



**Scotland's Third National Anti-Bullying Conference  
The Crowne Plaza, Glasgow  
Tuesday 17 November 2009**

## **Conference Report**

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## Introduction

respectme hosted Scotland's third national anti-bullying conference at the Crowne Plaza in Glasgow on Tuesday 17 November 2009. It was the second conference we held in 2009, following the success of 'You can make a difference' at Murrayfield Stadium in February.

Having attracted over 200 delegates at the February event, we were thrilled when over 260 adults and young people from across Scotland attended in November. From parents and teachers to youth workers and policy makers, our stakeholders had the opportunity to share their experiences and express their views in a series of discussions and workshops.

The event was opened by Billy Watson, Chief Executive of the Scottish Association for Mental Health (SAMH) who chaired the morning session and introduced key speakers, including: Tam Baillie, Scotland's Commissioner for Children and young people and Keith Brown, Minister for Schools and Skills.

We also heard from staff and pupils from Carleton Primary School in Glenrothes, who shared their journey to becoming a UNICEF Rights Respecting School.

The afternoon session was chaired by Sean Stronach, Convener of the National Board of LGBT Youth Scotland whose role it was to introduce a very well structured debate between students from two Scottish schools, which was facilitated by Glenn Campbell, presenter of 'The Politics Show'.

The afternoon session also saw a very enlightening myth-busting quiz, presented by young people from Gypsy Travellers Lives.

Indeed, young people from schools and youth groups across Scotland were integral to the day's proceedings. Winners of 2009's Anti-Bullying Week competition attended to receive their prizes, and we were joined by young people who played an active role in delivering three of the workshops on offer. A group of students from Arbroath Academy also attended to interview delegates and produce a video diary of the day.

A series of workshops provided delegates with the opportunity to share their experiences and find out more about Peer Mediation, Persona Dolls, Islamophobia, Bullying and Additional Support Needs, Using drama as a resource with children and young people, Bullying and Learning Disabilities and Policy through to Practice – Getting it right.

All in all it was a fairly full programme. This report provides an overview of the main discussion points and the key themes which arose throughout the day.

## Setting the Scene

We were delighted to be joined by the Minister for Schools & Skills, Keith Brown; Scotland's Commissioner for Children and Young People, Tam Baillie; and respectme's Director, Brian Donnelly who set the scene for the day.

### **Keith Brown, Minister for Schools & Skills**

The Minister introduced the Scottish Government's approach to the Curriculum for Excellence and launched the consultation 'A national approach to anti-bullying for Scotland's children and young people', which was drawn up by the Scottish Anti-Bullying Steering Group.

*"Everyone involved in children and young people's lives has a contribution to make to anti-bullying. Whether they work in local authorities, schools, community groups (like the scouts and girl guides), local junior football teams, dancing classes or in government, voluntary organisations or within their family they have a potential positive impact on young people's lives in relation to bullying."*

The Scottish Anti-Bullying Steering Group want to know how best to support and co-ordinate this work in future and the Minister encouraged delegates to respond to the consultation published on the Scottish Government website.

The consultation closes on 26 February 2009 and can be accessed at:  
<http://www.scotland.gov.uk/Publications/2009/11/13154751/0>

The Minister then went on to congratulate the young people who won the Anti-Bullying Week competition and presented them with their prizes.

An overview of the main points of the Minister's speech can be viewed in Appendix 1.

### **Tam Baillie, Scotland's Commissioner for Children and Young People**

Tam Baillie set out his priorities for Scotland's children and young people, making particular reference to the United Nations Convention on the Rights of the Child. He went on to highlight his agenda regarding schools and out-of-school settings and where this fits in with the principles of respectme:

1. Increase awareness and understanding of the UN Convention on the Rights of the Child (the Convention)
2. Promoting and safeguarding rights of children and young people
3. Involving children and young people

*"For me it is important that a child knows they have a right to be treated in accordance with the articles of the Convention, rather than something to be aspired to. It is important for them to know that they are not at fault when the*

*approaches outlined in the Convention are not being adopted. And in my mind the approaches that take in the whole population – in this case the whole school population - are the ones where we will make most impact.”*

Tam Baillie’s speech can be viewed in full in Appendix 2.

**Brian Donnelly, Director of respectme**

Brian Donnelly, respectme Director introduced Anti-Bullying Week and the different approach respectme had taken to its activities in 2009. He outlined the new resources launched in Anti-Bullying Week, including social networking activities and our new drama resource, and encouraged delegates to get involved. Brian also made reference to a number of new resources and training opportunities which will be made available in 2010.

*“Today sees the launch of our very own social networking site, NING which allows us – and you - to do many things. Social networking is at the heart of how many of us communicate today – people are now responding to the “conversation” they have online, not just the presentation of information.*

*“There is so much experience out there, so many skills and so many fears and doubts. It’s about “unlocking” these and letting people talk to each other.”*

View Brian’s speech in full in Appendix 3.

## Participation and input from children and young people

In addition to the number of young people who attended the conference, we were delighted to have a number of young people who were actively involved in the delivery of key elements of the day.

### Debate

**'Exclusions are the best way of dealing with bullying behaviour in schools'** was the motion very ably argued by students from Port Glasgow and St Andrew's and St Bride's High Schools in a debate during the afternoon session of the conference.

The debate was facilitated by Glenn Campbell, presenter of The Politics Show, who kept both sides to their designated times and did a great job of fielding questions from the audience.

Alistair and Lauren from Port Glasgow High had, perhaps, the more daunting task of presenting the argument for the motion, but they did so very convincingly and professionally.

*"Ladies and gentlemen the case we have put to you today is a simple one; bullying behaviour is wrong and something has to be done about it.*

*The significant occurrence of bullying in our schools is a problem- this is unquestionable. We also know that Government reports and figures clearly show that exclusion for bullying is remarkably low compared to other reasons for exclusion such as disruptive behaviour. Surely it's time to call this behaviour to account? Furthermore we have recognised that new technologies have increased the capacity for bullying within society and, as such, without strong intervention things will only get worse."*

When it came to opposing the motion, Rebecca and Rachel from St Andrew's and St Bride's put forward the case for a number of alternatives that should be considered before looking at exclusion.

INSERT SOME COMMENTS FROM THEIR SPEECH

### Workshops

#### Peer Mediation in Action

Students from Ormiston Primary School in East Lothian joined Carol Hope from the Scottish Mediation Network to deliver this interactive workshop, which looked at the issues involved in developing peer mediation schemes in schools and out-of-school groups. The students had a significant input, sharing their personal experiences of peer mediation schemes they have

been involved in, and highlighting the benefits, challenges and rewards they've experienced as a result.

### **Using drama as a resource with children and young people**

This workshop was delivered by Anne Keaye and pupils from the drama department at St Margaret Mary's Secondary School in Castlemilk, who developed and starred in Andy's Story. The young people put their skills to good use once again as they illustrated how drama can be used to address a wide range of issues, feelings and emotions generated by bullying behaviour.

### **It's Our Scotland Too: Bullying and Learning Disabilities**

CK Respect is a project run by Common Knowledge aimed at young people with learning difficulties (16-25years). In this workshop the young people showcased the work they've done over the past two years, to highlight the prevalence of bullying among people with learning difficulties - which starts at schools and, for many, continues on well into adulthood.

The young people examined different types of bullying, where it happens, how it makes them feel, the impact upon their lives and vitally the way out of bullying situations. They used a recent bullying poll to compare the experiences of people with learning disabilities with those of the workshop participants.

## **Myth-busting Quiz**

Chantelle and Fiona, Gypsy/Travellers from the Young Gypsy Travellers Lives Steering Group within Article 12, educated – and in many cases, surprised – delegates with their myth-busting quiz about the lives of Gypsy/Travellers.

The girls were involved with Save the Children for a number of years developing and delivering awareness training about Gypsy/Travellers in Schools, Police Training Colleges and Universities. They have been working with Article 12 since 2009 to develop more skills and become more active in making changes for Gypsy/Travellers.

The girls posed 15 statements and asked the audience to choose one of the options available to them or indicate whether they thought they were true or false. The statements and answers can be viewed in Appendix 5.

## **Anti-Bullying Week competition winners**

In August 2009 we launched the National Anti-Bullying Week competition in partnership with the Scottish Government. Schools and youth groups across Scotland were invited to submit entries which illustrated, 'what bullying means to me'.

We received over 2,000 entries across the three entry categories; Creative writing; Artistic; and Performance. The winning entries were showcased at

the conference and the winners were presented with their prizes by Keith Brown, Minister for Schools & Skills.

The winners were as follows:

### **Artistic category**

Winner - Shaun Roach from Kings Park Primary School in Edinburgh  
'The boy with a tear in his eye', a sculpture of a boy sitting on a bench

Runner-up - Lewis Laird from Queen Anne High School in Dunfermline  
Submission - Poster

### **Creative Writing**

Winner - Heather Logan from John Ogilvie High School  
Submission – Poem

Runner-up - Jennifer MacNeill from Craigholme School in Glasgow  
Submission – 'My name is Lily', a poem and supporting artwork  
See appendix 4 to view Jennifer's poem in full

### **Performance**

Joint winners:

'Bullied', a short film produced by John Ogilvie High School in Hamilton  
'Super Ginger', a film produced by Duns Youth Theatre in the Scottish Borders

Special commendation - Taylor High School in Motherwell for a series of 5 short films

'Bullied' and 'Super Ginger' are now available to view on *respectme's* YouTube channel:

Super Ginger:

<http://www.youtube.com/respectmescotland#p/a/u/0/1rkyLCmk0d4>

Bullied:

<http://www.youtube.com/respectmescotland#p/a/u/1/K8erC4y7t5U>

## Learning together – workshops

In addition to those delivered with young people, delegates had the opportunity to learn and share their views in a number of other workshops.

### Effective use of Persona Dolls

Persona Dolls provide trained professionals with a versatile tool to engage with young children to pro-actively address actions and attitudes that can lead to bullying behaviour. The dolls are designed to be life-like, roughly the same size and age as the children involved, and are used to raise challenging questions and scenarios to help children to respond positively in real-life situations.

This workshop used a series of case studies to illustrate scenarios where the use of persona dolls is appropriate, to highlight the success they can bring when addressing attitudes and behaviour.

### Bullying and Additional Support Needs Learning

Bullying can be a problem among children and young people with additional support needs. The Additional Support for Learning (ASL) Code of Practice identifies that both children who are being bullied and children who are bullying others might need extra support. Using case studies Enquire - the Scottish advice service for additional support in learning – highlighted the range of issues around bullying and ASL legislation and the impacts on the education of the children involved.

### Policy through to Practice – Getting it Right

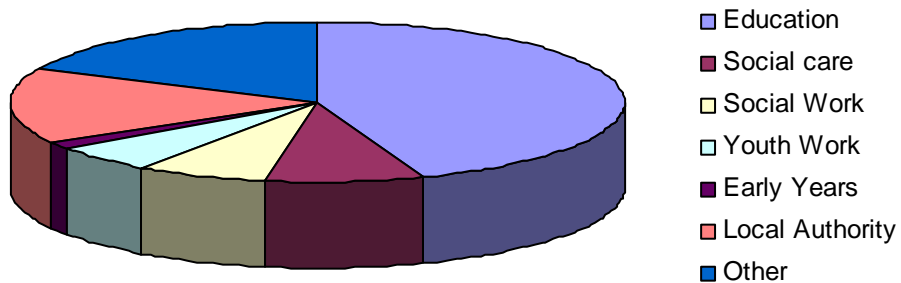
Developing a robust anti-bullying policy is just the first step, how you then implement it into day to day practices is key to its success. This workshop, delivered by *respectme*, took delegates through the practical steps that should be taken to ensure that anti-bullying policies meet the specific requirements of their organisation.

### Islamaphobia and Bullying

Delivered by Show Racism the Red Card, the anti-racist charity, this workshop examined some of the prejudices that bullying behaviour stems from and discussed how these can be addressed among children and young people.

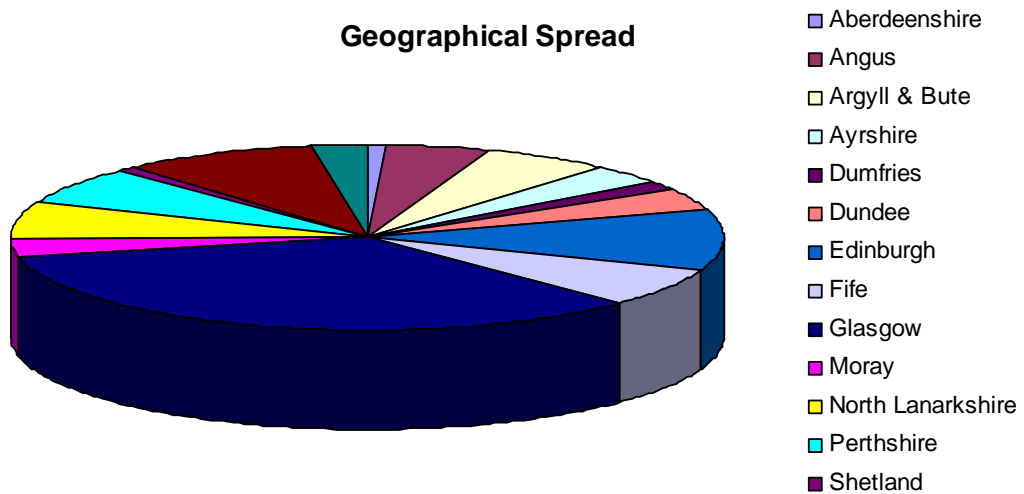
## Delegate Profiles

### Breakdown of delegates by employment sector



Those who fell into the 'Other' category came from voluntary sector organisations or private consultancy.

### Geographical Spread



## Delegate Feedback

Delegates were asked a number of questions relating to their overall experience at the conference. The following selection provides a snap shot of the comments made:

### Comments on Young People's debate

*Really enjoyed this. It added a new dimension to the conference itself, and was interesting to hear the views of well-informed and thoughtful young people.*

*Excellent. Quality of presenters was second to none. Wonderful to see young people with such confidence & maturity.*

*Very positive to see inspired young people thinking about issues and taking action.*

*Huge amounts of preparation had clearly gone into this. Delivered extremely professionally, well done!*

### Comments on Workshops

*Really impressed with the workshops, especially the young people from St Margaret Mary's who were involved in the 'using drama as a resource' workshop.*

*The peer mediation workshop was excellent; a nice mix of active learning and listening. The children were fantastic.*

*Thoroughly enjoyed the workshops. Learned a lot; particularly liked the involvement of young people. The drama workshop was very skilfully presented and managed. The involvement of young people made it 'real'. It was obvious they were used to this kind of activity. Their professional approach is to be applauded.*

*The workshops were really good and for me the most engaging part of the day, it was good to have an opportunity to meet other practitioners and hear about their work. I really liked the workshop on Islamophobia- this was the only part of the day that explicitly dealt with racism as a form of bullying. It generated some interesting discussion.*

### What lasting thoughts will you take from the conference?

*That we can work together to challenge bullying on all levels; that our young people deserve to be listened to and supported.*

*Having a policy is one thing, making it work is another - involve everyone!*

*A future conviction to ensure my organisation is doing work to promote, respect and protect children*

*Think and listen more to what children / young people are saying & thinking.*

*Get started on revamping the anti-bullying policy!*

# Appendices

## Appendix 1

### Minister for Schools and Skills speech – key points

#### Curriculum for Excellence and Scottish Government approach

- It is the Scottish Government’s aspiration for all children and young people to become successful learners, responsible citizens, effective contributors and confident individuals
- To give our children and young people the best possible chance in life, the Scottish Government has set the following national outcomes:
  - Our children have best start in life and are ready to succeed
  - We have improved the life chances for children, young people and families at risk
  - We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
  - We have tackled the significant inequalities in Scottish society.
- Children are Scotland’s future and we want every child to fulfil their capacity and potential. We need to support our children and young people and remove any barriers to achieving these outcomes.
- Bullying can be a barrier to young people in terms of reaching full capacity. We want to make sure that all children and young people feel safe, happy, respected, and engaged from pre-school throughout their school careers.
- Scottish Government has published ‘ Curriculum for Excellence – Experiences and Outcomes, a major milestone in the development of Curriculum for Excellence.
- The Experiences and Outcomes are designed to enable new approaches to teaching and learning. The Health and Wellbeing strand of the curriculum for Excellence will underpin much of our good work in relation to anti-bullying, and must be a responsibility for every member of staff.
- Children and young people should feel happy, safe, respected and included in the school environment and all staff should be pro-active in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice, which ensure the safety and wellbeing of children should already be in place in every school.
- Curriculum for Excellence has influence beyond schools and formal learning; voluntary organisations and Children’s services are engaging with the principles of Curriculum for Excellence too.

## **Launch of Anti-Bullying consultation**

- The Minister launched the consultation on 'A national approach to anti-bullying for Scotland's children and young people', drawn up by the Scottish Anti-Bullying Steering Group.
- The Steering Group is a partnership of national and local agencies and organisations involved in policy development, service improvement, regulation, networking, training, advice and campaigning. Their overall aim is that every child and young person in Scotland should grow up free from bullying.
- The current purpose of the Steering Group is to guide and promote developments in anti-bullying work with children and young people to ensure Scotland's approach to anti-bullying is comprehensive and cohesive.
- Everyone involved in children and young people's lives has a contribution to make to anti-bullying. Whether they work in local authorities, schools, community groups (like the scouts and girl guides), local junior football teams, dancing classes or in government, voluntary organisations or within their family they have a potential positive impact on young people's lives in relation to bullying.
- The Scottish Anti-Bullying Steering Group want to know how best to support and co-ordinate this work in future and the Minister encouraged all to respond to the consultation published on the Scottish Government web-site. The consultation closes on 26 February 2009 and can be accessed at:  
<http://www.scotland.gov.uk/Publications/2009/11/13154751/0>

## **Looking forward**

- The Additional Support for Learning Act as an extremely important piece of legislation to address and remove barriers to learning. The Scottish Government has just launched a national awareness raising campaign for Additional Support for Learning – entitled 'Just Ask'.
- Everyone knows that bullying can have a devastating impact not just on children's lives, but on their learning. That is why the issue of bullying has been included as part of the national ASL campaign.
- The campaign aims to increase parents' and young people's awareness of their rights under the Additional Support for Learning Act and to develop a greater understanding of the diverse range of issues to which additional support can apply.
- The Campaign encourages parents to contact schools, in the first instance, if they feel something is affecting their child's learning or

preventing them from reaching their full potential as a successful learner, responsible citizen, confident individual and effective contributor to society.

- Starting on 2 November and running until March 2010, television “infomercials”, local radio, the internet and a travelling road show are used to promote this message. One of the four Campaign infomercials depicts a young girl who is experiencing bullying – making clear that such circumstances can and should be recognised as triggers for additional support for learning.

## Appendix 2

### Tam Baillie, Scotland's Commissioner for Children & Young People

Thank you for the introduction and thank you to *respectme* for the invite to speak today. I get lots of requests (for the moment in any case, as I settle in) – lots of requests to speak at events. I have to say, this is one that I was keen to agree to because it fits very well with some of my own priorities in establishing my term of office as Scotland's Commissioner for Children and Young People. So I am genuinely delighted to be here, grateful of the opportunity to address you today and to make a real link between the work of my office and the work of *respectme*.

I want to speak to you about three things really:

1. UNCRC – it underpins everything I do, so I want to frame what I have to say in terms of the UNCRC
2. One true story and one fantasy story, both relevant to today's event
3. My own agenda with regard to schools (and out of school settings) and where it fits with *respectme*.

So, the UNCRC – the reason I mention it is that it is strongly affirming of our, yours and every other person concerned with good practices towards children. Every country in the world, bar two are signatories to the Convention. What that means is that they are committed to the implementation of the Convention and are willing to be subjected to periodic monitoring on this. The UK is a signatory to the Convention and indeed this week is the 20<sup>th</sup> anniversary of the Convention. The Convention states what we all aspire to and we need to remind ourselves of how central the Convention is in our work. I am going to use it today as the foundation of what I want to say as I believe it underpins every thing we do with children and young people. For instance, in the preamble to the Articles it states that:

“the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity”

Now, I am not going to go on too long, but just bear with me while I go through one of the most relevant articles for the purposes of today - I am going to home in on Article 28 – don't worry, I am doing this for illustrative purposes only, so I won't labour the point. So, here is what it says:

#### Article 28

“States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity” and that:

“States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.”

You could almost have taken it out of publicity for *respectme* – and is a further demonstration that the work being done through everyone working with children, including *respectme* has a close affinity close affinity with UNCRC.

And now I want to give you a true story.

It concerns a letter I received a couple of months ago. It was from a mother of child who had been bullied at school. She detailed his difficult experiences at high school. It was a short letter and ended with the mother telling me how she had found her “12 year old son hanging from his bunk bed”. I wanted to mention this at the start because it reminds us of the sometimes tragic consequences that can arise when children feel trapped, helpless and desperate.

My fantasy story may at first sight seem almost irrelevant compared to the tragic event I have outlined, but in my opinion, the matters it raises are very challenging to our approach to children and young people. It concerns Harry Potter – it is from Harry Potter and the Goblet of Fire. And it concerns that slippery concept of ‘resilience’ – we all think we all know what it means, but it is sometimes difficult to define what experiences develop resilience in some and helplessness in others.

And what sparked my thoughts were some of the experiences that Harry and his other fledgling wizards were up to at Hogwarts, and the enthusiasm of their teachers in encouraging them to engage in some pretty risky activities. In one scene, Harry and another three competitors are pitched against fire throwing dragons. Of course Harry manages to overcome the dragon with the help of his broomstick and some nifty flying – all overseen and encouraged by the eccentric head teacher Dumbledore. And you can imagine the kind of HMIE report we might expect for Hogwarts. OK – complete fantasy, but the point is that the research tells us that:

“the promotion of resilience involves trade-offs – the goal is effective adult adjustment rather than eliminating the legacy of all childhood difficulties<sup>1</sup>”.

And it is this tension that causes us difficulties in assessing what really constitutes a rounded childhood experience that will produce well-adjusted adults. And so the debate swings from those who use phrases such as:

“Teenage years are tumultuous and emotionally upsetting, and that is what they need to be”

As opposed to:

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<sup>1</sup>Tony Newman, [http://www.barnardos.org.uk/what\\_works\\_in\\_building\\_resilience\\_-\\_summary\\_1.pdf](http://www.barnardos.org.uk/what_works_in_building_resilience_-_summary_1.pdf) accessed 10/11/09

“You don’t teach resilience by subjecting children to harassment”

Both of these statements are lifted from a debate column published in the Sunday Herald on 25<sup>th</sup> October this year.

My own view is that this a tricky balance to find and a challenging area for approaches to children and young people, although I am much more in favour of whole school, whole organisational approach that recognise bullying as an issue to be tackled, than to blindly accept it as part of growing up. Of course we know that there needs to be some element of risk taking to develop resilience, but we also know that too much stress (at any time in life, but especially as a child) is damaging – sometimes with devastating effect.

So, what should be our approach – well, here I am reminded again of the UNCRC, the language of dignity, tolerance and most of all respect. For me it is important that a child knows they have a right to be treated in accordance with the articles of the Convention, rather than something to be aspired to. It is important for them to know that they are not at fault when the approaches outlined in the Convention are not being adopted. And in my mind the approaches that take in the whole population – in this case the whole school population - are the ones where we will make most impact.

This means that we have to look beyond the bullied and the bullies (research tells us that in many instances they are one and the same, but not always); we need to look beyond the boundaries of the school (we know that young people report bullying in youth settings and there are very intense territorial issues in some of our communities); and we need to look beyond the local communities in which young people stay (we are all familiar with the growth of cyber bullying).

And this brings me my own agenda and back to the link with the UNCRC which is where I started.

As Commissioner, I am working on three main areas which are:

1. Increase awareness and understanding of the UN Convention on the Rights of the Child (the Convention)
2. Promoting and safeguarding rights of children and young people
3. Involving children and young people

The UN Convention of the Rights of the Child

The Convention applies to all children and young people and should be implemented for all. However, the general awareness of the Convention needs to be increased if we are to improve its implementation. The fact is that most of our children and young people develop into well adjusted adults, and in doing so, are having many of their rights under the Convention satisfied. In a sense, many people are already contributing to helping children fulfil their rights but they do not put their activities in the framework of the Convention.

And the point is that, the Convention reinforces what is already done in many instances and I want to develop a better understanding of this.

It is the children and young people who are not doing well that give urgent cause for concern. We know that these children form the basis of the range of worrying statistics relating to the state of child well-being in Scotland. We know that a significant minority struggle with life challenges and we need to improve our response to their needs and better honour their rights as expressed in the Convention. I expect this will form a major part of the work of my office, and I will use the Convention to highlight where we have already committed to do better and should be doing so.

#### Promoting and safeguarding rights

There are many issues for children and young people on which I expect my office to work. These are the areas where our response to children and young people could and should be improved. At present this includes highlighting the issues for: children of prisoners; young people leaving care; children and young people with disabilities; young people who are offending. I will continue this work and I expect to develop other priority areas, based on the UN Monitoring Committee report of 2008 called the Concluding Observations – a kind of report card on implementation of the Convention in UK, including Scotland.

#### Involving Children and Young People

This is where the direct relevance of today's conference comes in. We need to step up a gear in terms of our ability to listen to the opinions of young people, and be prepared to act in a measured way on the basis of what they tell us. I have a particular responsibility to ensure that there are effective communication channels with children and young people on critical matters of concern to them. I will engage with our key educational institutions to explore options for this positive engagement with children and young people in order that the future actions of my office are informed by the views, experiences and opinions of children and young people. I will also seek the involvement of children's organisations to capture as wide a spread of involvement of children and young people.

I am looking at the changes that Curriculum for Excellence will bring and how we can promote a better understanding of the Convention through these changes. There are some excellent opportunities within Health and Well being and under the themes of Citizenship and International Education – there are currently plans to have space on GLOW dedicated to UNCRC – all of this is very positive and encouraging.

And this links to my preference for a whole school approach – a way of incorporating the Convention in local aspects of a child life. We can do this in schools and in out of school settings as well -through the vast range of organisations working with vulnerable children and groups.

I started by quoting the Convention and I want to end by reminding us of yet another Article – Article 29. There is a lovely link to the ethos that we want to create within all settings in which children operate:

Article 29

“States Parties agree that the education of the child shall be directed to:

(a) (b) (c)

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin”

This is the approach that I believe will improve the lives of all children in our communities and it is absolutely in tune with the objectives of respect*me*. A closer adherence to the articles contained in the Convention will, in my opinion lead to an improvement in all environments in which we nurture our children.

As I have said, it is one of my key ambitions that we increase the awareness and understanding of the Convention and I will be working vigorously to make this happen.

Thank you for the opportunity to do so, in a little way today.

## Appendix 3

### **Brian Donnelly, Director of *respectme***

Good morning everyone and welcome to this, our third national conference. March 2007 - when we launched *respectme* - seems such a long time ago, but it's rewarding to see just how far we have come and what we have achieved in that short time.

We are really pleased to be hosting this conference during anti-bullying week and we want it to become a fixture in the anti-bullying week calendar for years to come.

There is a hugely diverse and interesting programme for you today. Central to that, as always, is the involvement and contribution from children and young people.

We will see their talents celebrated as the awards for the National Anti-bullying Week competition are given out today – and you will see their work and that of others as well as seeing talents displayed in workshops and in the debate this afternoon.

The event is also being video diared so please do not be shy when confronted by a young person with a video camera.

I have the opportunity today to talk to you about the work we are doing and the resources we are making available for you. Today sees the launch of our very own social networking site –NING - which allows us – and you - to do many things. Social networking online is at the heart of how many of us communicate today – people are now responding to the “conversation” they have online, not just the presentation of information.

Our site allows people to discuss key issues, and read about issues affecting them and how they do things. It will allow trainers to network and share experiences and ideas – to tell others what worked and what did not.

It has videos and resources, it provides regular updates on where we are and what we are doing – and this is linked to our Twitter page. Now, I know some eyes will roll at the thought of that but none of this is about us “having a presence” or being seen to be using the latest tools. These allow us to connect with our stakeholders – and allow them to connect with us and each other.

There is so much experience out there, so many skills and so many fears and doubts. It's about “unlocking” these and letting people talk to each other.

I would urge all of you to sign up and to become part of the community. Go to the *respectme* homepage and click on the sign up link.

We have also very recently launched a free DVD resource “Andy’s Story” – this is a film of the fantastic drama that was showcased at our February conference. You have a cinema ticket on your packs telling you how to access it.

This comes with resources and learning tools for people to use in a variety of settings. Many of the young people involved are here today to lead a workshop on using drama as a resource.

This resource along with other videos can be viewed on our YouTube channel – which is also linked to our social networking site and the website. ([www.youtube.com/respectmescotland](http://www.youtube.com/respectmescotland))

One of things we have done differently this year is in the way we have added to and delivered our campaigning.

In partnership with Youth Scotland we have engaged with 5 youth groups from across the country. *respectme* gave each of these groups £1000 each and asked them – what can you do in your local area to promote anti-bullying work?

The response to this and the creativity shown was just incredible – there are activities going on this week in Shetland, Callendar, Helensburgh, Glasgow and Edinburgh. Four of the youth groups taking part are here today, and we’re delighted with the range of activities they’re undertaking with young people to mark Anti-Bullying Week locally - from drama performances to competitions and even a parliamentary debate – organised and created by the young people.

They have all engaged with local media as part of these activities – and photos, videos and reports of the work they’re doing will be reflected on our website, so I think that will be something else for us to look forward to.

Real Radio in Scotland is in the middle of a 3 month cybersafety website campaign. They have a section of their website dedicated to cyber safety in the broadest sense and crucially including cyberbullying. *respectme* has sponsored this section of the website and it contains all of our advice and guidance around cyberbullying – our publication on this remains a resource in high demand. Since its launch over 50,000 copies have been requested, and you all have a copy in your packs today.

This activity is backed up this week by a series of radio adverts on Real Radio about cyberbullying. Our message of “connect” with children and young people – don’t “disconnect” is proving timeless and very effective.

We are developing specific cyberbullying training, training that is practical for adults and that was highlighted as a real need at our conference back in February – we will be announcing more details about this soon.

Other resources on their way include resources for residential workers to use to assess their policy and practice – online training tools for Active Listening and more Policy into Practice training.

We will also be developing, in partnership, a resource for young people – one that compliments the messages we are asking adults to give them – one that recognises the barriers to telling someone, and acknowledges the feelings involved.

This is going to be informed by young people and we hope to see the launch of this by April of next year.

I realise that this is a lot of information to give you all at once but there is a lot going on!

If I can finish by sharing a significant piece of learning – you hear the word “partnership” a lot in the voluntary sector and the public sectors. For some that still involves a “partner” who comes in and “does” something on their behalf, then leaves.

But true partnership evolves and is ongoing – we know that we won’t go in and just do your policy review for you, or just deliver training – we want it to be inclusive, to do it together, benefitting each other. And it is THAT approach we want to see cascaded – if you develop a policy or guidelines, and you do it without involving young people, parents, communities and colleagues it won’t work. You will have simply ticked a box.

It is asking a lot of busy people to come on board and do things “together” but where it works, the people involved will sing about it from the rooftops and the children and young people will tell you exactly what they can expect - and it won’t be a million miles away from what an adult tells you.

Enjoy today, thanks.

## Appendix 4

Jennifer MacNeill's poem – runner up in the creative writing category of the Anti-Bullying Week competition

### **My name is Lily.**

In my class, I am regarded as an object. Like a pencil you would snap in half in a blind rage, or a door you slam to show your raw fury and strength. I am not a she anymore, I'm an it. I am an it you can swear at, I'm an it you can kick and punch, and best of all, I'm an it with a mouth firmly shut, but with eyes that scream the words through monsoons of tears.

It has happened for as long as I can remember, as my apparently "particle sized brain" can't recall as much as I want it to. My life today basically revolves around when Helen, Courtney and Louise want to use their living punch-bag. They usually confront me during lunch, when I try to hide amongst the repulsive and graffiti-plastered black bins. The vile stench usually makes me feel nauseous, but I have taken to stealing crisp packets and breathing with them over my mouth. Quite recently they discovered my hidden bunker, and I always have a dread feeling in the pit of my stomach each time I eat there.

The last time they caught me, Helen emptied my schoolbag into a wasp inhabited heap of rubbish, while Karen dirtied my uniform by kicking mud at my legs. All the while Courtney was spitting terrible language to her cronies, about it (a.k.a. me). That was not terrible.

The worst they have done to me is punch my stomach continually, turn after turn, and at the same time, crying insults about me and my family. The only way I could get them to stop is repeat what they said, and claim it to be true. I sputtered after they had stopped and after a few seconds spewed up sick over my blazer.

I wake up some nights with their eyes boring into my mind, and it makes me sick and delusional with worry. Sleep does not come naturally anymore, and no matter how comfortable my mattress is, my swollen bruises always ache and scream at me, awaking my senses, and my head. I am almost always covered in a fearful cold sweat, which is a side effect of being bullied. That does not help the sleeping problem.

Their crude faces haunt me. Courtney has a face that resembles a bird, with yellowing, sallow skin. The leader of the group. Louise is darker, with eyelash-less, colourless eyes, that show no emotion. The muscle of the group. Helen has coppery auburn hair, a collapsed and crooked nose, topped off with thick lensed glasses. She is the brains of the group. Each and every time I rest my eyes on them, I feel a burning hate, deep within my heart, urging me to tell them what they truly are. Mean.

I hate the abuse, but the worst thing is, they never use my name. It has always been “it”, or “thing”, never Lily. I wish they would use my name; it would make me feel equal, and wanted, for once.

Life and death seem meaningless, and appear to have the same definition. To me, they both are ways of saying “nonexistence”, which is the one word that I can use to sum up my toilsome life. My whole life feels like a stretched out funeral, on going until the final silence, which could be just around the corner.

By Jennifer MacNeill  
Craigholme School

## Appendix 5

### Myth-Busting Quiz

**Q1. Is the population of Gypsy/Travellers in Scotland approximately 5,000 or 15,000?**

**Answer:** This is a trick question! The true answer is unknown. The Scottish Government counts people living in caravans in January and July each year, but this excludes many thousands of Gypsy/Travellers who are settled in houses. The last published figures for January 2008 showed approximately 455 households. We believe there are well over 15,000 Gypsy/Travellers throughout Scotland.

**Q2. According to a Scottish study, what percentage of young Gypsy/Travellers said they had been bullied or called names because of their ethnic identity – 47% or 93%?**

**Answer:** 93%. In 2005, Save the Children published the 'Having our Say' report which was based on peer research carried out by over 100 Gypsy/Travellers across Scotland. 92% said they had been picked on because of their ethnic identity. Some were as young as seven.

**Q3. A Doctor's surgery can refuse to accept a Gypsy/Traveller on to their patient list despite there being vacancies.**

**Answer:** True. A GP can refuse to register anyone. But if the refusal is based on ethnic origin (Gypsy/Traveller) this could be an example of racial discrimination. Proving this can be difficult and many families are still routinely refused access to GPs – including pregnant women.

**Q4. Less than 20% of Gypsy/Traveller children in Scotland attend High school.**

**Answer:** True. This is not unique to Scotland, but is the case across Europe. Many Gypsy/Travellers feel the true figure may be even lower.

**Q5. In Scotland Gypsy/Travellers are recognised as an ethnic group under the terms of the Race Relations Act, 1976.**

**Answer:** True, but it's a bit complex. Both the Scottish Government and Scottish Parliament recommended that Gypsy/Travellers in Scotland should be regarded as an ethnic group until such time that there is legal clarification. This means they now have the same legal rights as English Gypsies and Irish Travellers.

**Q6. When a Gypsy/Traveller family has lived in a house for two years they are no longer classed as Gypsy/Travellers.**

**Answer:** False. Born a Traveller, always a Traveller! It involves much more than just travelling. Even if you live in a house you are still a Traveller. We have our own customs, traditions, language and beliefs. Some people live in houses and others in trailers, and we often move between the two, but we're always Travellers.

**Q7. A recent health study showed that Gypsy/Travellers who suffered the poorest health were those living in/on either: Council sites, houses or roadside camps?**

**Answer:** Houses. Research from Sheffield University on the health status of Gypsies and Travellers in England (published in October 2004) found that those who travelled *rarely* had the poorest health – especially depression and anxiety.

**Q8. Over 50% of Gypsy/Travellers will have spent at least part of their lives without running water?**

**Answer:** True. When we are travelling we need to fill up our water tanks at garages or from a local site. Sometimes we are refused access to water. Most people have at least two water tanks, one for washing and one for drinking.

**Q9. I am going to read out a list of famous people, raise your hand if you think they are Gypsy/Traveller or related to Gypsy/Travellers: Wayne Rooney, David Essex, Bob Hoskins, Shane Ward, Charlie Chaplin, Sandi Thom?**

**Answer:** They are all related to Gypsy/Travellers.

**Q10. In a school corridor a secretary is overheard referring to a pupil's address as "the gypo site". This should be recorded as a racist incident.**

**Answer:** True. 'Gypo' is an offensive word.

**Q11. Most council sites in Scotland are built in 'unhealthy' locations – next to rubbish dumps or railways, under electricity pylons, etc.**

**Answer:** True. Most are built on land that no one else wants.

**Q12. In a 2006 survey, nearly a quarter of those surveyed said they thought a Gypsy/Traveller was an unsuitable person to be a primary school teacher.**

**Answer:** False – the real number is even higher! In the 2006 Scottish Social Attitudes Survey, nearly half of respondents said a Gypsy/Traveller was unsuitable to be a primary teacher.

**Q13. Many Gypsy/Traveller families regularly travel over 50 miles to see their GP.**

**Answer:** True. Many families will travel long distances to see a trusted GP or health worker, rather than face rejection at an unknown surgery. If unable to travel, or for emergencies, many families use A&E departments.

**Q14. It is ok to call a Scottish Traveller a 'tink'.**

**Answer:** False. The word 'tink' is derived from the Gaelic word 'ceard', which means tinsmith. Traditionally many Scottish Travellers were tinsmiths (or tinkers) but today 'tink' is an offensive word and should be regarded as a racist remark. Name-calling doesn't hurt physically but it does hurt mentally and emotionally.

**Q15. Gypsy/Travellers are included in the Scottish Government's 'One Scotland, Many Cultures' anti-racism campaign.**

**Answer:** True. However, at first they were not included. Following complaints, a brief mention has been added to the website and a radio advert. Many feel that this is a missed opportunity to highlight the discrimination they face along with other minority ethnic groups in Scotland. Discrimination towards Gypsies/Travellers has been described as "the last respectable form of racism in Britain." – Trevor Phillips.

For further information visit: <http://www.article12.org/gypsytraveller.html> or [www.scottishtravellered.net](http://www.scottishtravellered.net)