

The second phase of an evaluation of *respectme*,

Scotland's National Anti-Bullying Service

Undertaken by Pauline Holland and Mary McKenna, April 2011

INTRODUCTION

The evaluation of *respectme* has been undertaken in two phases. Substantial evidence emerged in the Phase 1 of the evaluation (2009/2010), that *respectme*, Scotland's national Anti-Bullying Service, was meeting its objectives and was making a significant impact within schools and with partner agencies to build capacity, knowledge and skills to deal more effectively with bullying behaviour. There were indicators that the approach developed by *respectme* was supportive of government policies to help Scotland become a more just, equal and inclusive society where children and young people are encouraged to fulfil their potential and can live free from bullying and harassment.

The aim of Phase 2 of this evaluation was to understand these processes of change in more detail. In particular we wanted to identify the following:

- *How the work of respectme was impacting on the experience of children.*
- *How the work of respectme with adults was making a difference in schools and services for children and young people.*
- *Which components of the respectme programme were valued, successful and replicable, and what was needed to sustain this approach.*
- *How the approach of respectme has contributed to organisational change and influenced society.*

In Phase 2 of the evaluation we continued the action research approach used in Phase 1. We identified examples of good practice that might help illustrate how the experiences of children have changed. The previous report had recognised the spheres of influence that *respectme* had at an organisational level and some of the impact it had made at a societal level and we wanted to identify some of the key factors in these processes of change (Phase 1 Report).

METHODOLOGY

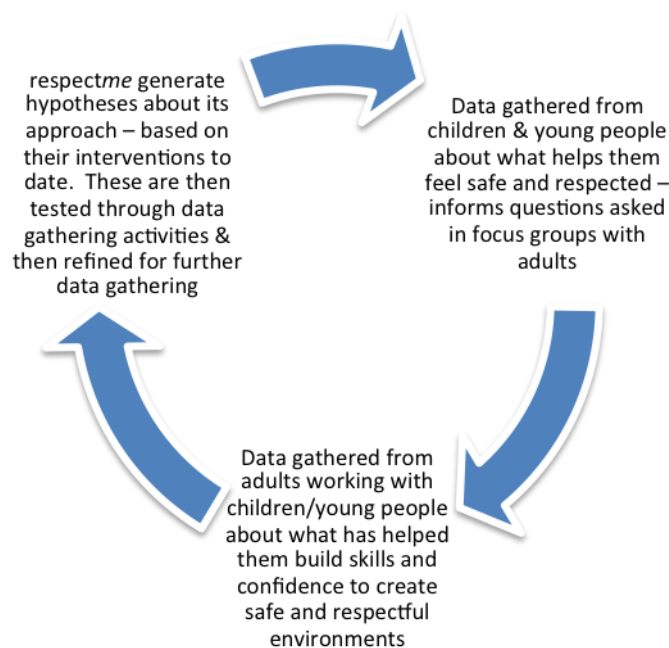
An action research approach was chosen throughout this evaluation, as the overall aim was to understand the processes of change, and to understand what was important to children to help them feel safe and respected. We wanted to identify how *respectme* contributed to organisational change and how sustainable was their approach. Another learning objective of the evaluation was for the *respectme* team to build their capacity to evaluate their work and to continue to develop their internal framework for continuous improvement.

We adopted a Case Study approach in Phase 2, using a multiple-case design, as this was particularly suited to addressing the 'how' and 'why' questions of programme effectiveness. According to Yin (1994), a case study approach is an empirical inquiry that investigates a contemporary phenomenon within its real-life context. This appeared particularly applicable in relation to the work of *respectme*, "when the boundaries between phenomenon and context are not clearly evident" (p13).

A total of four case studies were selected for evaluation: Case study 1 was an independent Youth Club located in a small town in Argyle; Case Study 2 was a Residential School in Ayrshire, managed by Quarriers; Case Study 3 was a drama group in a large secondary school in Glasgow City Council; and Case Study 4 was a Primary School in Angus Council. These cases were chosen because they illustrated good practice examples across a range of settings. The cases were not representative, but did illustrate different contexts: primary and secondary school settings, different geographical locations, urban and rural, mainstream educational provision and a specialist residential school for children with educational and behavioural problems; and formal and informal services, including an open youth club setting. The number of cases to be evaluated reflected the need to work within realistic timescales and the limited human resources.

It was planned that by evaluating each case example in depth some learning could be highlighted, and through discussion with the *respectme* team 'working hypotheses' could be generated. A multiple case-design was chosen because it would enable 'best practice' to emerge across these varied settings. This process of reviewing, learning and refining hypotheses to enable the team to articulate their approach more explicitly is summarised in the following diagram.

Cycle of data gathering to test hypotheses about what works



To support the secondary aim of the evaluation, namely capacity building within *respectme*, the case studies were carried out jointly by the external evaluators and *respectme* team members. The external evaluators worked with the team to develop an evaluation plan, which clarified the roles and responsibilities for all evaluation 'team' members and ensured consistency, reliability and validity of the approach. The role of the external evaluators was to distil the evidence and learning emerging from the case studies, to analyse the data, to build hypotheses, and to link the learning with theory and other research literature.

In view of the subject matter under evaluation and the potential vulnerability of the young people involved, the evaluators were mindful of the advice issued by the Scottish Government (Practical Guidance on Consulting, Conducting Research and Working in Participative Ways with Children and Young People Experiencing Domestic Abuse. (September 2009). We were also attentive to the ethical issues raised when working with young people, as outlined by the Institute of Research and Innovation in Social Services. We also built in safeguards to ensure that the young people involved in this evaluation had choices about participation and were appropriately supported (Guidance on Research Governance and Ethical Research Practice, September 2009).

It was recognised that the learning obtained from this approach may pertain to the particular context only and the wider applicability of this learning may be limited. Nevertheless, each of the Case Studies chosen illustrate situations where bullying behaviour frequently occurs, and may provide relevant practice models for replication in other similar services.

FINDINGS

Impact on Children and Young People

Bullying emerged as a significant issue for children and young people in each of the case studies, even though adults, teachers and youth leaders were often unaware of the extent of the nature of the problem before embarking on the programme. In general, children and young people were highly motivated to find better ways of resolving difficulties, as they realised that they were the ones who suffered the impact of bullying behaviour. As we reviewed the evidence from each of the case studies there appeared to be positive indicators that highlighted potential **key elements of success**.

The active involvement and engagement of young people in the work in each of the case studies was remarkable in the energy, commitment and creativity they brought to the subject.

- In Case Study 1, the young people in the youth club undertook web research, influenced the way the work was undertaken, and considered a range of problem solving strategies which culminated in them developing an awareness-raising event to inform parents and community members about the impact of bullying behaviour.

- In Case Study 2, the manager commented that the “boys commitment and ownership of the bullying policy has been demonstrated by the respect they have shown by not destroying or defacing posters or misusing incident report forms”.
- In Case Study 3, a member of the group illustrated the dynamic approach they used.

“We started off by bouncing about ideas, we brainstormed them. ... we thought about people we respect and people we fear and what the difference is and we thought about when respect changes to fear and how when people use fear they think others respect them when they don’t actually, they fear them ...” (Drama Group member, [youtube.com/user/respectmescotland](https://www.youtube.com/user/respectmescotland)).
- In Case Study 4, a young boy wanted to meet with the evaluators to share his experience of being involved in a resolution process. He wanted to remain friends with the boys who had bullied him, but wanted them to stop their behaviour. The teachers supported all those involved in coming to an agreed resolution which culminated in all boys apologising and shaking hands. Interestingly the school had to explain this process to the boy’s mother as she considered the other pupils should have been punished and took some time to accept her son’s preferred approach. One week after this incident, in meeting with the evaluators, this boy gave the resolution of this incident a ‘High Five’.

Not only did children and young people want to be actively involved in the resolution of individual incidents in each of the case studies they demonstrated they wished to have a **shared ownership** of how the anti-bullying work was understood and progressed in their school and club and it was evident that they put their own stamp on their local programme. Whether through drama, poetry, poster making, producing a DVD or a conference presentation, children and young people were able to demonstrate contribution to this work. The authenticity, creativity and freshness of messages and medium the young people used in each of the case studies was a powerful part of their wider impact. For some young people the degree to which this released their potential and enabled them to **share their learning with others and to demonstrate their new confidence and skills was both inspiring for others and transformational for some of the children involved.**

The case studies generated considerable evidence from children and young people of the benefits they experienced as a result of the anti-bullying work that they had participated in. From primary school children to teenagers there was feedback about how they were **becoming more aware of the impact of their behaviour on others.**

- In Case Study 1, one boy indicated a growing awareness of his inappropriate behaviour, though was not claiming he had become a reformed character! “When I go to hit somebody I think about it first. Before I didn’t think about what I was doing, but now I do think about what I’m doing”.

- In Case Study 2, one young person commented: "How you behave affects what happens to you and the people around you". Another young person became more aware of long-term consequences and reflected on the need to take more responsibility for his actions: "Change the way you behave. If you turned into a bully you may end up going to prison and you won't get what you want in life".
- In Case Study 4, children illustrated how they are now aware of inappropriate potentially bullying behaviour and have developed techniques to manage this with their peers: "If there is a difficulty in the playground children now know to say 'stop, (while holding up their hand), it's not okay to talk to me like that."

Through this greater awareness there was evidence that some children and young people were beginning to modify their behaviour in groups and **to accept more responsibility for their behaviour.**

- In Case Study 3, one pupil commented on a particular incident:

"Incident that happened yesterday that someone was about to do something and they were having a laugh and joke about, even though that person wasn't there at that point – before I would have probably laughed and joked about it as well. But I thought about it and it wasn't funny and I asked, "Why are you laughing – that's quite a shame" and they were like "right ok" and just didn't say anything anymore. I feel I stood up for that person cause they weren't able to defend themselves. I felt quite good about myself."

These examples illustrate that as children and young people were becoming more aware of the consequences of their behaviours that they were **making better choices.** Their increased confidence was evident in their preparedness to confront the inappropriate behaviour of other young people.

This extended to children and young people being more aware of the needs of their more vulnerable peers and extending care and support to them. In the case studies we were told of examples of children with disabilities, children for whom English was not their first language, and children and young people who found it difficult to make friends being actively and considerately included within the group.

"We look after each other" (Young person in Case Study 1)

The importance given by adults to **listening to children** cannot be underestimated in all of these case studies. It was implicit in their approach and clearly children and young people valued this.

"People didn't always listen, but they listen now" (Young person in Case Study 1)

This was extended to adults' awareness of their role with young people: leading, but not controlling the agenda. It became apparent that when adults were prepared to listen to children's concerns about bullying behaviour the nature and extent of bullying behaviour

became more apparent and serious than the adults had previously understood. The adult's role in providing **a safe place** for children to discuss these difficulties was important.

- In Case Study 4, one teacher told us, "We do not focus on blame, rather how do we make this better for the children involved".

As a result of being able to discuss these issues with adults, children and young people described **feeling less isolated and more respected by others**.

Children have not always felt confident in the response of adults when reporting incidents of bullying. Research by ChildLine into bullying behaviour, published in 1996, highlighted that 82% of child callers reported they had told a parent or someone at school that they were being bullied, and 60% had told more than one person, but they were dissatisfied by the adults' response. In these Case Studies, children and young people were becoming **more confident in being able to share their concerns** with their teachers, parents and other adults and **more satisfied that the adults involved them in finding a satisfactory resolution**.

- In Case Study 4, all eight children in the focus group felt confident that bullying incidents would be resolved well in their school and disagreed with the statement that teachers can't do much to help. This was further illustrated by the confidence of parents: "In the past it (bullying) was a bit like 'blinkers on and sweep it under the carpet'. Our other son was being bullied for a long time and it took quite a while to get it resolved, but now you just report it and they're dealing with it".
- In Case Study 2, pupils' confidence in adults was confined to the school environment; "if it happened out of school, I wouldn't tell the school. If it happened in school I'd tell the school".

Young people were proud of their work in this area and were keen to share their experience. This was evident in the confidence they demonstrated in being able to perform in public, speak at school assembly, at parents' evenings and at conferences about their learning. It appeared that **as children and young people developed their communication and conflict resolution skills their confidence increased and they were empowered**.

The reporting and recording of incidents provides notoriously unreliable data and it would be wrong to presume that as a result of the anti-bullying work undertaken in each of these case studies that children were exposed to less incidents of bullying. We cannot report a reduction in bullying behaviour; in fact, initially teachers and managers reported an increase in the extent and nature of the bullying behaviour that was being brought to their attention. However, the impact this had on children appeared to be less devastating where there was **a timely, consistent and predictable response** by adults.

- In Case Study 2, as staff have become more attentive to addressing bullying consistently, addressing bullying and bullying-related issues has become central to the work of the school. Staff appreciated the importance of this issue for young people and developed a shared understanding of bullying behaviour. They were

reported to be less judgemental in their attitudes and more positive about their work in the school.

- In Case Study 4, teachers reported that children settled into lessons more easily after breaks and the focus on learning could be resumed quicker. Teachers reported that conflicts were much less likely to escalate and in each of the case studies there was evidence of a reduction in the seriousness of the potential consequences of bullying behaviour: there were less school exclusions, less complaints by parents, and less hostility to young people in the community.

The resolution of bullying behaviour was reported as part of their work, part of the daily routine within the school. Teachers reported that rather than being apprehensive about having to deal with bullying behaviour, the procedures established routines that enabled them to deal with **bullying issues quickly and effectively**. As summed up by one teacher who considered addressing bullying was central to her work:

“If we don’t attend to this properly, then we can’t get on to the real work of helping children to learn”. (Teacher in Case Study 4)

Organisational Impact

In Phase 1 of this evaluation we recognised that *respect.me* had developed an approach and a range of tools that made an impact on bullying behaviour. We recognised that through building the knowledge, skills and confidence of adults in responding to bullying behaviour they assisted individuals and organisations to build their capacity to deal more effectively with bullying behaviour. In Phase 2 we wanted to understand how these changes occurred in schools and youth facilities and to identify characteristics of successful change.

In the Literature Review prepared in Phase 1 we highlighted the four key principles published by Olweus in relation to the Whole School Approach to anti-bullying:

- Creating a warm, positive school environment with interested and involved adults.
- Declaring firm limits on unacceptable behaviour.
- Consistently applying non-punitive, non-physical sanctions on unacceptable behaviour and violation of rules.
- Positive role modelling by all adults involved with children.

While the research evidence regarding Olweus’ work has been questioned, these principles have been incorporated into many of the approaches developed in Britain and attention has been given to **improving the learning environment for all children and young people**.

Two of the case studies involved large groups of staff and one of the challenges was **developing consistent responses by adults to bullying behaviour**. These involved

staff from mixed professional groups, including care staff, secretarial staff and janitors and their involvement required considerable planning, time and resources.

- In Case Study 2, the school developed an inclusive approach to this training, through a year-long programme involving care, education and domestic staff in the school. They found that different staff teams had differing understandings of what constituted bullying behaviour, and some people found they held differing professional and personal views. They had to develop a shared understanding and an agreed set of responses to bullying behaviour across all the staff teams.
- In Case Study 4 the Head Teacher acknowledged that: "consistency in approach is hugely important". The current programme of positive reinforcement of good behaviour operates throughout the school".

Staff also had to agree on definitions of what constituted bullying behaviour and be attentive to developing **consistent language in how they addressed inappropriate behaviour**.

- In Case Study 2, senior managers recognised improvements in staff members' understanding of their use of their own power in relationships. They commented that staff now use less power laden terms when working with pupils: "Saying things like 'that's not appropriate' rather than 'that's out of order.'"
- In Case Study 4, the Head Teacher observed there was evidence of changes in language as one teacher commented that: "teachers avoid confrontation, avoid getting wound up. We have a discussion [with the child/children] about behaviour without emotional drama, no more 'what on earth have you done'".

An outcome of this effort was evidenced in feedback from pupils at this school who recognised that the responses of adults were no longer individually determined and they were confident that rules would be applied fairly by all staff throughout the school:

"if their teacher changed then they could be sure that bullying behaviour would be addressed properly" (Pupils in Case Study 4)

Some of this work on definitions and responses was debated within the development of the school's anti-bullying policy and in other cases within staff training. No matter where the work was done, the outcome of developing a consistent definition of bullying behaviour, agreement on the boundaries of acceptable and unacceptable behaviour and developing an agreed set of predictable responses by all adults to bullying behaviour, was a significant factor in successfully **creating a caring culture** which increased children's confidence that bullying behaviour was being taken seriously.

Another element of this caring environment was the investment made by staff in **working through positive relationships** with children. The quality of the relationships between adults and children and young people was evident in the time they invested in getting to

know each child individually, the way they respected difference, the degree to which both adults and children acknowledged each other's contribution and the efforts they made to resolve difficulties. This commitment to building positive relationships is described explicitly as one of the four key principles in Case Study 2.

There was variation in the extent to which staff and managers explicitly intended to **change the ethos and culture** of their school and in the two larger case studies they clearly identified this as their plan and devoted considerable energy to this.

- In Case Study 2, the new management team wished to incorporate a children's rights approach in the school and recognised this would require a fundamental change in the culture of the school. They established a Young People's Parliament and declared four key principles which would underpin the ethos of the school:
 - ✓ Respect
 - ✓ Relationships
 - ✓ Rights
 - ✓ Responsibilities
- In Case Study 4, the change in the atmosphere within the school was recognised in a recent inspection: "Staff have created a calm and purposeful learning atmosphere and almost all children are polite, friendly and helpful" (HMIe Follow through report, 2010)

Less dramatically there was evidence from the other two case studies of changes within the culture and ethos as a result of the work with young people, which permeated out to the wider school and community environment and changed the perception of others.

- In Case Study 1, having a safe place to explore bullying issues gave young people the opportunity to consider the choices they make and the consequences of their behaviours. In the local community the work young people did helped change the perception of parents and other adults, they no longer feared or blamed the young people for trouble in the community and began to see them more positively.
- In Case Study 3, the pupils in the in the drama group raised awareness of bullying within the wider school and increased the confidence amongst other pupils to speak about their experiences of bullying.

Such successful change in the culture of an organisation requires leadership, and there was evidence in each of the case studies that the emergence of a **local champion** who was going to spearhead this initiative was critical to the overall success. The **leadership** qualities demonstrated by the Head Teachers and Managers clearly inspired and motivated staff and young people in the value of the new approach. These leaders had an awareness of their power and influence and provided **positive role models** to their staff of their

values in action, demonstrating new ways of working and skills in conflict resolution. This increased staff confidence and skills in the new approaches and inspired their commitment to change. The coherency between the ethos and culture and the behaviour of the leaders and managers appeared to be influential in convincing young people of the **validity and integrity** of the approach.

Staff, parents and young people in all four case studies described **improved morale and confidence** within their working environment. This was explained as greater job satisfaction, happier staff relationships, a pride in rising positively to the challenges of their work and improved community relationships.

One of the Head Teachers highlighted the value of the work they did on developing their organisational policy before implementation of their anti-bullying programme. Other teaching staff considered that their organisational policy gave them the confidence and backing to drive the changes they were seeking to implement within their school environment. They all acknowledged the importance of senior management backing through additional training, resources and guidance was essential to support their implementation of the change.

It was not possible to attribute the influence of the anti-bullying policy separate from all the other policies and initiatives there have been in schools in recent years. It was, however, important to clarify how coherent these different policies have been and whether they created a holistic approach. Some teachers considered that they were so enmeshed in how the school worked it would not be possible to extricate their anti-bullying work from their overall approach. **It appeared that the work of respect^{me} had been pervasive and was now embedded within the culture** of these schools and services. This would appear to be an important consideration in the long-term sustainability of this area of work.

Impact on Society

Since adopting the (UNCRC) the UN Convention on the Rights of the Child, the Scottish Government has been promoting a rights-based approach within all aspects of work with children and young people. The Government has also been committed to improving outcomes for young people, promoting their health and well-being, and creating caring communities for children to grow up in, as has been evident in a number of key policy initiatives in recent years. Some of these were described in the Literature and Policy Review undertaken in Phase 1 of this evaluation. This work has been developed further through the publication of the Scottish Government's national anti-bullying strategy and vision:

“Every child and young person in Scotland will grow up free from bullying and will develop respectful and confident relationships with other children young people and adults. Children and young people, and their parents and carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow

a consistent and effective approach in dealing with and preventing bullying from early years onwards.”(A National Approach To Anti-Bullying For Scotland’s Children And Young People: 2010)

‘Curriculum for Excellence’ has been a major driver for change in schools and, alongside this, the ‘Early Years Framework’ and ‘Getting it Right for Every Child’ have also promoted robust policies to promote the safety and well being of children and young people through respectful relationships. In this phase of our evaluation we wanted to consider whether there was a fit between these broad policy initiatives and the anti-bullying work of *respectme* and what contribution it made.

Participants in each of the case studies were able to make the connections between the positive ethos they were striving to create and needing to credibly and effectively support children and young people to resolve bullying behaviour. As illustrated earlier, they were able to confirm that unless they provide a safe environment for children to learn they could not grow up to be successful learners. There was substantial evidence of children and young people gaining confidence and skills, some of which were life skills. Some of these young people, who had previously experienced bullying behaviour, were able to demonstrate their maturity and were responsibly seeking opportunities to share their understanding and learning with others. These are indicators of their journey to becoming **responsible citizens**.

The health and well-being of children and young people is a key aspect of the Curriculum for Excellence:

“Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future”. (Learning and Teaching Scotland)

The evidence emerging from these four case studies confirms that the approach developed by *respectme* and delivered through effective partnerships with schools and other services for children and young people does contribute to children feeling safe, respected and included; that it can help them achieve, and become more responsible, which contributes to their emotional and mental health; all of which are key aspects of Getting it Right for Every Child. Furthermore it supports some of the key outcomes identified for children and young people in health and well being through Curriculum for Excellence namely:

- ✓ Self-awareness, self-worth and respect for others
- ✓ Meet challenges, manage change and build relationships
- ✓ Experience personal achievement and build resilience and confidence
- ✓ Understand and develop my social skills
- ✓ Understand how relationships affect my mental well-being

- ✓ Reflect on my strengths and skills to help me make informed choices when planning the next steps
- ✓ Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

(Extracted from the Health and wellbeing Experiences and Outcomes of the Curriculum for Excellence)

respect*me* has been influential in informing the national anti-bullying approach through their membership of the Scottish Anti-Bullying Steering Group (SABS). This group has been key to building a consensus of all the key stakeholders, both at a national and local level, to identify, promote and disseminate good practice in anti-bullying. The case studies in this evaluation give further detailed evidence of how the approach developed by respect*me* is contributing to the National Approach to Anti-Bullying For Scotland's Children And Young People: 2010.

About respect*me*

In this evaluation we were keen to understand the contribution of respect*me* to the impact and outcomes for children, young people, adults and organisations. We wanted to assess whether the approach developed by respect*me* was valid and which aspects of its programme were most valued. We were aware of the range of products and resources respect*me* offered including policy development, training, campaigning, publications, website, awareness raising, awards and conferences and we wanted to identify which of these programmes were more able to be replicated across a range of settings and services for children and young people.

respect*me's* role and approach

respect*me's* approach has emerged over time as it has developed its experience and understanding of the complexity of the field and the diverse needs of key stakeholders. Over the two years of this evaluation we, as evaluators, have come to appreciate **respect*me's* role as a catalyst for change in the arena of anti-bullying work**. They work with partners to build on their capacity to change, working from policy to practical implementation, adding support and guidance from their wider experience.

- In case study 2 "The connections between our vision for a young person minded, rights based approach and the input of tools offered by the respect*me* team combined powerfully as a catalyst for positive change. We have been on a journey at Seafield for the last four years and there is no doubt that respect*me*, along with other key partners, has enabled us to significantly improve young people's involvement and participation at every level including policy and staff practice" (Head of Service, Seafield).

We recognise four key elements that together could be understood to form the approach adopted by the service, which we have sought to capture in diagram 1.

respectme
Catalyst for change

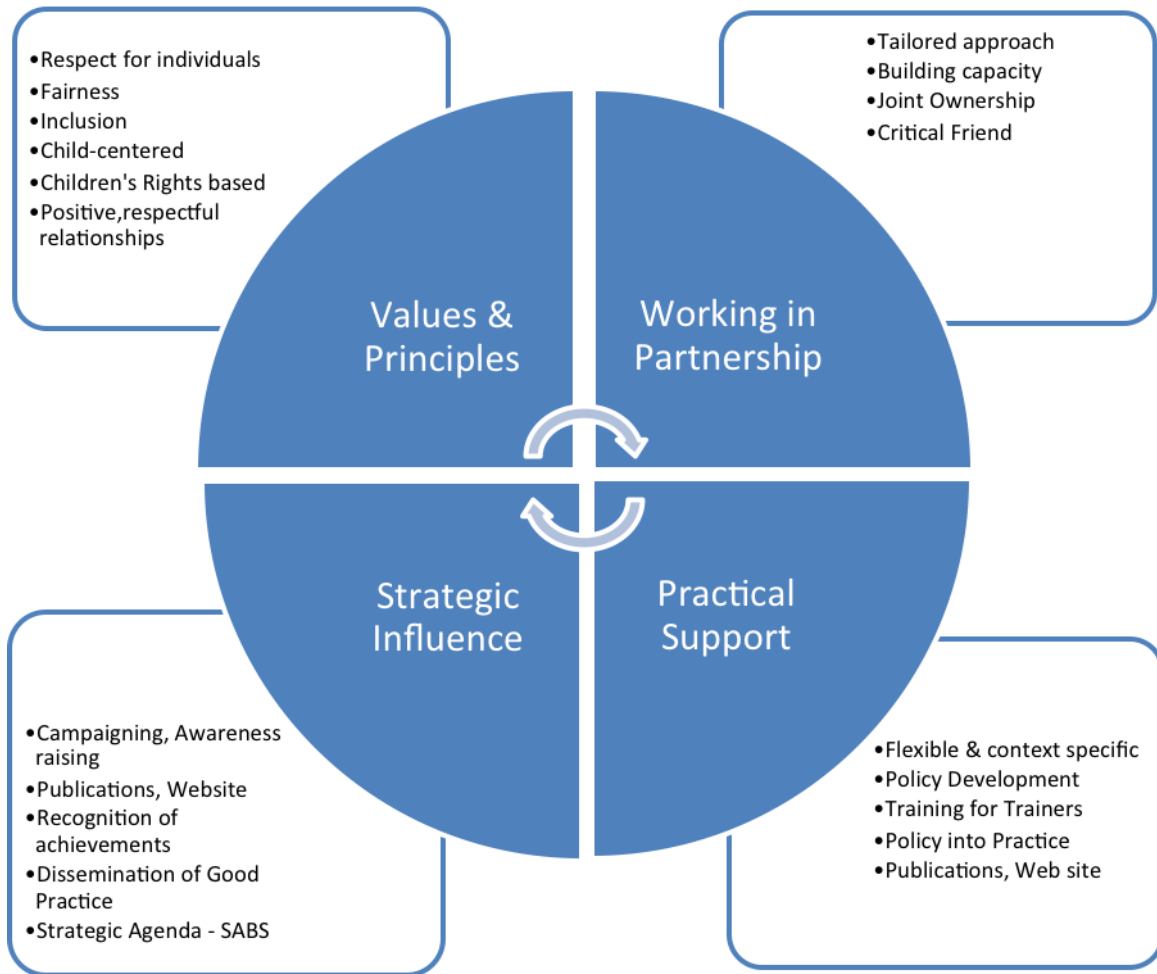


Diagram1: Key elements of respectme's approach

Values & Principles

respectme states that its approach is underpinned by four core values, namely: respect for each individual; fairness; inclusion; and child centred. During phase 1 of the evaluation, the team devised a set of principles that they believed would complement their core values and would enable them to put their expressed values into action.

respect*me* Principles

The rights of children and young people are at the heart of everything we do

Our values of respect, equality and inclusion underpin every aspect of our work

We work in partnership to build the capacity of all adults who play a role in the lives of children and young people

We promote a positive, practical and realistic approach to improving the life experiences of children and young people

We will influence behaviour, culture and attitude towards bullying behaviour

These values and principles were recognised and regularly commented on by respect*me's* partners in the case studies cited in this report – both by the adults and by the children and young people.

Working in Partnership

It is unrealistic to consider that a team limited in size and budget like that of respect*me* can, of itself, introduce and disseminate a national approach to anti-bullying across all schools and children and young people's organisations in Scotland. It is for this reason that in Phase 1 we highlighted the importance of respect*me* building **effective partnerships** with local authorities and service providers in order to help raise awareness of the impact of bullying behaviour and to build its capacity to create cultures where children are respected. In selecting the case studies for Phase 2 we were aware that these cases illustrated the most positive examples of effective partnerships. The case studies convinced us of the ability of respect*me* to establish **joint ownership** of the anti-bullying agenda with its partners and to provide a **tailored approach**, determined by the current needs of the various partners across a wide range of settings. In addition, the partners within these four case studies told us that they valued having **a supportive and critical friend** as they worked through the detail of policy development and implementation of their anti-bullying work.

Practical Support

As the complex nature of bullying behaviour has been better understood, there has been a greater awareness of the dynamic social context in which bullying behaviour occurs and as a result the approach taken by respect*me* when working with organisations has always been **flexible and context specific**:

“Because the pattern (of bullying in schools) is complex there is no quick and easy solution schools can apply to stop or reduce bullying behaviour; rather they need to put in place a wide ranging approach , flexible enough to respond the variety of bullying incidents encountered” (ChildLine, McLeod and Morris, 1996).

In all three case studies featuring schools they were able to describe that they used a repertoire of positive behaviour programmes and tools to reinforce good behaviour including: Circle Time; Shared Concern; Cool in School; Building Positive Relationships; Reparation; Peer mentoring; De-escalation techniques; and other Positive Behaviour Programmes. The schools considered that there was congruence between these approaches and welcomed how *respectme* added to their repertoire. Schools valued having a range of responses and found that these programmes were generally compatible in developing staff skills in relationship work. They commented on the value of learning from the training provided by *respectme* in their approach, their use of language, their skills and their wider knowledge and experience.

The range of case studies included different age groups of children, different services, rural and urban communities, in small and complex large organisations, with mixed professional groups, which could have presented a challenge for a small organisation delivering a support service across Scotland. It was clear from all 4 case studies that *respectme* offered a **tailored approach** to develop its work in each of these settings.

- In Case Study 1, the work with *respectme* was initiated through joint work between *respectme* and Youth Scotland – the largest non-uniformed youth organisation in Scotland - offering seed funding to local youth groups to promote anti-bullying in their local communities.
- In Case Study 2, *respectme* was invited by the school to help develop its anti-bullying policy. Following discussion *respectme* was subsequently invited to deliver a comprehensive programme of support, including policy development and implementation, delivering Training for Trainers course, and supporting the development of the school's programme through all its stages.
- In Case Study 3, *respectme* initially worked within the drama group to inform and support the young people in the production of *Andy's Story*, a drama production for the National Anti-Bullying Conference in 2009. This work was so successful in powerfully illustrating the dilemmas facing young people about whether or not to tell an adult about their experience of being bullied that it won a Dianna Award and has been produced in DVD format, which was distributed to all schools in Scotland.
- In Case Study 4, *respectme* was involved with Angus Council at a strategic level in the development of its anti-bullying policy. Some staff attended Training for Trainers, which was subsequently disseminated in the school, cited in this case study. *respectme* staff have had no direct involvement in the school. Senior managers in this Council indicated how much they have valued the publications and web information developed by *respectme*, the leadership *respectme* provide in keeping them informed about new developments and challenges, the commitment they have had to disseminating learning and good practice and the recognition and promotion of anti-bullying work.

Within the case studies partners reported that they appreciated the **wider learning** that *respectme* brought to the table from their work with a range of organisations across the different settings. This helped the partners feel more confident in the approach they were taking. Additionally, partner agencies identified the need to keep informed about new challenges facing children in the rapidly changing world of social networking and valued *respectme's* **publications and website** in particular in relation to these issues.

This range of responses was greatly appreciated by each of the organisations we visited as they were each at different stages in the development of their own awareness and approach. They each valued *respectme* building on the foundations they were developing and leading them in a journey of greater awareness and knowledge about this issue.

Strategic Influence

Central to *respectme's* emergent approach has been the determination to influence the anti-bullying agenda at the wider level within Scottish society. *respectme's* strategic approach is evident in several key areas:

- **Policy Development.** The case studies demonstrated that the approach developed by *respectme* is compatible with key Scottish Government policies and priorities and meets the objectives of a range of partners and services. They illustrated not only that the approach of *respectme* was compatible with these policies, but also that it gave partners practical skills and tools to implement these changes within a classroom setting and in direct work with young people.
- **Validating good practice and recognising the achievements of children and young people.** All of the professionals, parents, children and young people we spoke to valued the recognition they received from *respectme* about their practice and their achievements. Partners were delighted when *respectme* created opportunities to disseminate their work in newsletters, through DVD's, in the media or on TV, when they were invited to speak at conferences and participate in events, which added additional value and status to their work.
- **Informing and influencing the national approach to anti-bullying work in Scotland.** As a leading member of the Scottish Government's Anti-Bullying Steering Group *respectme* contributed its knowledge and experience to the development of the Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People in 2010. They have also had leadership roles in Young Scotland in Mind and established good relationships with key strategic groups, such as Youth Scotland, the Scottish Institute of Residential Child Care, and Scotland's Commissioner for Children and Young People.
- **Campaigning and Awareness Raising.** This impact of this aspect of *respectme's* work was highlighted in the Phase 1 of this evaluation.
- **Disseminating good practice in Scotland** and beyond through its annual conference, publications and website activity and its contribution to UK Forum which shares knowledge and experience in this field across all four nations.

It appears that the importance of having an organisation whose purpose is to promote a shared vision, develop policy and expertise, disseminate knowledge and research and which celebrates success, is essential to the continued development and support of anti-bullying work in Scotland. *respectme* cannot and does not deliver this on its own, but this evaluation has demonstrated models of practice, which illustrate the evidence of **respectme's role as a catalyst for change.**

CONCLUSION

respectme's values and principles have informed its programmes and priorities, its behaviour and actions and we are convinced that *respectme's* approach, as captured by us in Diagram 1, is replicable across a range of services and settings. While we recognise that the case studies in this report were selected because they represent examples of good practice, they provide evidence of the process of change that can happen when national strategies, local policies, committed managers and caring staff coherently and consistently agree to challenge bullying behaviour and improve the culture in which children and young people grow and develop.

The programmes developed by *respectme* are both practical and tailored to the needs of the individual partners and therein lies a considerable challenge for a small team; in having sufficient resources, skills and expertise to continue to deliver these programmes across Scotland. Keeping abreast of the dynamics of how bullying behaviour manifests itself is an ever increasing challenge and it will be important that *respectme* continues to raise awareness, research and disseminate best practice in this area. However as awareness of the impact of bullying behaviour grows, so does the demand for this service and there will be a need to prioritise the resources of this team and to be clear about its role in implementing the National Anti-Bullying Strategy in coordination with other partners within the Scottish Anti-Bullying Steering Group.

APPENDIX 1 – CASE STUDIES

Case study 1 Independent Youth Club located in a small town in Argyle

Context

Backchat is a youth club for young people between the ages of 11 and 16 in Helensburgh, West Dunbartonshire. Although Helensburgh is largely an affluent area, Backchat is located on a housing estate with a mixed population of private landlords and Navy families. As a result many of the families are transient and some of the young people attending Backchat have at least one absent parent in active service with the forces.

Backchat is a unique club, outwith mainstream youth and community facilities, and has developed in response to local need. The Royal Navy provides its premises, and Backchat is part of the Chaplaincy services of the Methodist Church, which funds two staff. The club is managed by a committee including: local representatives, the local police officer, the Minister, and other interested people in the area. The youth group leader is a charismatic figure, who comes from a marketing background rather than youth and community work and he is supported by one sessional staff member.

Young people attend Backchat voluntarily and the club operates several evenings a week, offering sports and other recreational activities as well as working on issue-based themes, such as the anti-bullying work it undertook with *respect.me*.

In 2009 *respect.me*, in partnership with Youth Scotland, identified five youth groups from across Scotland, who submitted proposals for how they could each use £1000 to promote anti-bullying activities locally. Backchat already had an established zero tolerance policy about bullying and the group leader was keen to develop this work further, although the group had not previously worked with *respect.me*.

Work with Young People

The young people and their youth leader developed a series of sessions, involving local speakers, discussions and other activities around the topic of bullying. This involved the young people exploring and defining what bullying meant to them. Through this work it became apparent to the youth leader that the young people had substantial knowledge of this subject and that his role was to provide a safe environment for young people to explore this issue further. He described it as "*opening a Pandora's box*" as young people raised numerous experiences of bullying, often posing complex dilemmas for them, for which there were no easy solutions.

Young people explored the impact of their behaviour on others and thought through the consequences of their actions. They dynamically engaged with the theme, undertook web research, and considered a range of problem solving strategies, which culminated in them developing an awareness-raising event to inform parents and community members about the impact of bullying behaviour. The young people had often experienced negative stereotyping within their community and they embarked on a local campaign to promote a positive image by developing activities that were promoted through the local newspaper.

Outcomes

Having a safe place to explore bullying issues gave young people the opportunity to consider the choices they make and the consequences of their behaviours. Young people valued having someone respectful to talk to, who would not take responsibility away from them. They made judgements about which adults they could helpfully discuss bullying issues with but acknowledged that not all adults would respond appropriately.

There is evidence of young people beginning to take some responsibility for their own behaviour, within limitations, as described below:

"When I go to hit somebody I think about it first. Before I didn't think about what I was doing, but now I do think about what I'm doing" (Youth Club Member).

Discussions indicated that all of the young people taking part had been bullied and nearly all admitted that they had probably bullied someone at some point. They explored the underlying causes of bullying and recognised that young people who bully are often unhappy.

Young people felt empowered through the process of this work: they identified the agenda, influenced the way the work was undertaken, informed their youth leaders and other adults about the nature and seriousness of bullying and the impact it had on their lives. Their leadership of this agenda appeared to be influential in empowering them.

The attention given to addressing bullying behaviour changed the perception of adults and their responses to young people:

"People didn't always listen, but they listen now". (Youth Club Member)

The youth leader observed the young people developing group cohesion, taking responsibility for monitoring and regulating each other's potentially bullying behaviours. They also demonstrated their ability to include and involve a particularly marginalised young person in activities, as commented upon by one young person:

"We look after each other" (Youth Club Member).

The Youth Leader also described how young people have become more responsible in their local community:

"The young people have been involved as litter pickers and have cleaned up an area for a new resident family" (Youth Club Leader).

The work undertaken with young people has helped break down barriers in their community and diffused some community tensions. For example, the Youth Leader described how better relationships have been forged with the local police, who now come into the youth club and are committed to a preventative approach to dealing with issues with young people.

Role and contribution of respect*me*

Through awarding a comparatively small sum of money, respect*me* provided the resources for this youth group to create a focused range of activities over a time limited period which was attractive to the young people and engaged them with a topic which was current and relevant for them. This was one of five youth groups respect*me* supported with advice and guidance, materials and practical support.

For Backchat the knowledge, experience and ideas of respect*me* added value to their task and the publicity and endorsement they received in completing the project raised the profile and confidence of young people.

Context

Seafield is a residential school for 60 boys with a range of additional support needs, providing both primary and secondary education. There is an even split between boys who are transported daily from home and those who reside at the school 5 days a week, with a small minority of boys who are looked after full time at Seafield. The school is set in a large house on the edge of a small coastal town, in contrast to most of the boy's home situations.

The school is part of Quarrier's and has a large staff team including teaching staff, care staff, domestics and management. Many of the boys attending Seafield have had problems within mainstream education, some have been excluded from school, some are on compulsory care orders and many are looked after children.

Process

The new management team in Seafield wished to incorporate a children's rights approach in the school and recognised this would change the culture of Seafield. The school established a Young People's Parliament and declared four key principles which underpinned the ethos of the school:

- Rights;
- Responsibilities;
- Respect;
- Relationships.

In 2009, the school invited *respectme* to advise them on developing their anti-bullying approach, with the catalyst for that being the review of their anti-bullying policy. Following an initial meeting, *respectme* recommended a holistic approach to the issue, combining policy consultancy support, training delivery and access to resources. Some members of the management team participated in the *respectme* Training for Trainers programme and went on to cascade the training throughout the Seafield staff community. The school invested considerable time and resources into developing its own anti-bullying policy and procedures, and they engaged the pupils in this work. The school developed an inclusive approach to this training, through a year-long programme involving care, education and domestic staff in the school. In October 2010 the school held a celebratory launch of their anti-bullying campaign and parents and invited guests were present to recognise the achievements of pupils in designing and developing the materials and posters which support the approach.

Work with Young People

Young people were involved in the anti-bullying policy from an early stage and informed and designed posters and forms to be used in the campaign. Bullying had been so pervasive in these boys lives that they were unclear what constituted bullying behaviour. It was only through addressing every single example of bullying behaviour that the boys realised that staff were taking children's safety seriously. This included incidents of bullying behaviour which staff witnessed but which children did not consider were bullying, as staff have had to help illustrate and define for some young people the boundaries of unacceptable behaviour. This has been exceedingly time consuming due to the volume of incidents being reported, however this has lessened as boys have become more confident in the process of resolution. It has also been educational for the different staff teams, as they have had to develop a shared understanding of bullying behaviour.

Once alerted to an incident of bullying, the managers had developed a staged procedure for resolution involving young people directly in this work. This included a range of strategies, extending from intervening directly to protect pupils, to involving them young people in restorative process, where this was safe and appropriate.

Outcomes

Pupils recognised that the adults around them were taking bullying seriously and they provided evidence of the changes in their perceptions of bullying in a Focus Group conducted as part of this evaluation:

- Recognition of the consequences of their actions:
"one day you'll pick on the wrong person and they will hit you back".(Pupil)
- Realisation of impact of their behaviours on others:
"how you behave affects what happens to you and the people around you"(Pupil)
- Taking more responsibility for their actions:
"Change the way you behave. If you turned into a bully you may end up going to prison and you won't get what you want in life"(Pupil)

The boys' commitment and ownership of the bullying policy has also been demonstrated by the respect they have shown by not destroying or defacing posters or misusing incident report forms.

Pupils were confident that bullying behaviour would be taken seriously in Seafield and they would be appropriately involved in its resolution. They indicated that this was confined to this location and that young people recognised the limits of the school to address bullying behaviour in other circumstances.

- *"if it happened out of school, I wouldn't tell the school. If it happened in school I'd tell the school"(Pupil).*

Senior managers recognised improvements in staff member's understanding of their use of their own power in relationships. They commented that staff now use less power laden terms when working with pupils:

"Saying things like "that's not appropriate" rather than "that's out of order" (Depute Head of Education).

Staff developed a shared understanding of bullying behaviour and appreciated the importance of this issue for young people. They were reported to be less judgemental in their attitudes and more positive about their work in the school. As staff have become more attentive to addressing bullying consistently it has become central to the work of the school:

"The school now talks about bullying behaviour almost every day in assembly" (Depute Head of Education).

Senior managers considered their anti-bullying strategy was integral to the ethos of the school and enabled the boys to engage with the learning opportunities offered at Seafield. They considered the emphasis on positive relationships was fitted well with their work on the Curriculum for Excellence.

Role and contribution of respectme

respectme were engaged in step-by-step development of Seafield's anti-bullying policies and Seafield valued the guidance and experience of respectme in stretching them beyond their experience and maximising the impact of their efforts. Respectme provided the original Training for Trainers for senior staff and through this the school established a comprehensive and sustainable staff training programme for all members of staff. The school appreciated the consultation and support they had from respectme, which helped them recognise their achievements and keep them informed of new developments.

"The connections between our vision for a young person minded, rights based approach and the input of tools offered by the respectme team combined powerfully as a catalyst for positive change. We have been on a journey at Seafield for the last four years and there is no doubt that respectme, along with other key partners, has enabled us to significantly improve young people's involvement and participation at every level including policy and staff practice" (Head of Service, Seafield).

Context

St Margaret Mary's Secondary is a 6-year comprehensive school serving the area and community of Castlemilk in the South Side of Glasgow with a school role of approximately 420. Drama forms an integral component of the curriculum within the school and is seen as key in raising and working with pupils on social issues. An experienced drama teacher within the school, prompted by her concerns about one young person's experience of bullying within the school, contacted *respectme* to ask if they would be interested in the drama group putting on a performance at the National Anti-Bullying Conference hosted by *respectme* in 2009. The Director of *respectme*, along with one of his team, met with the Drama Teacher to explore the scope of the drama. They encouraged the pupils to develop their own ideas around the themes of that year's conference, namely 'respect' and 'fear' as they relate to bullying from the young peoples' perspective. These themes had been chosen by *respectme* to reflect the feedback they were receiving from the adults they worked with who "shared a concern that bullying behaviour was being increasingly used to gain a false sense of 'Respect', leaving many young people confused about the difference between 'Respect' and 'Fear'" (*respectme*).

Approximately 20 young pupils from years 1 through to 4 signed up for the production which was to become known as 'Andy's Story', a story that conveys quite powerfully how easily 'fear' can be mistaken for 'respect' and the dilemma facing young people about whether or not to tell an adult about their experience of being bullied. *Respectme* capture the essence of Andy's Story in their Testimonial about the Drama Group for the Diana Award:

Through the drama, the group communicated how blurred the divide between 'right' and 'wrong' can be under the pressures young people face around behaviour aspirations, images and relationships. The play confronts you with the reality that life rarely offers neat conclusions, and compels you to face the crucial, uncomfortable question of, if you were in Andy's shoes: What would you Do?" (Diana Award, Testimonial)

Work with Young People

The pupils involved in the drama group were encouraged, from the outset, to work with their own ideas and to use their knowledge and experience of bullying to get across their messages about the issue. One of the young people involved in the production described how they developed their ideas around the themes of 'respect' and 'fear' and slowly took ownership of the messages they wanted to convey:

We started off by bouncing about ideas, we brainstormed them. ... we thought about people we respect and people we fear and what the difference is and we thought about when respect changes to fear and

how when people use fear they think others respect them when they don't actually, they fear them ..." (Drama Group member, YouTube)

Another young person describes this emergent process ...

It was hard to begin with ... and then we started to get comfortable with the idea ... At the beginning everybody had random ideas but everybody all pieced them together ... we changed them a few times [before] coming up with the way it is now.

The group settle on the idea of using the boy's bedroom furniture to tell the story of how they noticed he had changed as a result of his experiences at school and the drama unfolds a dilemma for the boy, namely should he tell someone or keep it to himself?

Outcomes

For young people involved in the group

- A Lasting Legacy - One of the key success factors for the young people involved in the drama is what they refer to as their 'legacy'. They strongly believe that they have been part of an experience that has both raised awareness and created a lasting resource that can be used by young people and their youth leaders/teachers across the country and beyond that will help them explore and address the impact of bullying behaviour.
- Developed and demonstrated their leadership role and that of peer educators, within the school and further afield.

"We have been approached by many pupils in our school zone asking about issues related with Andy's Story, e.g. cyber bullying and how to tell your parents" (Drama Group member, National Anti-bullying Conference, presentation)

- Changed and developed their own views and thinking about a number of aspects relating to bullying behaviour. For example, one member of the drama group spoke about the shift in her own thinking about 'respect' and 'fear' in relationships:

"When we started on the play I thought I knew the difference between 'Fear' and 'Respect. Now I see how we are really just afraid of some of those people we say we have respect for." (Drama Group member, YouTube)

In addition, some of the young people involved were much clearer about 'the difficulties that comes with telling an adult or friend that you are being bullied' and a deeper appreciation of the impact of bullying behaviour.

- Developed their Emotional Intelligence. The teaching staff we interviewed at the school, including the Head Teacher and the Drama Teacher, spoke about the level of sophistication in the young peoples' thinking about relationships and the complexities associated with bullying behaviour. This appears to be neatly captured in Andy's Story where they do not provide a simple answer to a complex problem.
- Confidence to speak out for others:

... incident that happened yesterday that someone was about to do something and they were having a laugh and joke about, even though that person wasn't there at that point – before I would have probably laughed and joked about it as well. But I thought about it and it wasn't funny and I asked "why are you laughing – that's quite a shame" and they were like right "ok" and just didn't say anything anymore. I feel I stood up for that person cause they weren't able to defend themselves. I felt quite good about myself. (Drama Group member, Focus Group)

It's important to consider the initial and potential outcomes for both the wider school and the wider community/environment. However, research or evaluation further down the line may help elicit learning from the DVD as a resource.

For the wider school

- Raised awareness of bullying within the wider school and increased the confidence amongst other pupils to speak about their experiences of bullying
- A teaching resource that was integrated into the school's 'Curriculum for Excellence'
- Raised awareness contributed to clearer expectations amongst parents about what to expect from the school in response to concerns about complaints about bullying behaviour.

For the wider community/environment

- DVD resource with guidance practitioner support notes, including 'A Practitioner's Perspective'; and 'Guidance for Practitioners'.

Role and contribution of *respectme*

respectme role-modelled an approach for engaging with young people around the complex issue of 'bullying', i.e. they demonstrated their belief that young people are best placed to help each other learn about issues directly impacting on them. They encouraged leadership among young people through trusting and respecting their capacity to develop the drama in their own way. *respectme* offered advice and guidance when requested though their role was largely validating the approach and engagement with young people.

Additionally, *respectme* exploited the full potential of the drama performance as a resource for others to use i.e. developed 'Andy's Story' as a DVD – making it available as a resource to every school and youth club across Scotland via their website and by distributing DVDs to all schools in Scotland. At the time of writing the case study (November 2010) Andy's Story had been viewed on 1,590 occasions on *respectme's* website, 541 times via You Tube and 100 times via *respectme's* Ning social network site, with a further 376 hard copies distributed to all secondary schools and Scotland. This demonstrates the interest and value in developing this resource in this way.

The DVD was nominated for a Diana Award, March 2010 and presented with their reward at a ceremony held in Glasgow City Council on 30 April 2010

Case Study 4 Primary School in Angus Council

Strathmore Primary School

Context

Strathmore Primary School is a non-denominational school and nursery, which serves an area in the south of Forfar. The roll is approximately 370, including just over 70 in the nursery. The school was formed in August 2007, amalgamating three local schools with the appointment of a new Head Teacher. It moved into its new building in January 2008. The school serves a mixed, semi-rural catchment area with the second highest number of Looked After and Accommodated Children within Angus Council.

The school had a high number of parental complaints relating to bullying incidents, including letters to solicitors, MSPs, and members of the Education Directorate, and subsequently had a high number of referrals to Angus Council's School and Family Support Service for unresolved bullying incidents. In addition, the school received a critical HMIE inspection in May 2009 citing, amongst other areas, the need to "improve its approaches to promoting positive behaviour". Angus Council's anti-bullying Co-ordination Group identified the school as a target primary school in need of direct support from this service and the new Head Teacher was keen to have their involvement and support.

Angus Council's School & Family Support team provided training to the Head Teacher, her staff and parents to help them consider how best to implement the Council's revised anti-bullying policy in their school environment. In addition, all staff were trained in de-escalation techniques to ensure consistency in approach with the children. One teacher commented that, "teachers avoid confrontation, avoid getting wound up. We have a discussion [with the child/children] about behaviour without emotional drama, no more 'what on earth have you done'".

Work with Children

The work with children to address bullying incidents and promote anti-bullying behaviour was part of the whole school approach adopted by the Head Teacher and her team to improve overall learning for the children.

The School and Family Support Team worker initially provided individual and small group interventions for children who experienced bullying and/or who were vulnerable to bullying, including Shared Concern and Circle Time. The Head Teacher joined these groups, enabling transfer of learning thus ensuring that these approaches could continue beyond the involvement of the support team.

The teaching staff worked hard to provide a consistent response to children's behaviour and to promote positive behaviours across the school. They worked with children to develop a shared language that sought to promote positive relationships and help the children deal

with difficulties as they encountered them. One member of the Senior Management Team explained that "if there is a difficulty in the playground children now know to say 'stop (while holding up their hand), it's not okay to talk to me like that'". Staff told us that "an important aspect [of our approach] is asking children what they want from [the approach to resolving bullying incidents]. We do not focus on blame, rather how do we make this better for the children involved". They recognised that consistent responses were important to the children in helping them feel safe in the school.

Consistency in approach is hugely important ...The current programme of positive reinforcement of good behaviour operates throughout the school ...There is a strong set of rules displayed in every class. Everyone knows what these are; they are the same throughout the school and dinner hall. The predictability of behaviour and the implementation of consequences are important. Routines are important. There are a range of positive reinforcements: rewards for good behaviour. [One such reward is] a fruit bowl, table cloth [at their table] in the dinner hall, teacher joins the class at the lunch table, the class get to come into the dinner hall early and so they get to chat ... (Staff Focus Group)

All bullying incidents are recorded and dealt with promptly and within the child and parents' timescales. One parent reflected on the marked difference in approach to bullying behaviour compared to previously.

"In the past it was a bit like 'blinkers on and sweep it under the carpet'. Our other son was being bullied for a long time and it took quite a while to get it resolved but now you just report it and they're dealing with it."

Another parent described the calm atmosphere that permeates the school and commented that she had not heard a teacher raise their voice.

A group of eight pupils, all girls ranging from 8 to 11 years, met with the evaluators. By their choice, the Head Teacher sat in on the discussion. The children were invited to respond to a number of True/False statements and from this key insights about their experience emerged:

- All eight children reported that they considered pupils at [their] school are respected and that most incidents of bullying are resolved well.
- They thought bullying was dealt with better in school than outside it.
- The consistency of the school's approach to anti-bullying was evident in the confidence the pupils had that if their teacher changed then they could be sure that bullying behaviour would be addressed properly.
- These pupils had a positive outlook that bullying incidents can be resolved positively. They all disagreed with the statement: "when you are bullied there is nothing you can do about it" and also disagreed that: "teachers can't do much to help you if you are bullied".
- The pupils confirmed that it is important that they are involved in resolving any incident of bullying that affects them and acknowledged that they have learnt to sort out disagreements with others without having to get into fights.

- In conclusion, all the pupils involved in this focus group agreed that: "I feel that I can make a difference to how things happen in this school".

This direct support to children experiencing bullying, coupled with the range of positive behaviour approaches adopted by the school contributed to significant improvements for all children within the school as recognised by the HMIe in their 'Follow-Through' Inspection in 2010:

"Staff have made very good progress in developing their understanding about how to work together more effectively to promote positive relationships. They use consistent school and class reward systems to celebrate success. These have resulted in a significant improvement to children's behaviour and consequently in their attitude to their school work." (HMIe Follow through report, 2010)

Outcomes

- Children feel confident that their concerns are taken seriously. They respect each other and look out for one another.
- Children feel involved in the resolution of difficulties and are empowered by this approach.
- Teachers use consistent school and class reward systems to celebrate success which have resulted in significant improvement to children's behaviour and consequently in their attitude to school work. (HMIe Follow Up Inspection Report, 2010)
- Schools have a range of mechanisms to resolve difficulties – there is no one way of doing this
- Significant reduction/elimination of reports of unresolved incidents of bullying – HT and staff, in partnership with parents, are able to help children deal with these incidents
- Parents feel included and involved in creating school ethos and feel confident that staff handle difficulties amongst children well.
- "Staff have created a calm and purposeful learning atmosphere and almost all children are polite, friendly and helpful. (HMIe Follow through report, 2010)

Role & Contribution of respectme

Respectme's involvement in the school's approach has been indirect and is documented in the Phase 1 evaluation report. Respectme worked with the School & Family Support Team to help them progress their long-standing work on anti-bullying within the Council. They provided consultation on the development of the Council's revised anti-bullying policy. They also provided training to Angus Council staff, including teachers, as well as some parents on bullying related behaviour. The Principal Officer of the School & Family Support Team commented that respectme's approach provided Angus Council with a coherent and up to date language and framework for thinking about dealing with bullying incidents in schools.

She added that their website is “fantastic” as it “saves us developing our own material and parents finds it helpful that we’re linking in to a national organisation. We are able to show them national resources and they can look at these themselves on the website”.

Appendix 2 - References

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