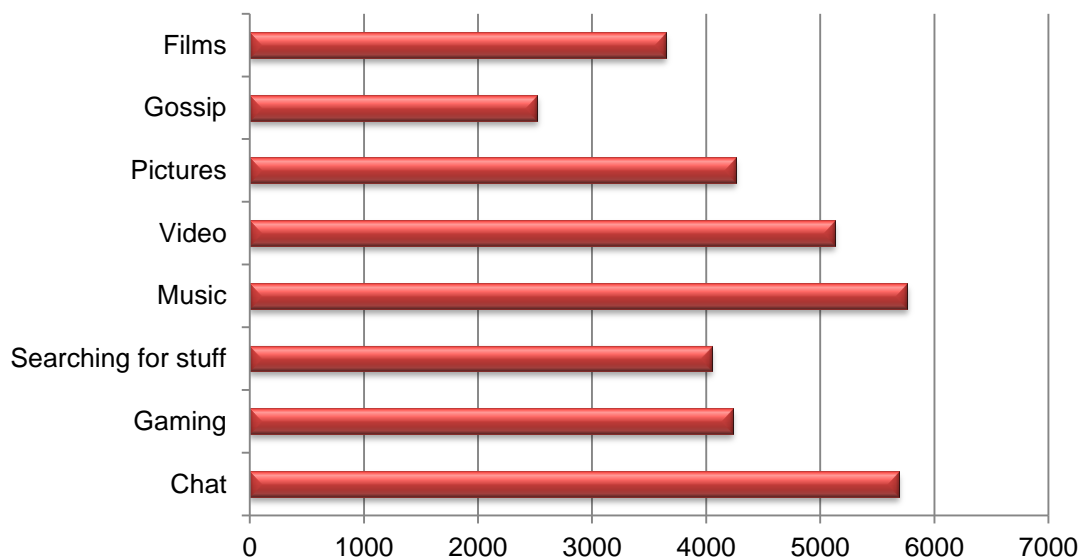
Figure 7: Frequency of usage reported by young people for different forms of online activity (only including those who said 'Yes' they engaged in each activity).



Reasons for going online

We also asked participants to say why they went online (Figure 8). Most responses related to chatting or accessing music or videos, though accessing pictures, viewing films, gaming, and searching the internet were all popular too. Least often reported was to 'gossip', though even here 32% of all young people who took part in the survey indicated that this was one reason for going online.

Figure 8: Number of children and young people reporting different reasons for being online.

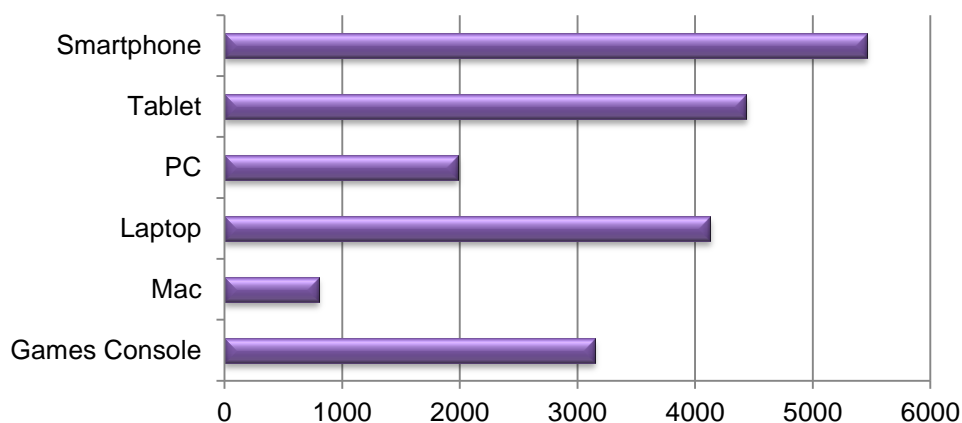


Ways of accessing online content

Finally, we wanted to learn more about the ways in which young people accessed online content. Having a clear picture of this is important in terms of intervention and prevention relating to any online activity, including bullying that takes place online. This information is shown below and indicates that smartphones (e.g., iPhone, Samsung Galaxy) are the most common way for young people to access the internet. Tablets (e.g., iPad, Kindle Fire), laptops, and games consoles (e.g., Xbox, Playstation) are also commonly used.

In contrast to what may have been expected only a few years ago, the PC is much less frequently used. New technologies and devices make it ever more challenging for adults (parents, teachers, and others) to maintain an effective level of awareness on how and when young people are accessing the internet. The changing landscape in terms of social media sites, websites, and web-enabled devices also highlights the importance of helping young people to learn how to behave responsibly and safely when online.

Figure 9: Number of children and young people reporting different forms of accessing online content.



Conclusion

Behaviours such as name calling, hurtful comments and spreading rumours that make people feel angry, sad and upset happen both face to face and online. While some children and young people will experience bullying either face to face or online, they also experience bullying that is a combination of both face to face and online behaviour.

It is clear from this research that young people employ a range of strategies to cope with bullying; some are more successful than others. Some will make them feel better without actually stopping the bullying. This is still a vital part of responding to bullying, strategies that make young people feel better will increase their sense of agency and promote resilience.

Adults need to promote these coping strategies as well as promote and utilise strategies that help stop the behaviour too. It is not a case of one or the other but using a range of strategies that help people cope and reduce the impact of behaviour as well as ones that can stop bullying.

We should also note that a high number of children and young people who are bullied want to and do tell their parents (48%) and they can make a difference; we must continue to support parents and carers to have the confidence and information to respond effectively. The same applies to friends and to teachers who are also providing support.

The research shows that the most successful anti-bullying interventions are those that tackle the ethos and culture of the school rather than just focusing on individual incidents as and when they occur. So, interventions such as buddying, mentoring, and having clear anti-bullying policies were seen as more effective by the young people than reporting forms, worry boxes, and playground monitors.

This research also shows that young people engage with social media and internet content on a daily basis, it is an integral part of their daily lives. For the vast majority of children and young people, they interact with people they know. We must recognise this development and ensure that all policies on behaviour and relationships reflect the fact relationships with peers include a significant online dimension.

They go online to chat, listen to music and to play games. Children and young people access internet content on mobile devices such as phones and tablets more than any other devices such as a PC or laptop.

Next Steps

We will further analyse the data we have collected and use it to help develop effective policy and practice around bullying. The data is likely to help us to address some questions more effectively including: -

- Given the relatively low proportion of exclusively online bullying, and the similarity of online and offline bullying behaviour, to what extent is a specific response to online bullying needed?
- What are the appropriate responses to gender specific differences in experiences of bullying?
- How can we help schools to further develop an anti-bullying ethos? And how can we continue to ensure children and young people are involved and included in this process?
- How can we continue to support parents to respond when their children tell them about being bullied?

Scottish Council of Deans

INQUIRY INTO SCHOOL BULLYING

WRITTEN SUBMISSION FROM

The SCOTTISH TEACHER EDUCATION COMMITTEE INCLUSION GROUP
and
The UNIVERSITY OF EDINBURGH SAFE AND INCLUSIVE SCHOOLS NETWORK (SISN)
on behalf of the
SCOTTISH COUNCIL OF DEANS OF EDUCATION

The nature and extent of bullying in schools

Issues of harassment, prejudice and bullying continue to be a major concern for children and young people in schools. Evidence of the extent and depth of the problem comes from a range of research, including recent reports from Ditch the Label (2016)¹, EHRC (2015)², RespectMe (2014)³ and McAra and McVie (2013)⁴. Such research has highlighted how much progress we have made in terms of young people feeling better able to report bullying, but also reveals how much work still has to be done.

The Scottish Council of Deans of Education is committed to ensuring that all initial teacher education (undergraduate and postgraduate) and career long professional learning (CLPL) programmes across the Higher Education Institutions include and prioritise teaching about issues of bullying, including identity-based bullying, harassment, prejudice and discrimination, whether it be face to face or online; assisting teachers to deal effectively with this key issue within the broader context of the National Framework for Inclusion.⁵ This Framework is a key outcome of the Scottish Government funded Inclusive Practice Project (IPP)⁶, which focused on developing approaches to teacher education to ensure teachers have a greater awareness and understanding of the educational and social problems and issues that can affect children's learning; and have developed strategies they can use to support and deal with such difficulties.

Supporting this task, the Safe and Inclusive Schools Network (SISN) researches, teaches and communicates the latest learning on inclusive pedagogies, restorative approaches and the intersections of violence in schools with educational practices and learning outcomes.⁷ Our research emphasises the key importance of building positive school ethos in which bullying is less likely to happen but also where children and young people feel more able to report it when it does happen, and where learners can have confidence that teachers have strategies and skills to take sensitive but decisive action to tackle discrimination and support diversity.

How do schools respond to bullying and how are they supported in that role?

Schools and teachers draw on the following policy guidance, *A national approach to anti-bullying for Scotland's children and young people* (2010)⁸ and also the excellent teaching resource,

¹ http://www.research.ed.ac.uk/portal/files/17725465/Justice_for_young_people_web.pdf

² https://www.equalityhumanrights.com/sites/default/files/prejudicebased_bullying_in_scottish_schools_research_report_0.pdf

³ http://respectme.org.uk/literature/132665/Bullying_in_Scotland_2014_-_SUMMARY_REPORT_FINAL_PDF

⁴ http://www.research.ed.ac.uk/portal/files/17725465/Justice_for_young_people_web.pdf

⁵ [http://www.frameworkforinclusion.org/NEW/STEC%20A3%20Diagram%20\(June%2014\)%20MJ.pdf](http://www.frameworkforinclusion.org/NEW/STEC%20A3%20Diagram%20(June%2014)%20MJ.pdf)

⁶ <http://www.includ-ed.eu/resource/inclusive-practice-project-final-report>

⁷ <http://www.ed.ac.uk/education/rke/centres-groups/creid/projects/explore-violence-intersections-in-childhood>

⁸ <http://www.gov.scot/Resource/Doc/330753/0107302.pdf>

Recognising and Realising Children's Rights,⁹ and information specifically written for children and young people themselves such as *Cyber-bullying: what you need to know*, as well as the overarching policy framework provided by *Better Relationships, Better Learning, Better Behaviour* (2013)¹⁰ underpinned by the Education (Additional Support for Learning) (Scotland) Act 2004, as amended, with its accompanying Code of Practice (2010).¹¹ This is further supported by, for example, the world-leading and internationally respected development of Restorative Approaches in Scottish schools,¹² which aligns with the distinctive approach to inclusive pedagogy¹³ developed by the Inclusive Practice Project and actively seeks to reduce the marginalisation that can occur for some learners in school.

We welcome the duty imposed by the Children and Young People (Scotland) Act 2014 on Ministers to consider UNCRC rights in all Ministerial decisions, including in education, and also the duty to present a report to Scottish Parliament every three years on progress and plans on UNCRC rights. However, we are concerned about the potential negative impact of the UK Government's plans to replace the Human Rights Act with a British Bill of Rights.

There are still significant gaps in the supports available to schools:

- The recent decision to discontinue the work of Education Scotland's national Rights, Support and Wellbeing team is a retrograde step, particularly within the context of deep concern about the impact of disadvantage on school outcomes and attainment.
- National advice to parents is variable and in some cases very dated.
- The gains made in the introduction, embedding and sustaining of proven approaches such as Restorative Practices in schools, are undermined by the effects of severe financial pressures on local authorities and schools.
- The pressure on schools for improved academic attainment often means that non-examined subjects such as Personal and Social Education have low priority and little time allocation.
- The extent to which teachers are supported to develop, adopt and extend inclusive pedagogical approaches remains variable.
- Terms such as 'bullying' and 'harassment' have taken on new, expanded definitions in light of very helpful work by groups such as RespectMe, but school staff report confusion and uncertainty about the boundaries between 'harassment', 'bullying' and other types of unwanted behaviour, and when and how to take action.¹⁴

What needs to change to ensure schools can deal with cases of bullying and promote inclusivity?

1. *Closer listening to children, young people, their families and those working to support them.*

Many schools have developed sophisticated ways of seeking feedback from students in recent years but the use of this feedback is often *ad hoc*. Equally worrying is the lack of progress on building effective school-home partnerships. School staff report that they still find this a major challenge. Research has provided convincing evidence of the positive impact of engaging with children, young people and their families and policy now needs to be strengthened to ensure this happens in practice.

⁹ http://www.education.scotland.gov.uk/Images/IntroductionRRCR_tcm4-815033.pdf

¹⁰ <http://www.gov.scot/Resource/0041/00416217.pdf>

¹¹ <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

¹² <http://www.education.scotland.gov.uk/inclusionandequalities/relationshipsandbehaviour/approaches/restorative/about.asp>

¹³ <http://www.ed.ac.uk/education/election-briefings/inclusive-pedagogy>

¹⁴ http://ec.europa.eu/research/mariecurieactions/news-events/news/2015/school-bullying_en.htm

2. *Information to inform policy and change practice*

- a) The Behaviour in Scottish Schools Research (undertaken every three years) should seek to understand and report on bullying, from the viewpoint of children and young people. The most recent survey in 2012¹⁵ reports bullying only in terms of adults' views rather than from the viewpoints of children and young people. Questions should specifically seek to understand bullying of all kinds. By gathering data at regular intervals, through the three yearly Behaviour in Scottish Schools Research, it will be possible to monitor and evaluate change and progress of efforts to address bullying and harassment.
- b) A review of the impact of the loss of 'registration' time in secondary schools should be undertaken to understand the impact on children and young people's reporting of bullying.

3. *Training and Communication*

- a) Scottish Government should introduce and support mandatory, high quality training and support for Guidance Teachers (also known as Support for Pupils) in secondary schools and key staff in primary and special schools, as the principal means of ensuring nationally consistent, whole school approaches to preventing and responding to bullying and creating inclusive and safe learning environments.
- b) Education Scotland should be allocated resources to effectively support local authorities and schools to ensure that all schools have a cadre of trained staff with expertise to teach about harassment and bullying in all its different forms, and who are also well equipped to ensure that the structures and curricula of schools challenge discrimination and celebrate the diversity of children within them.
- c) Local authorities should be supported to ensure that regular, structured and accessible training and communication about bullying within the context of the National Framework for Inclusion is available to *all* school staff including support staff, who often have valuable informal relationships with children and young people.

4. *Anti-bullying advice*

- a) *A national approach to anti-bullying for Scotland's children and young people* (2010) should be refreshed and updated to reflect the findings of recent research and new understandings of the impact of bullying.
- b) This refreshed Guidance should include a clear and nationally agreed definition of 'bullying'. Advice needs to be specific about different forms and levels of bullying behaviour (including homophobic and racial bullying and bullying behaviour within adolescent relationships, etc.)
- c) Advice and support for parents, such as *Good to Know: advice for parents and carers of teenagers about bullying* (2005)¹⁶, should also be refreshed and updated to reflect new understandings of the impact of bullying on LGBTQ children and young people.

¹⁵ <http://www.gov.scot/Resource/0040/00403817.pdf>

¹⁶ <http://www.gov.scot/Resource/Doc/54357/0013237.pdf>

TIE – TIME FOR INCLUSIVE EDUCATION

Achieving Inclusive Education.



A strategy paper by
Time for Inclusive Education (TIE)

Foreword.

"The lesbian, gay, bisexual, transgender and intersex (LGBTI) community have made fundamental contributions to our society, our history, our literature and our culture. Despite this, many within the community are still subject to discrimination, abuse and hostility on a daily basis - primarily our youth. While Scotland has made considerable progress in the advancement of equality and LGBTI rights, unfortunately our education system is yet to catch-up.

Our research shows that LGBTI youth are still being bullied because of their identity; there are disproportionately higher rates of self harm, suicide and mental health problems among LGBTI youth and homophobic, bi-phobic and transphobic language, attitudes and behaviours are commonplace within most school communities. Further, the lived experiences of LGBTI youth and their heterosexual, cisgendered peers are in stark contrast.

Over the last year, we have worked closely with teachers and young people - and this strategy paper compiles a collection of proposals which we feel would work best to tackle the issues that remain for LGBTI learners and their families within education.

Ultimately, we are clear that the attainment-gap cannot be fully closed until the issues facing LGBTI learners are rectified.

Our goal is to ensure that all Scottish schools are offering an LGBTI inclusive education, and that they are places where LGBTI learners feel safe, supported and encouraged to thrive. Scotland can lead the way here, but only if we get it right."

Time for Inclusive Education (TIE)

Evidence.

There is a wide range of research, both qualitative and quantitative, which supports the need for LGBTI inclusivity within education. Key findings have consistently highlighted higher rates of self-harm, attempted suicide and mental health among LGBTI youth as a result of prejudice-based bullying. Further, teachers consistently highlight the need for specific CPD training and in-depth, improved guidance regarding LGBTI inclusion within school curricula.

Our research, '[Attitudes Towards LGBT in Scottish Education](#)' (2016) has highlighted the following:

- 91% of LGBT youth reported experiencing homophobia, bi-phobia and transphobia while at school.
- 65% of LGBT youth reported being bullied because of their gender identity or sexual orientation.
- 86% of LGBT youth reported that LGBT issues were never discussed or taught in a progressive manner at their school.
- Only 5% of LGBT youth believed that their teachers were adequately equipped to discuss LGBT issues in the classroom.
- Only 4% of LGBT youth believe that the Scottish Government has done enough to tackle homophobia, bi-phobia and transphobia in schools.
- 27% of LGBT youth have attempted suicide at least once as a result of bullying.
- 15% of LGBT youth have attempted suicide more than once as a result of bullying.
- 45% of LGBT youth regularly self-harm as a result of bullying.
- 95% of LGBT youth believe that being bullied has had long lasting negative effects on them.
- 97% of LGBT youth who were bullied at school believe that it would have helped if their school was inclusive of LGBT.

- 96% of LGBT youth who faced a personal struggle with their identity believe that it would have helped if their school was inclusive of LGBT.
- 80% of teachers believe that they have not been adequately trained on how to tackle homophobia, bi-phobia and transphobia in schools.
- Only 6% of teachers think that the Scottish Government has done enough to tackle homophobia, bi-phobia and transphobia in schools.
- 87% of teachers reported hearing homophobic, bi-phobic and transphobic language in schools.
- 94% of teachers believe that all schools should offer an LGBT inclusive education.
- Only 9% of teachers believe that the Relationships, Sexual Health & Parenthood (RSHP) education guidance is extensive enough, while 34% have never read it and a further 21% do not know what it is.
- Only 8% of teachers believe that LGBT inclusive education should not be a legislative requirement for all schools, while 79% of teachers believe that it should be.



Other key research includes:

- TIE: 'Time for Inclusive Education' (2015)
- LGBT Youth Scotland: 'Life In Scotland For LGBT Young People: Education Report' (2012)
- Stonewall Scotland: 'School Report' (2012)
- Stonewall Scotland: 'Teacher Report' (2014)
- Equality Network: 'The Scottish LGBT Equality Report' (2015)
- Terrence Higgins Trust: 'SRE: Shh.. No Talking' (2016)

Proposals.

A re-evaluation of the current strategy in this area is very much required. We are calling for a new approach from the Scottish Government, which goes further than before and is underpinned by legislation. While the issues facing many LGBTI learners within education are serious and current, we understand that in order to get this right, any strategy cannot be rushed and should be subject to review and an inclusive consultation process which involves campaigners, the third sector, ministers and parliamentarians, educators, trade unionists, anti-bullying specialists and young people. It is vital that the Scottish Government is central to this process.

Overall, we are calling for:

- The establishment of a **cross-party working group** - which involves MSPs as well as representatives from TIE, Equality Network, LGBT Youth Scotland, Stonewall Scotland, Education Scotland, EIS, NASUWT, SSTA, NUS and other relevant bodies - to begin immediate consultation on LGBTI inclusive education and work on the following:
- The creation of a new, cost-free and CPD accredited **teacher training programme** which focuses specifically on LGBTI issues. Fundamentally, this should focus on the needs of LGBTI learners and addressing the issues that they face. We would recommend that such a programme be structured around an early consultation process, which involves young people, teachers, specialists and campaigners. It is vital that this is approved and monitored by the Scottish Government, to be provided to schools at Local Authority level. Initial focus should be placed on ensuring that guidance teachers and those on promoted posts undergo training, as well as any teachers who may initially be keen to attend regardless of post or position, but the eventual expectation should be for all teachers to receive this.

Thus, student trainee teachers should receive specific LGBTI inclusion modules during Initial Teacher Education (ITE), both for undergraduate and PGDE (primary and secondary) programmes. This is crucial and we are prepared to work with the Scottish Government and the eight universities who provide ITE in order to achieve this.

- LGBTI inclusion in individual **subject areas**, achieved via approved LGBTI curriculum mapping guidance which can exist by itself, as well as alongside an updated and mandated RSHP education framework. This should be made available to all schools with a clear requirement of uptake under the Health and Wellbeing and Social Studies curriculum areas.
- **New guidance** which makes clear to both teachers and pupils what their rights are concerning LGBTI in school, with specific reference to the Equality Act (2010) and the General Teaching Council Scotland's '*Standards for Registration*'.
- All local authorities to record incidents of homophobic, bi-phobic and transphobic bullying - in accordance with existing guidance and expectations for the recording of bullying concerning other protected characteristics.
- The Scottish Government to monitor any steps that are taken in this regard in order to ensure that all schools are following and practicing any issued guidance. This should include the collection and evaluation of relevant data across all Local Authorities as well as the addition of a specific LGBTI inclusion requirement in the Education Scotland school inspections process, in line with the *How Good is Our School 4 'Inclusion and Equality'* indicators.
- A legislative requirement for all schools to deliver upon any LGBTI inclusion programme which is established. This will act to enshrine LGBTI inclusion in education and ensure that future Governments do not become complacent about the issues facing LGBTI learners.

Analysis.

- From the outset, we are keen to stress the importance of ensuring that any proposal or programme of inclusive education which is developed is done so following an initial consultation process which includes the LGBTI young people who have been directly affected by the issues that we are trying to address. We believe that the best way to tackle the issues facing particular marginalised identities is to listen to the individuals themselves, and to ensure that their voices and experiences are understood during the process of finding a solution. By the same token, educators should also be involved in initial consultation.
 - It is crucial to understand that there is a distinction between tackling homophobic, bi-phobic and transphobic attitudes and behaviours in school, and *inclusive education*. The former centres primarily around challenging any direct, immediate displays of prejudice within schools with the goal of wholly eliminating them, while the latter is a wider-scale project concerning the social inclusion of LGBTI identities and issues into school communities and curricula. For example, teaching key moments in LGBTI history and culture to allow for a comprehensive understanding of the inequalities, discrimination and prejudice that LGBTI people have faced and continue to face across the globe. Teacher training programmes should incorporate elements of both.
 - On the teaching of LGBTI histories, a potential starting point would be to work in partnership with the Scottish Qualifications Authority (SQA). The ultimate goal should be the inclusion of LGBTI histories and current issues in relevant subject areas (such as History and Modern Studies) at National and Higher levels. The expectation in this regard is that LGBTI histories should be taught and studied in the same way that other relevant historical events related to the advancement of equal rights are, such as the Civil Rights and Suffrage movements.
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- It is important to be aware that LGBTI inclusive education is *not* about creating a new subject which revolves solely around LGBTI, but rather about incorporating LGBTI into the existing curricular frameworks and educational standards and expectations. Inclusive education can, and should, be achieved without significant additional workload for educators.
- Operating within a context whereby individual institutions or head teachers act as both judge and jury on whether LGBTI equality issues are discussed in classrooms is not acceptable. While this modus operandi may function well for other educational outcomes, with regards to ensuring that schools are socially inclusive of LGBTI identities (or any other protected characteristic) this will not do. If we are to truly address the issues facing LGBTI learners and ensure that Scottish schools are inclusive environments, then we cannot allow for the continuation of a 'postcode lottery', whereby some schools are carrying out good practice on LGBTI and others are not. Fundamentally, this situation would not be true to the principles of an education built on 'equal opportunity' and 'Getting It Right For Every Child'. There has to be a clear requirement for schools to partake and this is likely best achieved through a legislative process.

External Influence.

- It is important to ensure that external groups or organisations with a specialised interest in LGBTI issues are involved in the practical delivery of services within a wider schools inclusion project. For example, we offer free-of-charge school assemblies and workshops specifically on LGBTI, which are delivered from a personal and relatable perspective. Feedback thus far has been unanimously positive. The inclusion of such services and external groups also allows for particular equalities aims to be achieved at school level.
- Involve external groups or organisations to encourage students to establish their own LGBTI or Equalities societies, groups or committees within their schools. This allows for a pupil-led initiative to combatting the issues facing LGBTI learners (which can work in conjunction with a wider inclusion agenda) and also ensures that there is an established safe and supportive space for LGBTI young people within their own school communities. Our 'TIE Pupil Pack' outlines the steps that pupils can take to establish their own society, group or committee. Specifically, an example of best-practice in this area is the LGBTI committee being run by pupils at the Vale of Leven Academy in West Dunbartonshire.
- Pupils should be made aware that specialist groups and organisations offer various services; such as: information, resources, advice, one-to-one or group counselling sessions, anonymous web-chats and telephone helplines. By sign-posting to organisations such as 'LGBT Health and Wellbeing' and 'LGBT Youth Scotland', LGBTI pupils can also seek support outwith their school community.

Rights & Acts

The delivery of LGBTI inclusive education is in accordance with numerous acts, legislative requirements, duties and human rights conventions.

- **Equality Act (2010)** - covers those who identify as one of the Act's protected characteristics: age, disability, **gender reassignment**, race, religion or belief, sex, **sexual orientation**, marriage or civil partnership, pregnancy or maternity. The act enshrines in law that anyone who identifies as one or more of the protected characteristics must be supported and treated equally. The act covers teachers in the workplace, as well as pupils and families within the school and their wider community. Further, under the act, all public bodies - including schools - are bound by the *Public Sector Equality Duty* (Section 149) which, in essence, requires public bodies to eliminate discrimination, advance equality and foster good relations. Crucially, public bodies cannot just *seek* to prevent discrimination; rather, they have to be proactive in doing so. Thus, schools cannot just say that homophobia, bi-phobia and transphobia is unacceptable - they must take action to tackle and eliminate it.

Specifically relevant from an educational perspective are:

Section 149 (1) "A public authority must, in the exercise of its functions, have due regard to the need to: (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act."

Section 149 (5) "Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
(a) tackle prejudice, and
(b) promote understanding."

- **'UN Convention on the Rights of the Child'** - this protects children's human rights, and those relevant to the advancement of LGBTI education within schools include:
 - 23. Better protect children against discrimination by urgently dealing with the intolerance and negative stereotypes of children and young people in society and in the media.
 - 24. Do more to raise awareness about and prevent discrimination against children. This might need to include work to help certain groups of children, including traveller children, migrant children, young refugees and asylum seekers, lesbian, gay, bisexual and transgender children and children from minority groups.
 - 74. Provide better sex and relationship services and education to teenagers, and make sure that sex education is taught in schools.
 - 83. Put more money into making sure that all children get a fully inclusive education. Children from disadvantaged groups should receive an excellent education.
 - 89. Do more to stop bullying and violence in schools, including by using education about human rights and tolerance.
 - **'Getting It Right For Every Child'** - the delivery of LGBTI inclusive education allows educators to fulfil the principles of GIRFEC. With more young people from diverse family backgrounds entering the education system, it is important that they feel accepted and included in their school and the contents of their learning. The school community as a whole should recognise the diversity in the personal arrangements of young people and their families, and this includes the acknowledgment and early-years 'normalisation' of LGBTI. Further, there are often issues facing LGBTI learners that are unique to them and it is vital that these young people have access to information and support that is relevant to their own identity. Without including LGBTI identities and the issues facing LGBTI learners, schools cannot claim to be Getting It Right For Every Child
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- [Education Scotland 'How Good is Our School 4, Quality Indicator 3.1 - Ensuring Wellbeing, Equality and Inclusion'](#) - specifically mentions sexual orientation. Education Scotland believe that "...*inclusion and equality leads to improved outcomes for all learners*" and that "*learners, parents and carers, staff and partners feel treated with respect*" regardless of gender or sexual orientation. Further, they believe that best practice allows children to "*explore diversity*" and be "*knowledgeable about equalities and inclusion*". This document further emphasises the importance of teaching about LGBTI issues as part of a school's wider equalities agenda, as the principles outlined in HGIOS4 cannot be fully achieved without the inclusion of LGBTI.
- [General Teaching Council Scotland \(GTCS\) 'The Standards for Registration'](#) - the GTCS has standards which must be met in order for a teacher to become fully qualified in Scotland. The standards expect that every teacher shows Professional Values and Personal Commitment. Values relevant to the advancement of LGBTI education, which the GTCS recognises as core, are:

"Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation." (Standards for Registration, 2012)

"Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future." (Standards for Registration, 2012)

"Providing and ensuring a safe and secure environment for all learners built on an ethos of care." (Standards for Registration, 2012)

- ['Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland' \(June 2016\)](#) - the Scottish Government's delivery plan focuses on closing the attainment gap and notes that "*...there are wider issues which can affect children's attainment and equality of outcomes*", while highlighting that "*...we are intent on delivering equity for all children*". Naturally, 'all' children must therefore include LGBTI children or children from LGBTI families. It is simply not possible to reduce nor close the attainment gap without addressing the issues facing LGBTI learners and their families in all schools, without exception.

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- ⁱ <http://www.eis.org.uk/images/EIS%20Policies/Bullyin%20&%20Harassment%20policy%202013.pdf>
- ⁱⁱ http://issuu.com/respectme/docs/bullying_in_scotland_2014_-_summary?e=0/12648674
- ⁱⁱⁱ http://www.eis.org.uk/Gender_Equality/Get_Right_Girls.htm
- ^{iv} <http://www.statewatch.org/news/2016/jul/preventing-education-final-to-print-3.compressed-1.pdf>
- ^v <http://www.dailyrecord.co.uk/news/scottish-news/police-scotland-report-increase-hate-8688744>