



Treat Me Well

Anti-bullying guidance

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone 0303 123 1015 or email equalities@southlanarkshire.gov.uk

Introduction

This refreshed guidance replaces the previous version of Treat Me well. This guidance applies to all South Lanarkshire Education Resource Establishments and has been updated following the publication of **Respect for All –The National Approach to Anti-Bullying for Scotland’s Children and Young People in November 2024**.

The key changes included in this guidance are:

- A new definition of bullying
- Updated guidance on online bullying
- Further information on prejudice-based bullying
- New guidance on reporting, recording and monitoring using the SEEMiS Bullying and Equalities Module.

This guidance has been developed in consultation with Headteachers, school staff, pupils and parents. It provides schools with a framework, underpinned by positive relationships, that supports us to fulfil our responsibility to support the Health and Wellbeing of all children and young people. It is underpinned by the values of:

- Children’s rights
- Fairness
- Respect
- Equality
- Inclusion

This policy applies to all establishments and to all practitioners working within schools or early learning centres. This policy is designed to reinforce existing good practice in preventing and responding effectively to bullying, racism and all forms of prejudice and this policy aims to encourage a proactive and inclusive approach to anti-bullying and supports the creation of learning environments that are safe, nurturing, respectful and free from fear, abuse and discrimination.

The United Nations Convention on the Rights of the Child (UNCRC) is an international Human Rights Treaty that protects children and young people’s rights. The incorporation of this treaty into Scots Law in 2024 ensures that Local Authorities must proactively consider children’s rights in the planning of services, policy creation and decision making.

Bullying is a breach of Children’s Rights

Each child in South Lanarkshire Council has a right to be free from fear, discrimination, intimidation, harassment and social exclusion. When a child is bullied the following rights are compromised:

- The right to protection from discrimination (article 2)
- The right to protection from all forms of violence-including physical or mental (Article 19)

Prevention

Why do we need to address bullying?

- In a 2021-2022 survey 31% of P5-S3 children self-reported being bullied. Surveys of children and young people consistently show this; around one third will experience bullying.
- Bullying can have harmful impacts—anxiety, stress, depression, sleep/eating disorders, self-harm, suicidal ideation.
- Bullying can affect attainment, lower confidence, wanting to avoid school and limited aspirations—impacts a sense of feeling in control.
- Good, early support reduces harmful lasting impacts.
- **Prevention, response** and creating **inclusive environments** are the key anti-bullying interventions

Significant work has taken place in South Lanarkshire to ensure a relational approach and that all our educational establishments embed an attachment-informed, trauma sensitive approach. Many of our establishments practice Emotion Coaching which supports children to recognise their own feelings and behaviours and supports staff members to co-regulate children's emotions.

Some schools have very well-embedded Health and Wellbeing programmes which focus on healthy relationships and explicitly teach about kindness, friendships and how to manage conflict. Often this involves peer support programmes where children and young people take on the role of peer mediators, equality ambassadors or upstanders which teaches children and young people empathy and skills in supporting others.

All staff have a responsibility to be proactive in Promoting Positive Relationships and Understanding Distressed Behaviour particularly in relation to the Health and Wellbeing component of Curriculum for Excellence including:

- Establishing open, positive and supportive relationships and embedding attachment-informed, trauma-sensitive practice.
- Promoting a climate in which all children and young people feel safe and secure
- Modelling behaviour which promotes health and wellbeing and encouraging it in others
- Being self-aware, recognising your own triggers and the impact your actions may have on others
- Using learning and teaching methodologies which promote effective learning
- Being sensitive and responsive to the wellbeing of each child and young person.

In addition, each establishment is expected to develop its own anti-bullying policy, in consultation with staff, children and young people, and parents. School policies should clearly lay out the roles and responsibilities of all in ensuring that bullying cannot thrive. It is particularly important that pupils and parents are clear about how to **report** bullying and staff are clear about their responsibility in **recording** incidents of bullying.

What is Bullying?

South Lanarkshire Council has adopted the updated definition of bullying as set out in ‘Respect For All’:

“Bullying is face-to-face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

“The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”

- This behaviour can harm people mentally, emotionally, socially and physically.
- The actual behaviour (for example, actions, looks, messages, confrontations or physical interventions) does not always need to be repeated for it to have an ongoing impact. The fear of behaviour reoccurring may have a lasting impact.
- Bullying is more likely to take place in the context of an existing imbalanced relationship but may also occur where no previous or current relationship exists.
- Bullying may be carried out by an individual or can sometimes involve a group of people.

Bullying behaviour can include the following.

- Being called names, teased, put down or threatened (face to face and/or online).
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out or having rumours spread about you (face-to-face and/or online).
- Sending abusive messages, pictures or images on social media, online gaming platforms or phones/tablets.
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online).
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

This list is not exhaustive, and establishments will deal with a variety of behaviours daily. However, while some of these behaviours may be reported or described by a child or young person, or their family, as bullying, it is important to recognise that not all such behaviour will be bullying or should appropriately be treated as such.

- Staff should ensure they have gathered all relevant information before making a determination.
- Staff responses should focus on the impact on the child /young person experiencing bullying rather than whether or not intent is present from the person displaying bullying behaviour.

- It is good practice to work with the school community and ensure that all have an understanding of what bullying is.
- All staff must challenge derogatory or pejorative language, slurs or phrases about a social group to prevent such behaviour from escalating.
- Early intervention and prevention are therefore essential for addressing these behaviours by disrupting the cycle, promoting understanding and empathy, and fostering a culture and ethos that values respect and inclusion. This proactive approach reduces the likelihood of behaviours escalating to more intense levels.

Differentiating bullying from conflict

It is important for children and young people to discuss how they feel and to help them develop the social competence and communication skills needed to help them to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is not considered to be bullying; this is considered to be a normal part of growing up.

It may be possible to differentiate conflict from bullying by having regard to the relationships and dynamics involved. Conflict is normal and can happen in healthy, happy, equal relationships. Usually at least one party involved doesn't want the conflict to continue unresolved and will try to take early action to make amends and improve the situation. In these situations while there is still the need for support, it would not be considered bullying unless the situation remains unresolved or develops into something more serious.

The following has been developed by Stonelaw High School:

Conflict

- Disagreement or difference of opinion
- Inevitable part of group dynamics
- Equal power between those involved
- Usually an isolated incident
- All involved make an effort to resolve the situation

Bullying Behaviour

- Based on an imbalance of power
- Has a negative impact on the person experiencing it
- May be carried out by an individual or sometimes by a group of people
- Makes someone feel physically or emotionally unsafe
- Does not need to be repeated for it to have an ongoing impact. The fear of behaviour recurring may have a lasting impact.
- Does not stop when asked

Differentiating between bullying and criminal behaviour

Bullying is not in itself, considered a crime. However, the nature of certain behaviour that could be perceived as, or reported as, bullying may include behaviour that is criminal in nature.

Understanding the individual facts and circumstances present in any situation is important to distinguish between bullying and potentially criminal offences.

It should be noted that under The Age of Criminal Responsibility (Scotland) Act 2019, a child under the age of 12 cannot be arrested, charged or prosecuted for a crime. However, Police Scotland may still be involved and liaise with colleagues in education or social work.

Examples:

Physical Behaviour: Peer-on-peer violence can be verbal abuse, physical aggression and/or physical violence, which can have both short- and long-term impacts on the mental and physical health and wellbeing of all involved. If there is an intent to cause harm, regardless of whether an injury occurs, this may amount to an assault.

There has been an increase in recent years of incidents where a young person is physically assaulted by a group specifically so that this can be filmed and shared online.

This is not bullying-this is potentially criminal behaviour and the police should be contacted.

A resource to help young people navigate online safely and prevent violence can be found here: [quitfightingforlikes | violence prevention campaign](https://www.quitfightingforlikes.com/)

Sexual behaviour: When someone is coerced or pressurised to do something sexual or is touched inappropriately, **this is not bullying**. This is sexual assault or abuse and a form of gender-based violence (GBV).

More information about the legal framework surrounding GBV, and guidance for schools for responding to GBV incidents, is available within the Scottish Government's [framework on preventing and responding to gender-based violence in schools](https://www.gov.scot/gov/policy/gender-based-violence-schools/).

Online behaviour: Just as with face -to face bullying, some online behaviour can be classed as criminal behaviour. In 2024, the National Crime Agency issued an alert to schools and parents regarding financially motivated sexual extortion, often referred to in the media as sextortion. This occurs when children and young people are coerced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card). This is a form of child sexual abuse and should be reported to the police.

Online bullying can have just as big an emotional impact on children and young people as face- to- face bullying and is about relationships which are not healthy.

Hate crime: Bullying can be motivated by prejudice similar to hate crime. The distinction between bullying and hate crime is that for hate crime, the behaviour aggravated by prejudice **must be motivated by malice and ill-will** towards a group of people due to a relevant characteristic or **intended to stir up hatred**, and be **criminal in nature**, such as **assault, graffiti or a breach of the peace**.

The distinction between bullying and criminal behaviour can be hard to determine and it is not for school staff to make a judgement about whether behaviour is criminal. Headteachers should seek support from Police Scotland if they suspect a crime has been committed. If a child or young person has been seriously harmed then it may be appropriate to follow Child Protection Procedures. The Child Protection Co-ordinator can be contacted for further advice.

Online Bullying

Bullying is bullying - online is geography (Respectme 2024)

Online bullying can have just as big an emotional impact on children as face-to-face bullying. In online settings this can even mean where no previous 'relationship' existed, but the one formed and now playing out online is damaging.

It is still behaviour done by someone to someone else, all that alters is 'where' it is taking place.

Types of online bullying can include:

- Sending threatening or abusive text messages
- Spreading rumours
- Shaming someone
- Excusing someone from online games, sharing embarrassing images or video activities or friendship groups
- Creating hate groups on social media or groups against a person
- Trolling—sending upsetting messages on social networks, chat rooms or online games.

Digital rights and responsibilities

All children and young people are bound by the IT acceptable user agreement. If any of the behaviour above occurs on school issued laptops, tablets or other technology then use of such technology may be restricted.

Unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else in a school context. Bullying behaviour on mobile devices during the school day should be minimised through the implementation of the school response to South Lanarkshire Council's Mobile Device Guidance. If this does arise then it should be included within existing positive relationships and behaviour policies with schools putting appropriate actions in place.

If children, young people or their parents report online bullying which has taken place outside of school then schools should log in pastoral notes. Relevant school staff should be notified so that they can monitor the wellbeing of children and young people and be vigilant around pupil relationships.

However, school staff would not normally be expected to investigate any incidents outside of schools. Instead, schools should ensure that as part of their health and wellbeing programme they include education on online safety, which makes children aware of online harms and how to keep themselves safe.

School staff in Scotland do not have statutory rights to search students and should **not** investigate the content of devices.

It is good practice for schools to include sessions on online safety as part of any parental engagement programme. Regular information in school newsletters is a good way to consistently bring this matter to parents' attention.

Schools should also signpost parents to appropriate resources: the Respectme website has a section for parents/carers and ready-made leaflets which can be printed out:

[Parents and carers | respectme](#)

Further resources are listed in Section 8: Support and Resources.

Prejudice Based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, or transphobia or prejudice and discrimination towards disability or faith.

Protected characteristics: Equality Act 2010

There are 9 protected characteristics covered by the Equality Act:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Part 6 (chapter 1) of the Equality Act which deals with school education does not apply to the protected characteristics of age and marriage and civil partnerships, although comments made about the marriage or partnership of a pupil's parents may be classed as prejudice-based bullying.

The Equality Act 2010 provides a basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions, as well as providing protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic.

As well as the protected characteristics based on actual or perceived identity, Prejudice-based bullying can be based on characteristics unique to a child or young person's identity or circumstance.

The SEEMiS Bullying and Equality Module has a drop-down menu which contains the following categories in addition to the protected characteristics listed above:

- Additional support needs
- Asylum seekers or refugee status
- Body Image and physical appearance
- Gender identity or Trans identity
- Gypsy/travellers
- Care Experience
- Marriage/civil partnership of parents/carers or other family members
- Mental health
- Pregnancy and maternity
- Race and racism including culture, religion or belief
- Sectarianism
- Sexism and gender
- Socio-economic prejudice
- Young carer

Prejudice based bullying **must** always be addressed at the earliest possible stage. Accurate recording allows schools and South Lanarkshire Council to identify patterns and ensure that the HWB programmes and PSE lessons can respond appropriately.

Further information on recording and monitoring is included in section 6.

There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

There is a wealth of good practice already underway in South Lanarkshire Schools with Equalities work being a priority on School Improvement Plans; Pupil Equality Groups and working parties taking forward work on anti-racism and LGBT Inclusive Education.

The Inclusion Hub link contains an equalities Section with resources and examples of good practice.

'It is important that all children and young people are represented, see themselves in the curriculum and recognise that it is relevant to them. A curriculum which represents everyone involves normalising diversity within the curriculum so that learners routinely see language, content and imagery that reflects the diversity of culture, identities, and experiences, including their own.'

<https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/scotlands-curriculum>

Education Scotland has a framework for Inclusion, Wellbeing and Equality as part of their Professional Learning Resources.

They suggest taking a **Mirrors and Windows** approach to embedding equalities in the curriculum to prevent prejudice-based bullying from developing:

Mirrors: Learners need to **see themselves and others like them** represented in the curriculum and in the context of school

Windows: Learners need opportunities to look through the curriculum and learn about the experiences of different groups **of people, building understanding and empathy.**

The suite of resources on Rights and Equalities can be found here:

<https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/home/scotlands-curriculum>

Respectme have developed a [conversation guide](#) to assist schools to have conversations involving prejudice-based behaviour

Addressing racism and racist incidents in schools

In 2024, the South Lanarkshire Framework for Developing an Anti-Racist and Decolonised Curriculum was published. Schools should use this guidance to ensure they are proactively preventing and challenging racism.

The website [antiracisted.scot](#) contains tools, workshops and ideas to support practitioners to deliver anti-racist education in Scotland.

Links to resources can be found in section 8: Support and Resources

National interim Guidance regarding the recording of Racist Incidents in Schools was issued in June 2025. This is the first stage in the development of a wider school approach to preventing and responding to racism and racist incidents in schools. [Supporting documents - Schools - addressing racism and racist incidents: guidance - gov.scot](#).

The definition of racism used is:

A racist incident is any incident which is perceived to be racist by the victim or any other person. The Stephen Lawrence Inquiry 1999 recommendation 12

The guidance is intended to:

- Support schools in developing their approaches to responding to, recording and monitoring racist incidents experienced or displayed by children and young people.
- Help create conditions where children and young people, and their families, feel confident that they know what to do if they experience or witness racism at school.
- Help create conditions where members of the school community feel confident that all instances of racism will be responded to appropriately.

This comprehensive guidance should be consulted if staff have any concerns about addressing racism or racist incidents in their establishments and contains a section on scenarios looking at the ways racism may manifest in schools and provides points for practitioners to consider.

LGBT Inclusive Education

The National Approach to LGBT Inclusive Education in Scotland sets out that LGBT-related learning content should be included naturally and meaningfully within the school curriculum, differentiated for the age and stage of learners. This helps to address prejudice and bullying while ensuring that all children and young people can see themselves, their families, and the world around them reflected in their learning at school.

Resources to support LGBT Inclusive Education can be found here:

- [LGBT Inclusive Education | National Platform](#)

The National Platform also hosts the e-learning stage 1 module on LGBT Inclusive Education which is mandatory for all teachers in South Lanarkshire.

Responding to Bullying

A school's response should focus on:

- Challenging Behaviour
- Encouraging Reflection
- Preventing Recurrence

Responsibilities and expectations:

Children and Young People

- Treat people with respect and display kind behaviour towards others
- Be aware of anti-bullying policies and practices in your school
- If safe and appropriate, challenge bullying behaviour
- Share concerns with peers/trusted adults
- Work collaboratively to help ensure bullying behaviour cannot thrive
- Give the school feedback on how to keep you safe

Class Teachers

- Role model positive relationships
- Implement the school anti-bullying policy
- Through high quality learning and teaching create a positive classroom environment
- Prevent and respond to bullying behaviour
- Promote positive relationships and behaviour
- Deal with any incident of bullying behaviour or report any concerns in line with school policy
- Listen to a child or young person reporting bullying behaviour providing reassurance that bullying is never acceptable; they have a right to feel safe and speaking up is always the right thing to do

- Be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are
- Use their professional judgement in deciding upon appropriate action based on the bullying behaviour.

Promoted staff

- Role model positive relationships
- Implement school anti-bullying policy
- Prevent and respond to bullying behaviour
- Promote positive relationships and behaviour
- Investigate the bullying behaviour and deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Listen to a young person reporting bullying behaviour providing reassurance that bullying is never acceptable; they have a right to feel safe and speaking up is always the right thing to do
- Be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are
- Use their professional judgement in deciding upon appropriate action based on the bullying behaviour
- Discuss with the young person experiencing the bullying behaviour options on how to proceed and ensure they are fully involved in the decision being made to ensure they feel safe
- Obtain further details from other young people who may have seen/heard the bullying behaviour
- Speak to the person displaying the bullying behaviour
- On the basis of the above establish what has occurred
- Communicate with the parent of the young person experiencing the bullying behaviour
- Deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Communicate with parent/carer of the young person displaying the bullying behaviour as appropriate
- Offer appropriate support to the young person experiencing bullying behaviour
- Offer appropriate guidance/counselling to the young person displaying the bullying behaviour to bring about a change in behaviour
- Consider what disciplinary action may be necessary
- Schools should put in place consequences for bullying that aim to address the immediate situation and also to bring about long-term change. Illustrative consequences for behaviour, including prejudice-based bullying are included in the guidance Fostering a positive, inclusive and safe school environment.
- Record the incident within the Bullying and Equalities application on SEEMiS

Parents/carers

- Be aware of anti-bullying policies and practice in any school/clubs/groups attended by your child
- Work collaboratively to help ensure bullying cannot thrive
- Share concerns about your child as early as possible with the Pupil Support Teacher or Year Head.
- Engage through school Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice.
- Promote positive respectful relationships.
- Listen and take children or young people seriously.
- Understand when a situation is bullying or not as falling out with friends is not uncommon.
- Be aware of your child's wellbeing and look for any changes

Monitor your child's digital footprint

- Be aware that some instances must be reported to the police.
- If there is a problem, liaise with the school staff dealing with the situation to work in partnership to create a plan for support.

When updating school anti-bullying policies, it is important to evidence that school staff, parents and children and young people have been included in the policy development process.

Reporting, Recording and Monitoring

To ensure that children and young people are listened to and their concerns are given due weight, it is vital that they are offered a range of safe and simple pathways to report bullying in the first instance with consideration given to anonymous options.

Examples of good practice are Worry Boxes/Listen to Me Boxes or QR Codes as well as the option to report directly to members of staff.

Parents/carers and other agencies working in partnership with the school should be clear about how to report any incidents of bullying.

It is important that children, young people and their families feel confident to report allegations of bullying. The confidence to raise concerns will be informed by how clear the understanding is of the routes and methods available to report.

Recording

It is important to record and monitor any reported incidents of bullying behaviour and /or language using the SEEMiS Bullying and Equalities Module.(BEM)

Once a concern has been raised it should be logged on SEEMiS BEM as soon as possible. Schools should be clear about staff responsibilities for opening and maintaining an incident in the SEEMiS module.

It is not necessary for an allegation to be investigated before it is recorded. Rather details of the reported incident should be recorded, capturing information about the behaviour that took place, who was involved, where and when it is reported to have happened, any potential underlying prejudice, including details of any protected characteristics, and whether the impact indicates any wellbeing concerns or the need for additional support.

An investigation into the incident should follow, as set out in the following section, with the recording system being updated throughout the process on the outcome of this investigation, and any action taken as a result.

SEEMiS uses the terminology person experiencing bullying behaviour and person displaying bullying behaviour and it is recommended that school policies reflect this. The terminology has been chosen to avoid labelling children and young people and allow the focus to be on behaviour that needs to change.

In addition, further information is available on the Inclusion Hub in the Staff Learning centre on Glow.

Schools should ensure they communicate clearly with parents that bullying incidents are recorded on SEEMiS. An information leaflet for parents will be available.

Monitoring

Recording incidents on the SEEMiS Bullying and Equalities Module, allows Headteachers to track the number of bullying incidents. In secondary schools, it is good practice for DHT of pupil support or year group to monitor the Bullying and Equalities log on a weekly basis. DHT/HTs may also want to quality assure staff action and interview a sample of pupils to ensure effective resolution of incidents.

The Bullying and Equalities data can also be used to consider target responses, such as developments to the PSE programme, parental engagement and support, assemblies.

The Bullying and Equalities Module data will be monitored annually by South Lanarkshire Council.

Policy Review

This policy will be reviewed every three years.

Date: Session 2025-26

Review date: Session 2028-29

Support and Resources

Legislation and policy framework

Respect For All-The National Approach to Anti-Bullying for Scotland's children and Young People:

- [Anti-bullying guidance for adults working with children and young people - gov.scot](#)

Equality Act 2010

- [Equality Act 2010: guidance - GOV.UK](#)

Technical Guidance for schools: The technical guidance outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational.

[Technical guidance for schools in Scotland | EHRC](#)

Getting It Right For Every Child 2022 Update:

- [Getting it right for every child \(GIRFEC\) - gov.scot](#)

The Scottish Government Relationships and Behaviour in School - National Action Plan:

- [Relationships and behaviour in schools: national action plan 2024 to 2027 - gov.scot](#)

Scottish Government Key Guidance:

Gender Based Violence:

- [Preventing and responding to gender-based violence: a whole school framework - gov.scot](#)

Resources to support schools when responding to racism and racist incidents:

- [Supporting documents - Schools - addressing racism and racist incidents: guidance - gov.scot](#)
- [Racism and racist incidents – Promoting Anti-Racist Education in Scotland](#)

Guidance on mobile phones in Scotland's schools

- [Mobile phones: guidance for Scotland's schools - gov.scot](#)

Resources:

Childline: Emotional support for children:

- [Childline | Free counselling service for kids and young people | Childline](#)

Education Scotland: Resources on rights and equalities:

- [Embedding inclusion, wellbeing and equality | What we do | About Education Scotland | Education Scotland](#)

GLOW:

- Inclusion Hub on Glow—Staff Learning Centre-Inclusion-ASN CPD-Relationships-Anti-Bullying Resources
- Staff Learning Centre-Inclusion-Equalities
- Anti-Racist education on Glow: Staff Learning Centre-Learning, Teaching and Assessment-Anti-Racist education
- Staff Learning centre-Health and Wellbeing—Attachment and Nurture

National Society for the Prevention of Cruelty against Children (NSPCC):

- [Think B4 You Type: anti-bullying toolkit | NSPCC Learning](#)

Respectme:

Respectme: Scotland's anti-bullying charity contains the Learning Academy; free online training as well as resources for Anti-Bullying Week Campaigns: [respectme | Scotland's anti-bullying service](#)

Other online resources

- Young Scot: support for young people [Information – Young Scot](#)
- LGBT Inclusive Education Resources and Staff Training: [LGBT Inclusive Education | National Platform](#)
- Youth Violence: No Knives, Better Lives: Supporting young people to make better choices [Home - No Knives Better Lives](#)
- Mentors in Violence Prevention: [Mentors in Violence Prevention in Scottish Schools](#)
- I am Me Scotland: resources and training on a range of issues including tackling prejudice against disability [I Am Me Scotland - Disability, Hate Crime, Disability, Charity](#)
- Action on Prejudice: Tackling discrimination, hate crime and prejudice
- [Resource Library - Action on Prejudice](#)
- Tools, resources and workshops for practitioners in early years and schools to promote an anti-racist approach. [antiracisted.scot](#)
- Information on supporting gypsy traveller pupils: [STEP - Providing Flexible Learning for Travelling Communities](#)

Online Safety Resources:

- Keeping children safe from online sexual abuse: [CEOP Safety Centre](#)
- Keeping devices and platforms secure: [Cyber Resilience and Internet Safety – DigiLearn](#)
- How to report harmful online content: [Report Harmful Content - We Help You Remove Content](#)
- Childline has a tool where children can get images and videos of themselves removed: [Report Remove | Childline](#)

Resources for Parents

- A number of organisations can provide support for parents if they wish to discuss bullying:
- Children First: Protecting Scotland's Children:
[Child Problems at School - Help for Parents & Carers | Children First](#)
- Parentclub: [Bullying at school | Parent Club](#)
- Connect: National charity to support Parental involvement in schools [Home: Connect](#)
- Enquire: Scottish Advice Service for Additional Support For Learning: [Enquire - The Scottish advice service for additional support for learning](#)
- Support for parents whose child has experienced racism at school: [Advocacy for Race Equality in Schools Scotland](#).