

Building Respect

An evaluation of the first three years of *respectme*, Scotland's National Anti-Bullying Service.

**Prepared by Pauline Holland and Mary McKenna
May 2010**

Table of Contents

Introduction	Page 3
Background and context	Page 3
Our approach to the evaluation and methodology	Page 4
Awareness raising	Page 9
Campaigning	Page 10
Website	Page 11
Conference and events	Page 13
Capacity building and organisational influence	Page 16
Training	Page 16
Policy development	Page 20
Partnership working and wider societal influence	Page 23
Conclusions	Page 28
Recommendations	Page 29
Appendices	Page 31

Introduction

This report provides an evaluation of how *respectme*, Scotland's Anti- Bullying Service, has delivered on its key aims and objectives since its establishment in June 2007. *respectme* has been charged with raising awareness of bullying and building the capacity of those who work with children to deal effectively with bullying behaviour.

The evaluation of *respectme* was commissioned in two Phases. The aim of Phase 1 was to build on internal performance monitoring systems within *respectme* to establish processes for continuous improvement and to evaluate data from key stakeholders in relation to areas of work undertaken with *respectme*. This is the report on Phase 1 and describes the programmes of work developed by *respectme* in its first three years. It illustrates the impact of this work using feedback from partner agencies both at a local and national level, and collates views on the effectiveness of *respectme* in raising awareness and building partners' capacity to deal with bullying behaviour. In this evaluation we have illustrated good practice examples, identified points for consideration and made recommendations for the future.

***respectme*, its background and context**

respectme is fully funded by the Scottish Government and is managed through a partnership between SAMH (Scottish Association for Mental Health) and LGBT Youth Scotland (an organisation supporting lesbian, gay, bisexual and transgender young people). *respectme* has a team of six staff including the Director, Policy Development Programme Manager, Practice Development Manager, Communications Manager, and two Service Support staff. Operating on a modest annual budget of £350,000, the reach and impact of *respectme's* work illustrates significant value for money.

In 2009 the Scottish Government consulted on a National Approach to Anti- Bullying for Scotland's Children and Young People. The National Approach paper was developed by the Scottish Anti- Bullying Steering Group (SABS), which brings together key representatives from Scottish Government, COSLA (Convention of Scottish Local Authorities), HMIe (Her Majesty's Inspectors of Schools), ACPOS (Association of Chief Police Officers), LTS (Learning and Teaching Scotland), Children 1st and the Scottish Institute of Residential Child Care, Care Commission, Community Learning and Development Managers Scotland, Scotland's Commissioner for Children and Young People, Children's Parliament and Youth Scotland. *respectme* and its management partners are active members of this group and the work of *respectme* and its approach to anti-bullying work has informed and influenced the National

Approach . It is therefore timely that this evaluation reflects on the early learning from the first three years of the work of *respectme*.

When established in 2007 *respectme* had a vision to build on the capacity of key groups of people working with children and young people. They identified the following aims:

- Listen to and learn from children and young people;
- Lead and work with others in Scotland to deal with bullying behaviour in a way that focuses on children and young people's rights;
- Promote positive and respecting behaviour among children and young people;
- Challenge bullying behaviour, stigma and discrimination;
- Include and respect difference whether on grounds of race, religion, gender, sexuality or disability;
- Change lives by using creative and effective strategies to deal with bullying behaviour.

respectme adopted a multi-layered strategy as it recognised that these aims could only be achieved through working in partnerships with those providing services directly to children and young people.

Our approach to the evaluation and methodology

As evaluators of the service we were aware of the need to build an understanding of how change happens as we believe that addressing bullying behaviour requires sustained and substantial change in individuals, organisations and in society. Change, whether behavioural, attitudinal, or societal, is not a simple process of cause and effect. Societies evolve over time, and these processes and influences are not well understood or easily attributable. For example, there are many influences on schools, some compatible with the aims of *respectme*, while others may detract attention from this area and there are limits to how far *respectme* can be credited or held accountable for the success or shortcomings of the performance of partners.

We adopted an action research approach to help evaluate the processes of change that *respectme* have influenced, to clarify emerging knowledge, to identify indicators of change and to confirm whether the direction of change is compatible with the aims of creating a culture in which the incidence and impact of bullying is reduced.

We found the work of Uusikylä and Valovirta, 2007¹, useful in identifying three spheres of performance governance to help focus our evaluation (see diagram 1). We adapted their model to enable us to: clarify the focus of this evaluation; collate data on outputs from *respectme*; seek feedback from organisations that *respectme* had worked with; and identify the influence and impact of *respectme* at a strategic level in society.

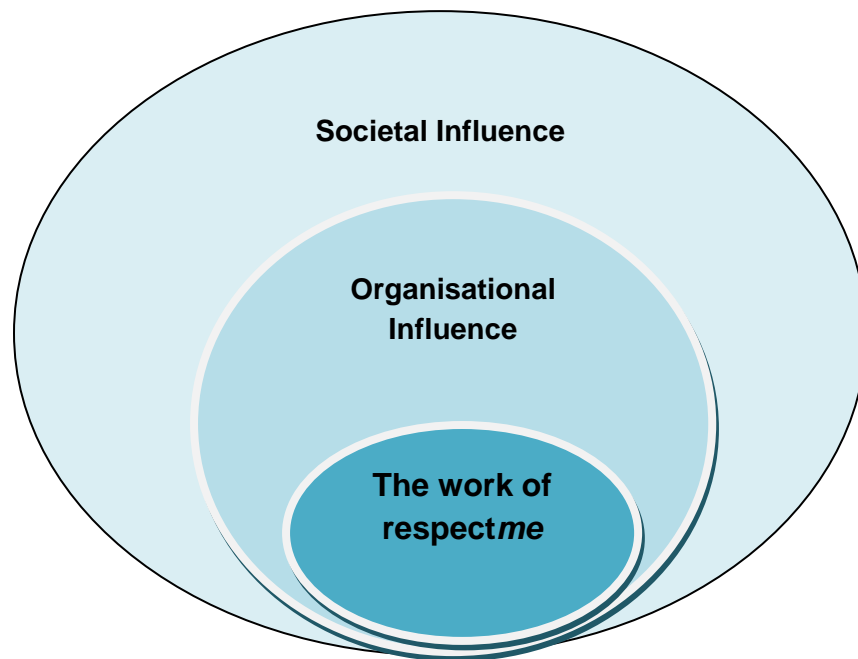


Diagram 1: Adapted from Three Spheres of Performance, Uusikylä and Valovirta

This report describes the work of *respectme* in detail, which includes the contribution it has made to other organisations' policy and practice and the awareness raising and strategic influence it has made in Scottish society.

Within the period of the evaluation we have demonstrated our commitment to action research by sharing our learning and reviewing progress with the *respectme* team throughout the year. In addition to this evaluation we have produced a review of the literature on anti-bullying, assisted the team to establish its internal framework for continuous improvement (CIF), enhanced their systems for planning and reviewing work, and have met with the management group and the SABS group on several occasions to explore our respective roles and responsibilities and to share emerging knowledge.

respect*me* systematically records the outputs of each of its programmes of work and has built in measures to monitor performance and to collect feedback from participants. This report contains some data collected from respect*me*'s internal monitoring systems. In order to collate evidence of the impact and influence of respect*me* we undertook a survey of all 32 local authorities and other key agencies with whom respect*me* had worked. We prepared this electronically, using Survey Monkey, and piloted it with two agencies which had knowledge of respect*me*. We distributed the survey to the key link people in each local authority in Scotland and to schools with whom respect*me* had worked directly, as well as other agencies that worked with children and young people. To ensure that we included a wide diversity of agencies working with young people we also asked a membership organisation working with youth organisations to distribute it and as a result we are unsure of how many people were actually invited to complete the survey. This also meant that the survey was circulated to organisations with whom respect*me* had not undertaken direct work. We had 69 responses to the survey, which we estimate represents a response rate of around 60%. Not all respondents completed every question in the survey and some of the charts and data reflect the variable response rates. This was a small survey and analysis is indicative rather than statistically significant. Nevertheless the survey feedback is overwhelmingly positive and many respondents furnished written comments and some of this is included in the report to illustrate respondents' experience. More details of the survey and respondents are contained in Appendix 1.

In addition we were keen to identify whether there could be any evidence of influence or impact of respect*me*'s contribution at a more strategic level in society. As part of this evaluation we held a Focus Group with some members of the SABS group and had individual meetings and telephone conversations with six key stakeholders. Case examples from key stakeholders and quotes have been included to expand understanding of the nature of their feedback and to illustrate the influence and impact respect*me* has had at a strategic level.

Over the last three years respect*me* has developed a range of initiatives, campaigns, training, policy development, publications and literature and has organised conferences and events to raise awareness of bullying and to improve the knowledge and skills of people working with children. These initiatives offer different starting points for partners to work with respect*me* and they form strands of an integrated approach to changing professional practice and culture. This evaluation report provides substantial evidence of work that respect*me* has delivered in all the initiatives listed above. This report also describes the

outputs that have been delivered in the first three years; it collates feedback from stakeholders on the impact of this work and then identifies points for consideration. These latter points are intended to enable the *respectme* team, in conjunction with the management partnership, to consider how they can build on the foundations they have established during these first three years.

In order to assist us with the focus of this evaluation and to ensure that the findings were relevant for key stakeholders, we established an Evaluation Task Group (ETG - see appendix two for the membership of this group).

The Evaluation Task Group re-visited the six key desired outcomes outlined in the original bid to the Scottish Government:

1. All stakeholders understand their responsibility in supporting children and young people who are/have been bullied, addressing bullying behaviour and promoting pro-social behaviour;
2. All stakeholders are working from a quality assured anti-bullying strategy, policy and procedure which is based on best practice and consistent with those of other organisations;
3. All stakeholders deal with the effects of bullying and bullying behaviour from a child and young person focussed perspective and mental health and well being;
4. All stakeholders are well informed about bullying, its wider context, the impact it has on individuals and groups and use this information to develop effective interventions;
5. Anti-bullying interventions in Scotland are provided consistently across sectors, organisations, communities and families using the same high quality and responsive model developed through learning and sharing;
6. Scotland becomes a just, equal and inclusive society where all children and young people can live free from bullying and encouraged to reach their full potential.

It was accepted that these desired outcomes were deliberately ambitious and were not realisable within an initial three year period. However, the ETG thought it important to formulate some indication that the model of working developed by *respectme* was effective, that the activity, whether training, policy development or awareness raising, was changing the experience of children and that that this message was reaching beyond the school gate. We also recognised that there was a need to clarify the boundary of responsibilities of *respectme* and those of the SABS group in relation to outcomes 5 and 6 and we make comment on this in the section on partnership.

As evaluators, defining *respectme*'s "model", its approach, has been a major challenge and we recognised the following principles are fundamental to *respectme*'s approach:

Underlying Principles

- *respectme* is embedded in a children's rights approach, motivated by equalities issues and aimed at building on models of recovery and resilience in children.
- *respectme* is informed by labelling theory, recognising that it is unhelpful to label people as 'bullies' or 'victims' and that the focus is on tackling bullying behaviour.
- *respectme* is designed to build up the skills and confidence of adults to improve the quality of conversations and relationships they have with children such that children are listened to and feel respected.
- *respectme* aims to create social environments and a culture in which children and young people are respected for their differences and empowered to fulfil their potential.

respectme is not prescriptive in how it works with partners. Partners can choose whether they require assistance with awareness raising, training for staff members, or help with policy development or review in order to build their own capacity and response to bullying in the light of their local needs and concerns. This flexibility appears to be key to being able to reach out to different organisations and a wider range of children and young people in different settings. Our survey respondents shared their experience of working with *respectme* across a range of settings: nursery; primary and secondary schools; care settings; youth groups; and with parents and their communities.

"*respectme* has enabled me to raise the awareness of the staff members within my team of the need to be aware of the various guises that bullying behaviour takes. It is helping to establish a new policy based on best practice with a view to creating a safe environment for the young people who live in the children's house. Once all the staff are trained then hopefully there will be a greater understanding by all of the

different aspects of bullying. This in turn will be passed onto the young people who would hopefully, begin to feel empowered to prevent or at least address issues of bullying.”(Survey respondent)

The ETG helped us to view the process of change as a journey and to consider the contribution of the evaluation to the process of learning. The discussion was summarised as follows:

“respect*me* are on a journey in understanding and reducing bullying in our society. The evaluation can give us milestones on the journey to confirm the direction of progress, achievements this far, but we have not reached the desired destination, and may never. However, it is important that we know if we are heading in the right direction and that we have the right gear for the journey, or that we can identify what else we might need to assist progress.” (Evaluation Task Group, 5 June 2009)

respect*me* recognises that awareness raising, policy development and training are cyclical processes, that may need to be revised and revisited as new knowledge and challenges emerge in organisations and communities. respect*me* delivers all of its work in partnership with other agencies and as a consequence of this, three key themes emerged for the focus of our evaluation:

- Awareness raising
- Capacity building and organisational influence
- Partnership working and influencing the wider society.

Awareness raising

One of the challenges of any new organisation is to raise awareness of its name and purpose with key stakeholders, and for respect*me* this meant becoming known in schools and other organisations working with children and young people, with the general public, both adults and children, across the length and breadth of Scotland. To this end respect*me* has organised media campaigns, developed publicity materials, created a web presence and has an ongoing communication strategy to promote both a planned and responsive profile to keep respect*me*'s message prominent.

Campaigning

respectme has been very successful in developing and delivering multi-layered campaigns to raise awareness and challenge perceptions of bullying, such as the initial 2007 campaign; 'Bullying ...It's never acceptable'. respectme has consulted children and young people in the development of all of its campaign materials and the feedback on the content and quality of these campaigns has been consistently positive. .

The November 2007 campaign and publication 'Cyberbullying...Are you switched on?' proved to be particularly well received, which has required an additional print of 32,000 copies and requests for 15,379 copies of this booklet were received in the last year.

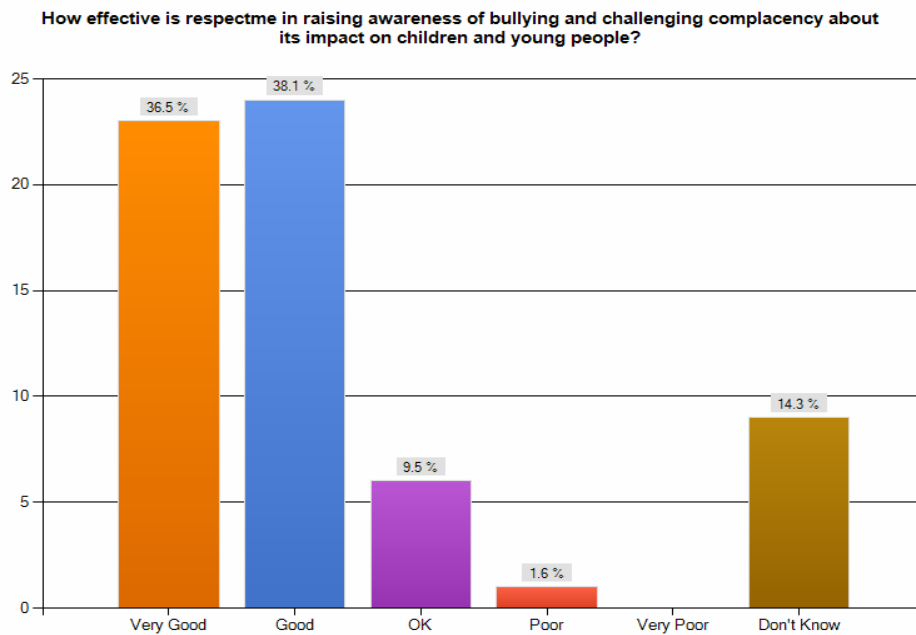
In three years they have created six campaigns, which they have promoted through posters distributed to schools, radio, cinema and outdoor advertising as illustrated below.

"You can make a difference"

This wide ranging campaign ran for four weeks in November 2008, to coincide with Anti-Bullying Week. It used a specially prepared advert screened in cinemas across Scotland, a radio campaign, posters distributed to all schools, libraries, sports facilities, a website and a publication for parents on dealing with bullying. It was aimed at parents and adults who work with children and young people. Young people in schools and youth groups were consulted about the key messages and material used in this campaign and there are clear indications that this was successful in reaching a wide audience.

2008 Campaign Outputs	Performance indicators
Cinema advert Radio Poster Publication "Practical Guide for parents and carers"	<ul style="list-style-type: none"> • Reached 239,713 cinema goers across Scotland • Prompted 929 visitors to the Radio website • 8,000 posters distributed • 7,000, booklets distributed initially, further 41,263 distributed on request to date

In our survey of stakeholders 74.5% of those who responded considered that respectme was good or very good at raising awareness and challenging complacency about the impact of bullying on children.



In addition almost 70% of those surveyed rated respectme's communications, campaigns and publications as good or very good.

The stakeholders surveyed also provided evidence that respectme had reached their target audience, such as young people in residential care:

"respectme have done a very effective job in raising the profile of the anti-bullying agenda", adding that, " respectme's work was visible when visiting residential units, their posters were visible, staff were knowledgeable of the agenda and its relevance for their work" (Care Commission).

In addition stakeholders commented on the attractiveness of the posters, the value of the website and the quality of respectme's publications. These views were further substantiated in a number of the follow-up interviews. The SABS group described the branding as "excellent" and Angus Council commented that respectme's communications were 'modern'. From feedback and the Focus Group people highlighted the need to continue to promote new campaigns, to refresh the message in order to maintain focus on the anti-bullying agenda and to make/keep it relevant to young people.

Website

respectme has been developing its web presence since the launch of the website in June 2007 when online communication was identified as one of the greatest potential resources

for disseminating information to parents and professionals working with children. The website was particularly mentioned by a number of respondents to our survey as a valuable method for adults keeping people up to date with bullying issues. *respectme* has also been experimenting with ways of raising its web profile among children and young people and has developed a presence on 'You Tube'. More recently *respectme* has created its own Social Network sites on both 'Ning' and 'Twitter' thus providing different opportunities for different stakeholders to engage in and keep linked to their work.

The *respectme* web site has provided evidence of the extent to which the campaigning activity has raised awareness and stimulated additional interest during periods of promotional activity.

Date	Campaign Theme	Web hits in the month of the campaign
April 2007	'Bullying – It's never acceptable'	No website
November 2007	Cyberbullying	87,010 web hits
April 2008	'Bullying –It's never acceptable'	63,019 web hits
November 2008	'You can make a difference'	91,711 web hits
April 2009	'You don't have to play with me....'	64,785 web hits, as well as 2,217 on Real Radio micro site and 874 hits on <i>respectme</i> YouTube
November 2009	'You don't have to....'	111,083 web hits

The website has proved very popular and has generated over 1.2 million hits to date and has shown a 50% increase in activity around the time of *respectme's* campaigns. The website has been accessed, on average each month, by visitors from 68 different countries across the world.

respectme offers practical advice and guidance to adults and children and young people, but it does not operate as a helpline; this type of service is provided by ChildLine. Despite this, *respectme* receives email and telephone enquiries from people seeking advice and guidance on bullying matters and has received 655 enquiries since 2007. An analysis of these calls indicates that they are largely calls from professionals in school settings seeking advice, with a small number (40) from parents and children. This service does not therefore conflict with the service provided by ChildLine. The Management Partnership may need to consider how

this demand is addressed and SABS may wish to ensure that the distinctive and complimentary service offered by both providers is better understood by all stakeholders.

Points for consideration

- Despite the success of campaigns, some 16% of those surveyed were unaware of respect*me's* campaigns and publications and there remains a challenge to continue to get the message out to all the places where children are, especially those most isolated.
- National campaign messages need to be reinforced at a local level before they become meaningful to children and young people. There may be a need to continue to build on local initiatives to compliment national campaigns in order to help create connections for children and young people.
- SABS and respect*me* may wish to consider how best to provide advice and guidance to professionals in dealing with concerns in managing bullying behaviour.

Conference and events

A major aspect of raising awareness and knowledge within the professional groups working with children and young people has been respect*me's* activity in running conferences. To date respect*me* has organised three conferences, all of which have been well attended. These have been high profile events with keynote speakers and have actively involved a number of young people in presentations and leading workshops. In order to align future conferences with Anti-Bullying Week, respect*me* organised two national conferences during 2009. Participants attending conferences and other events have been routinely asked to complete an evaluation and these have been collated below:

Year	Conference participants	Performance Indicator
February 2008	235	97% rated the event as excellent or good (118 evaluations returned)
February 2009	203	98% rated the event as excellent or good (66 evaluations returned)
November 2009	262	98% rated the event as excellent or good (69 evaluations returned)

Almost half (45%) of the people who responded to our stakeholder survey had attended a conference or other event organised by *respectme*. Those who had attended were generally very positive about the contribution of young people at the conference and felt this helped increase their understanding of the complexity of issues involved, raised awareness of wider aspects of bullying, introduced strategies for dealing with bullying and increased their confidence in dealing with bullying.

“I found workshops to be well organised, well presented and challenging. They challenged some accepted myths, such as the behaviour has to be repeated or persistent to be considered bullying. I liked the fact that the workshops highlighted that the most important factor in any situation is the IMPACT the behaviour is having on the young person. I thought the *respectme* facilitators effectively raised awareness and understanding” (Survey respondent).

The drama production ‘Andy’s Story’, developed by *respectme* and St Margaret Mary’s Secondary School for the 2009 conference, was so well received it has won an award and been developed into a DVD and copies have been distributed to every secondary school in Scotland.

Survey respondents and other stakeholders were invited to comment on what would help build on the conferences thus far. Some respondents and some of the stakeholders we interviewed suggested that they would appreciate more networking events, perhaps with a more segmented approach, creating separate events for people with different roles or responsibilities. This included a conference for parents, events for older young people and specific event for those who already have a remit of anti-bullying and wish to keep abreast of developments.

As part of its Anti-Bullying Week activities *respectme* has run three national competitions in Schools and youth groups, in partnership with the Scottish Government. The winners of the 2009 competition were invited to the conference to receive their awards and to take part in the day’s activities.

Good practice example

In order to vary Anti-Bullying Week activities in 2009, respectme worked with Youth Scotland to identify five youth groups who would receive £1000 of respectme funding to promote Anti-Bullying Week locally. Groups were identified in Glasgow, Edinburgh, Callander, Helensburgh and Shetland and each embarked on a series of workshops and discussions which culminated in events ranging from drama, debate, peer education sessions, an art competition and an awareness raising disco. The project involved approximately 280 young people between 8 and 18 years of age. The Youth Scotland Manager commented that “the impact of this work was greater than the workers expected”, and that “workers were unaware of the level of bullying going on at the time within their youth groups and this project opened the window for workers to become more aware”.

Groups completed Final Reports which outlined how the project met their original objectives and described the perceived impact of the project. Feedback suggested that these small initiatives had a significant impact on both workers and young people alike, as illustrated:

“Some of the first sessions were highly charged emotionally with some guest speakers finding it difficult to cope. This however was not a setback, and in fact allowed us to really target specific problems members were struggling with. The resulting coping strategies developed during sessions certainly appeared to be successful when put into practice. Some members of the Project had been bullied by other members, some of whom were not aware of the effect of their behaviour, and were quick to change their behaviour when they realised the consequences of their actions.” (Backchat Youth Project, Helensburgh).

Youth Scotland stated that they are keen to repeat and expand on this initiative next year.

(Youth Scotland Manager and Awards Development Worker)

It may be as a result of the success of these campaigns that the Scottish Government has invited respectme to manage the future organisation the annual Anti-Bullying Week competition on behalf of the Scottish Government.

The respectme team has been committed to supporting events and conferences related to working with children and have delivered presentations, run workshops and had supporting stalls at 21 such conferences and events in the last three years.

Points for consideration

- In individual interviews, people with specific responsibilities for equalities and anti-bullying programmes were looking for more specialist events designed to share practice and take their knowledge and expertise further. There may be a need to differentiate the focus of future conferences to be able to meet the different needs and interests of the different stakeholders.

Capacity building and organisational influence

respect*me* aims to improve the knowledge, skills, policies and practices to help individuals and organisations recognise bullying behaviour and to develop effective interventions in response to bullying. Training and policy development are the two main components it offers to local authorities and other agencies working with children to assist them to build their capacity and to create cultures which respect children and young peoples' emotional well being.

Training

respect*me* has developed and delivered a number of anti-bullying training programmes over the last three years, many of these delivered in partnership with local authorities. respect*me* is a small team and in order to maximise its reach and impact and influence it uses a number of sessional trainers to deliver many of its training programmes. These sessional trainers are considered as part of the team and are trained to deliver the respect*me* message and to work to the set of principles outlined above. In addition, respect*me* has also developed a cascade model of training, providing training for trainers (T4T) with the expectation that they will disseminate knowledge and skills in tackling bullying in their organisation as illustrated by one respondent:

“I attended the two training days and then went on to deliver the programme once. It made me more aware of the language that people use and also highlighted the importance of cyber-bullying which I had not thought about before. It highlighted strategies which I could put in place to ensure that this did not happen. It is important to address bullying in all areas as children are entitled to grow up in a respectful, friendly, stress free environment where they can grow into responsible, respectful adults” (Survey respondent).

In this first three years respect*me* has developed and delivered almost 100 training events to over 1,700 participants as detailed overleaf:

Training Course	Year 07/08	Year 08/09	Year 09/10	Total Trained
“Bullying It’s Never Acceptable” Training –one day course	251	76	73	400

- Generic - Organisational	0	117	302	419 819
Training for Trainers – two-day course				
- Generic	20	75	52	147
- Organisational	24	56	125	205
				352
Bullying It's Never Acceptable – one-day course delivered by Trainers trained & certified by respectme	0	300	235	535
Policy Into Practice	15	31		46
Cyberbullying Training	8			8
Practical Strategies to deal with bullying behaviour	11			11
Where do foster carers come in?	24			24
TOTAL NUMBER TRAINED	353	655	787	1,795

This chart details the training delivered through open courses and those developed and delivered specifically for local authorities and other partners organisations to meet their particular needs, including courses for foster carers and child minders.

Such is the quality of respectme's training and support to organisations that a representative of the largest local authority education department in Scotland described the service they received from respectme in the development of its in house training, as a "Rolls Royce package", as illustrated.

Good practice example

Initially respectme delivered a training session for approximately 30 managers from primary, secondary and some early years provisions from across Education Services in Glasgow on the implementation of the newly revised policy and its implications for practice. Participants raised the need for a more strategic approach for promoting and support anti-bullying practice. Consequently GCC Education Dept and respectme jointly designed a "Rolls Royce package of training support".

respectme delivered 4 in-house Training for Trainers programmes across the City which included two or three representatives from 29 of the 30 Learning Communities (LC) within the Council. (LCs are clusters of learning provision

based around the local secondary school catchment's area combined with the associated primary schools as well as Early Years Services and Additional Support for Learning services in the area.) 80 staff were trained to deliver anti-bullying training through October to December 2009. It is expected that each set of trainers would deliver at least one training programme before the end of March 2010. It is also expected that the training would be delivered by a combination of trainers from the different education settings because, as highlighted by the Quality Improvement Officer, "the anti-bullying agenda is a cross-sector issue and is a significant issue at the transitional stage from primary to secondary".

One such training programme had already taken place at the time of the evaluation interview with GCC Education Department. The training had been piloted at one of the 'Twilight' sessions within one of the Learning Communities. Feedback from the trainers stated that "feedback was really positive and from this session we are going to involve the pupil councils to help devise a kind of pupil mission statement for [the school] about bullying and how to deal with it".

All trainers have been provided with a training register and evaluation forms which they are expected to log and return to allow monitoring and follow-up.

Quality Improvement Officer (Pastoral Care) for Glasgow City Council's Education Department

We were able to review the feedback forms that respect me routinely request that participants complete following training, and these are very positive, with over 95% reporting that the training received was either good or excellent. In addition pre and post training evaluations demonstrate a shift in knowledge, increased confidence and skills in the participants.

In our survey, respondents were asked to comment further on training, in particular how effective they thought respect me 's training was in developing skills and confidence in prevent bullying and managing bullying behaviour. Sixty people responded to this question, and 33 (55%) people rated the training as good or very good. The survey also revealed that 23 respondents (38%) did not know about respect me 's training. These respondents were primarily from youth organisations and in other agencies who work with children and young people in less formal settings.

These positive survey responses are further substantiated in written comments provided by course participants at the end of each training event. A number of key themes emerge

consistently in their comments, namely: quality and professionalism of *respectme* trainers; reported increase in confidence by participants; and an appreciation of the opportunity to learn about bullying behaviour and anti-bullying approaches in multi-agency settings.

“An excellent day ... gave plenty of food for thought and promoted further study. I found the *respectme* message empowering.” (Training survey)

“The information and group discussions were very informative and I have enjoyed the day. Although we already have policies in place, I now feel more confident about how I would advise these to be taken into practice.” (Training survey)

Interestingly, however, alongside the many very positive comments sampled above, there was a theme that some participants were still not confident about dealing with bullying incidents as captured in the comment below:

“Little disappointed that we didn’t get strategies for dealing with the ‘bully’. How do you intervene in a positive way that doesn’t inflame the situation but can give confidence ...”

Training can highlight an approach but whatever strategies are promoted through training, sponsoring organisations need to give consideration to how training is integrated within their organisational culture and how individuals are supported to deal with the full range of issues they face within their school and work setting. *respectme* recognised this issue for participants on the Training for Trainers generic courses and the challenge participants faced in fulfilling the expectation that they would deliver the ‘cascade’ model of training. In August 2009, *respectme*’s Practice Development Manager conducted a small survey to ascertain the levels of training delivery on completion of the T4Ts programme. Although the responses to the survey were quite low, the results suggested that less than 10% of the trainers actually led further training using this material. The main barriers to doing this appeared to be:

- Time/workload constraints (individual and organisational)
- Lack of suitable venues
- Skills and confidence gaps with regards to facilitation
- Difficulties in obtaining approval from line manager.

As a result of these findings *respectme* has moved to delivering more organisationally based training and have found a 200% increase in the subsequent training delivered.

The *respectme* team has worked with Learning and Teaching Scotland to use GLOW – an online educational community - as a channel to promote the service and to support the implementation of the Curriculum for Excellence.

Points for consideration

- *respectme's* evaluation of training delivered has been limited to the pre and post self assessment. *respectme* could benefit from considering a greater focus and emphasis on impact evaluation at 3, 6 or 12 monthly intervals after training.
- There is a need to continue to raise awareness and support training to agencies working in other organisations, beyond the school gate and through groups in contact with children.

Policy development

Contributing to the development of sound anti-bullying policies across agencies in Scotland is a core component of *respectme's* work. *respectme's* approach to policy development is founded on the belief that a policy that is informed by wide consultation, involving the intended users and beneficiaries, will be more influential and sustainable if it has wide ownership from the outset. This approach is underpinned by the 'Modernising Government White Paper, 1999'² and the principles therein.

The Scottish Government expect that local authorities have an anti bullying policy. This is an expectation not a requirement, though HMIe do expect schools to produce such a policy for inspection. *respectme* have approached all 32 local authorities in Scotland offering support and consultation on the development of new or existing anti-bullying policies. The response indicates that each local authority is at a different stage in developing and or revising their anti-bullying policy and they all have different processes for policy development as illustrated by Edinburgh City Council:

“We had a number of schools delivering good practice on anti-bullying and we brought them together to build the Department’s policy. *respectme*’s training prompted some schools to think about this from a children’s rights perspective. One school in particular involved *respectme* very actively in having a presentation at school assembly, followed by Focus Groups with young people and meetings with parents to build their school policy” (Equalities Officer, City of Edinburgh Council).

respectme has had to be flexible in its starting points with authorities which has involved offering comments and advice on draft policies, providing policy into practice training for other authorities and engaging in very detailed processes of policy development with others. In all they have had involvement in policy work with twenty one authorities and have plans to work with others in the year ahead. One recurrent theme in feedback was the recognition of the need to involve everyone in their anti-bullying approach:

“*respectme* has helped me fully appreciate that addressing bullying behaviour truly is everyone’s responsibility, and the importance of “whole-school community” approaches. By this I mean the involvement of not just teaching staff, but also pupils, parents, janitorial staff and pupils themselves in developing policy and practices that address this issue” (Survey respondent).

South Ayrshire Council established a multi-agency Policy Review Working Group in partnership with *respectme* and produced very comprehensive and accessible Guidelines on anti-bullying strategies which they distributed widely in schools, nurseries and to parents.

In addition to local authorities, *respectme* has worked with a number of other agencies to develop their anti-bullying policies. These range from Campus Police in Strathclyde, to Scotland’s Colleges, Right Start training agency for young people and the Prison Service.

In our survey twenty respondents confirmed that *respectme* had contributed to their agency’s policy on anti-bullying, some giving detailed responses on the nature of their support. Nine respondents described consultations with *respectme* and indicated they appreciated *respectme*’s participation in working groups to draft or revise local anti-bullying policies. Several indicated that *respectme*’s website and literature had helped them become

more aware of the range of issues that needed to be included within their policy. One respondent described *respectme's* participation in policy development using the web:

"respectme's role was crucial in the development of our policy which is still fairly new. We would have struggled without them. The website is brilliant and the leaflets etc. We were able to write the policy electronically with groups of people whilst being logged in to the website to give examples" (Survey respondent).

The cyclical process of policy development and influencing organisational change was demonstrated by four respondents who indicated that following training they had or would be revising their policies, with another four respondents indicating that this work was in progress and they had or intended to consult with *respectme* in drafting their policy. An example of one Council experience is illustrated below.

Good practice example

respectme became involved with Angus Council when they embarked on reviewing their existing anti bullying policy. The Principal Officer described *respectme's* support as excellent. In so far as the feedback was 'hard hitting', it challenged their thinking around the use of language.

The new policy was launched in September 2009 and highlights a range of methods that Angus Council are promoting to address bullying issues. These are:

- Shared Concern (a group intervention approach);
- Peer Mediation;
- Mediation;
- Solution Focused Approaches;
- Restorative Practices; and
- Circle Time

The range of approaches promoted in the new policy is intended to fit the different situations in which bullying issues arise. Having particular methods to use really helps, otherwise staff are working from personal perspectives rather than professional. All approaches are evaluated through individual cases, which are only signed off once all parties agree that the issues have been resolved satisfactorily.

respectme encouraged the authority to set up implementation groups to support their anti bullying work after the official launch. Subsequently this has developed into two groups: a Co-ordinating Group and Training Group.

It is planned that *respectme* will provide ongoing support in the form of a Training for Trainers programme for all members of the Training Group with a few places being opened

up to other groups, including members of the Parents Consultative Group. The training is intended to provide a baseline of understanding of what bullying is before focusing on the agreed priority areas set out within the revised policy, including homophobic bullying.

(Principal Officer, School & Family Support, Angus Council)

The respect me team has also informed and influenced the policy and practice of other organisations through responding to consultation documents and proposed legislation such as:

The Protection of Vulnerable Adults

The Additional Support for Learning

The Child and Adolescent Mental Health Enquiry of the Health and Sports Committee

Developing Mental Health Indicators for Children and Young People, NHS Health Scotland

Promoting Positive Images of Children and Young People Group, Children's Commissioner.

The team has also worked with the Care Commission to identify bullying as a focus for future inspections of residential care settings for children and young people.

Points for Consideration

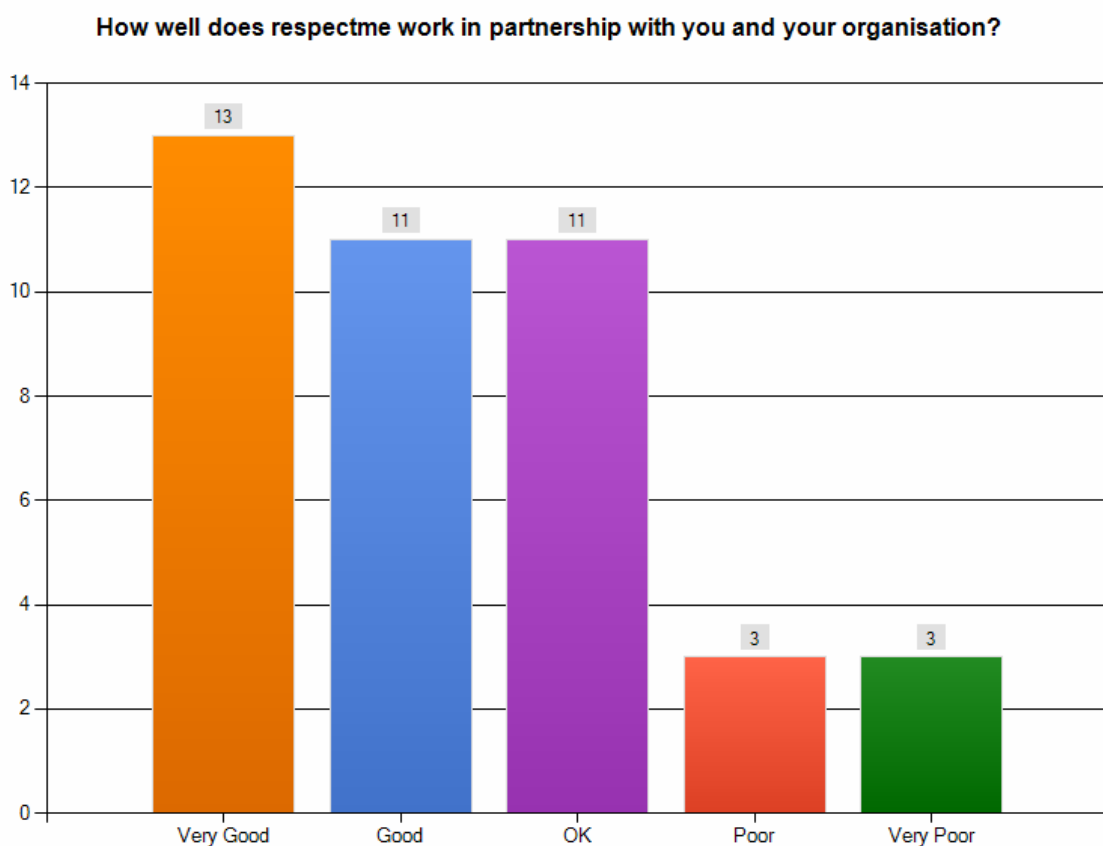
- The debate appears to have shifted from whether having an anti-bullying policy should be a requirement to recognising that the process of development and ownership of such policies needs to be informed and developed in partnership with children and young people and other key stakeholders. Like all policies, anti-bullying policies, need to be refreshed and revised in the light of new knowledge and circumstances. There is a challenge for respect me to find new ways of building on this area of practice that will engage the next generation of young people.

Partnership working and wider societal influence

The third key theme emerging from this evaluation has been respect me 's ability to work in partnership with its stakeholders. It is recognised that if respect me is to have an influence and impact on individuals, organisations and society it needs to work with others, to identify strategic partners and build alliances with others who share similar aims, visions and

responsibilities. We wanted to see evidence of the quality of *respectme's* work in partnerships both at a local and national level.

We contacted all thirty two local authorities in our survey as well as a number of other organisations working with children, at a local and national level. Forty one people responded to the question about how *respectme* worked in partnership, 75% of whom were from local authorities. More than half of people those who responded (24) to this question considered that *respectme* was good or very good at working in partnership.



As illustrated in this chart, *respectme* generally works well with in partnership with other agencies. It does however indicate that there is further learning needed in how to forge effective partnerships with about 15% of agencies. The reasons for difficulties in these partnerships were not discernable from the survey and cannot be presumed to be only attributable to *respectme*. Nevertheless, partnership working seems to be fundamental to progressing this social change agenda and consequently *respectme* needs to continue to reflect on, and learn from, all experiences of partnership.

respect*me* aims to ensure that its message reaches beyond schools and into communities and has linked with a range of other agencies and partners. We reviewed the appropriateness of respect*me*'s partnerships during its first three years in operation and found that respect*me* had worked creatively with a number of relevant partners with whom they shared a similar vision. This has enabled them to reach out to particularly vulnerable or marginalised groups of young people, for example: Who Cares Scotland; Enable; Race Asylum and Immigration Team; Article 12 in Scotland regarding Gypsy Travellers; Scottish Institute of Residential Child Care. They have moved beyond the conventional groups and have made a link with Partick Thistle Football Club to promote their message and disseminate their material.

The majority of respondents to the survey (60%) were able to make the link between the work they did with respect*me* and other major policy initiatives being progressed by the Scottish Government, and in particular in relation to the Health and Wellbeing areas of the Curriculum for Excellence, Responsible Citizenship, Keeping Children Safe and Getting it Right for Every Child. The extent to which such policies become embedded into new ways of working within an organisation is indicative of organisational change as illustrated by one of the survey respondents.

“respect*me* is about a general attitude and so ties in with the four capacities of Curriculum for Excellence, in particular, responsible citizen. It also fits in with aspects of health and wellbeing. It permeates all areas of the curriculum, because if children feel safe and protected from bullies and/or feel able to react appropriately to bullying behaviour then they will enjoy a more comfortable and productive learning environment” (Survey Respondent).

At a society level respect*me* has clearly aligned itself to national groups which are promoting children's rights and the equalities agenda. The Director is Chair of Young Scotland in Mind and is on the Board of Directors of Together- The Scottish Alliance for Children's Rights. respect*me* is frequently mentioned in Scottish Government's responses to questions about bullying in the Scottish Parliament and in the Press and is named in Government's response to the U N Convention on the Rights of the Child as part of the government's strategy to reduce bullying in Scotland. They have forged strong links with the Minister for Early Years and Schools, Scotland's Commissioner for Children and Young People, the Scottish Child Law

Centre, the Equalities and Human Rights Commission and the Children's Parliament in Scotland.

It was recognised within *respectme* that some of these partnerships had developed pragmatically rather than strategically. SABS members also commented that *respectme* had a more visible presence across the central belt of Scotland. While this comment may be valid in relation to conferences and events, *respectme* has deliberately ensured that some of the remote rural authorities have had significant input in relation to policy development and training. The role of SABS in future may need to be clearer in coordinating activity of all partners to ensure that awareness and activity engages the most marginalised groups, both socially and geographically.

The Scottish Government wholly funds *respectme* and ChildLine to provide core aspects of its anti-bullying programme. They have also created SABS to coordinate all the parties involved in the anti-bullying agenda, local and national bodies, statutory and voluntary organisations, professional bodies and training organisations working in partnership. The development by SABS of the consultation document , "A National Approach to Anti- bullying for Scotland's children and young people"³ will, when issued, form the backcloth for planning future priorities of SABS. As part of our evaluation we were keen to understand what *respectme* had contributed to the work of this group and how it was perceived by the other agencies that form this group. Feedback from members of SABS recognised the following strengths of *respectme* contribution:

"Leadership - The Director leads from the front. His communication skills are very important." (SABS Focus Group).

"The commitment and dedication of staff; their lens is entirely focussed on anti-bullying." (SABS Focus Group).

The Scottish Government and the Chair of SABS have links to anti-bullying services in the UK and Ireland and have found that the approach to tackling bullying is different in these countries and commented:

"Other parts of the UK are envious about Scotland's anti-bullying service. There is no equivalent in the other 3 nations. There is a stronger training model in Scotland and the others have less of a focus on behaviour management. There is more of an integrated approach to anti-bullying in Scotland" (SABS Focus Group).

The Policy Development Manager of *respectme* produced a paper demonstrating the linkages between the *respectme* agenda and a number of Scottish Government policy initiatives, legislation and international conventions. This work is influential in supporting change for individuals, organisations and highlighting the synergy to be gained from incorporating rights based approach into all work.

The SABS Focus Group and other key stakeholders raised the need for *respectme* to be able to evidence the value of its approach. They considered that *respectme* should incorporate research to produce more robust evidence that their model of addressing bullying through social change and organisational change is valid. In particular, the SABS Focus Group suggested that it “would be helpful to look at establishing partnerships with Universities that are willing to look at [*respectme*’s] ways of working. We endorse the need for this, and consider it would enhance the credibility and wider applicability of *respectme*’s approach.

Points for consideration

- Both SABS and *respectme* need to become more strategic in how they identify their respective roles and develop future partnerships to ensure that they are reaching the most vulnerable groups in a coordinated and cohesive way.
- Partnership working is challenging and may need to be supported by a more open and systematic commitment to shared learning, from different perspectives, with an agreed aim of developing respectful ways of working with children, adults and between agencies.
- We recommend that new partnerships are underpinned by contracts outlining agreed aims, respective responsibilities and achievable goals with realistic timescales.
- Explore opportunities for research partnership with universities to develop more robust theoretical framework for the work.

Conclusions

This report provides substantial evidence that *respectme* has laid strong foundations in all of its key objectives in the first three years in operation. Through its direct work in campaigning, training, policy development and publications *respectme* has:

- **Established the reputation of the service as being knowledgeable, credible and reliable in delivering Scotland's anti-bullying service.**
- **Developed opportunities and resources which are attractive and engaging young people, parents and professionals that dynamically disseminate the knowledge and expertise of *respectme* .**
- **Created new ways of engaging young people in challenging bullying and empowering them to be build more respectful behaviour.**

There is evidence that *respectme* has been successful in working in partnership with local authorities and other relevant organisations and through this they have influenced change within these organisations, such that *respectme* has:

- **Enabled partner organisations to build their capacity to develop their anti-bullying policies and develop the knowledge and skills of their staff to deal more effectively with bullying.**
- **Assisted organisations to see the relevance of the development of policies on anti-bullying within the process of attitudinal and organisational change related to a rights' based approach to working with children.**

In addition, at a wider societal level in Scotland *respectme* has:

- **Raised awareness of the unacceptability of bullying behaviour**
- **Provided leadership in promoting practical approaches to creating a culture where children and young people feel respected**
- **Contributed to the development of the National Anti-Bullying Approach and developed and delivered key elements of this strategy.**

In relation to the Spheres of Performance mentioned earlier in this report, there are encouraging indicators that the approach developed by *respectme* is contributing to processes of organisational and societal change which support Scotland becoming a more just, equal and inclusive society where children and young people are encouraged to fulfil their potential and can live free from bullying.

Recommendations for future development

As *respectme* takes stock of its activities and achievements over these first three years, this evaluation report confirms that it has made a good initial impact and that it is making a valid contribution to anti-bullying work. As evaluators, we recognise that this is only the start of a long term process of change which needs further consolidation and we offer three key recommendations to support the ongoing development of anti-bullying work:

1. Sustain the momentum while continuing to refresh the message.

respectme, as the national anti-bullying service in Scotland, must work to sustain the momentum for change that it has built in partnership with key stakeholders during this initial three year period. One of the key success elements identified in this evaluation is the power of the message given out by *respectme*. This message will need to be continually refreshed to reflect the changing needs and aspirations of Scotland's children and young people and what they tell us about what matters in dealing with bullying behaviour. *respectme's* skills in creatively engaging young people in this agenda will be an important key component in remaining dynamic and credible in this environment.

2. Develop its strategic approach

respectme has a unique contribution to make in providing a strong, visible, leadership within the national approach to anti-bullying developed by SABS. *respectme* should maximise its strategic impact in the promotion of children's rights and informing government policy and legislation to improve outcomes for children. *respectme* should identify the most effective points of influence and leverage with partner organisations to develop policies and practices which prevent and tackle bullying and promote positive relationships with children.

respectme should continue to develop and disseminate creative initiatives which involve children and young people in building their skills and confidence in finding better ways of relating and resolving difficulties and differences between young people.

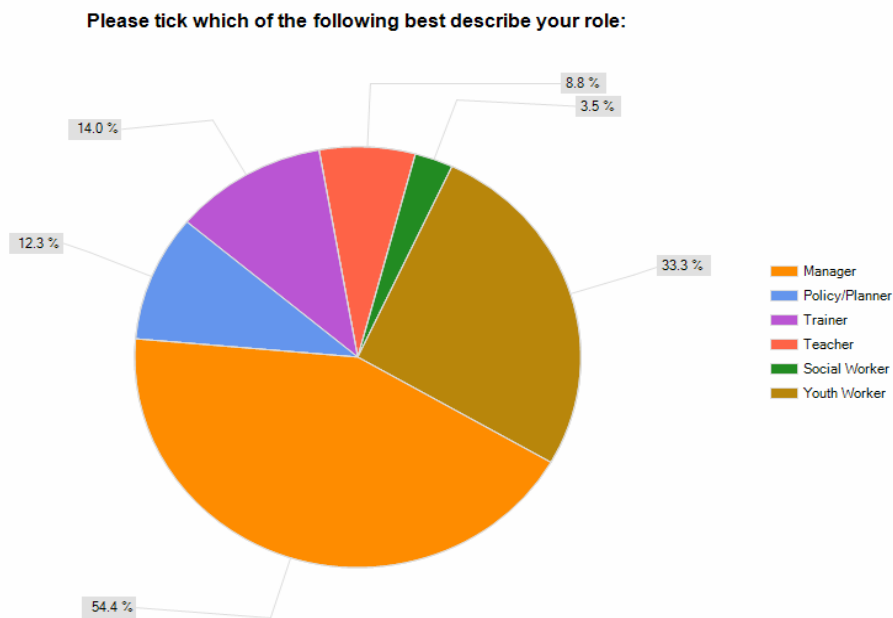
3. Incorporate research to provide robust data to validate the approach developed by *respectme*

respectme has chosen to develop a range of approaches for addressing anti-bullying in Scotland, providing stakeholders with a number of entry points to build the capacity of adults to address bullying incidents amongst children and young people. In order to establish its credibility for the longer term and to strengthen its contribution, *respectme* should consider incorporating research into activities in this next phase of its development.

Appendix 1 The profile of respondents to the Survey

We prepared our Survey using Survey Monkey and piloted with two agencies. We circulated it directly to link respect*me's* link person in each of the 32 local authorities in Scotland and to all the agencies that it had worked with form 2007-2010. We also distributed it indirectly through the membership list of Youth Scotland.

Almost half the respondents, 44%, indicated that they worked in local government, of the remainder 22% worked in voluntary organisations and nongovernmental bodies, 18% in schools, 13% in youth work and 3% for central government.



Many of the respondents described themselves as having more than one role, such as manager and teacher, policy and training, thus 57 respondents described a total of 85 roles they fulfilled.

**Appendix 2 –
Evaluation Task Group membership**

Alison Davies	SABS Chair
Mary Docherty	Head of Service (Education Services), North Ayrshire Council
Charlie McMillan	SAMH, Director of Research, Change & Influence
Brian Donnelly	respect <i>me</i> , Director
Mhairi Logan	LGBT Youth, Head of Policy & Mainstreaming
Karen Dunn	Dundee City Council, Community Learning and Development Manager
Steven Greig	Youth Scotland, Youth Work Manager
Una McLean	Respect <i>me</i> , Senior Services Support Officer
Mary McKenna	Evaluator
Pauline Holland	Evaluator

Appendix 3 –**References**

- ¹ Three Spheres of Performance Governance: Spanning the Boundaries from Single-Organization Focus towards a Partnership Network by Petri Uusikylä and Villa Valovirta. Published by SAGE Evaluation 2007; 13; 399.
- ² Modernising Government White Paper, Cabinet Office, March 1999
- ³ A National Approach to anti-bullying for Scotland's Children & Young People, Scottish Government, February 2010