



Report on the National Anti-Bullying Conference for Secondary School Pupils 2001

West Park Conference Centre, Dundee

"You have a voice... use it."

Cameron Wyatt, S6, Bannerman High School Glasgow

"I want your views."

Jack McConnell MSP, Minister for Education, Europe and External Affairs

"Bullying... is best addressed by working together."

Anne Wilson, Director of Education, Dundee City Council

Contents

	Page
Editorial - Andrew Mellor, ABN Manager	2
Recommendations from Delegates	
• to the Scottish Executive	3
• to Local Authorities	3
• to Head Teachers	3
• to Pupils and Pupil Councils	4
• to Parents and Parent Bodies	4
Strengths and Weaknesses of Current Policies	5
Examples of Good Practice	6
Pupils Quiz Jack McConnell MSP	9
Cameron Wyatt, S6, Bannerman High School	12
Appendix 1 - About the Conference	13
Appendix 2 - List of Delegates	14
Appendix 3 - Case Study	17

Editorial

The young people at this conference praised some aspects of the way that schools deal with bullying and criticised others. This report begins with a list of recommendations from delegates which I hope will be carefully considered by policy makers and others. When young people are asked to comment on policies and practices it is vital that these opinions are listened to and acknowledged, even if they contain some messages that are critical of adult behaviour.

I would urge local authorities and schools to encourage class groups, pupil councils and other youth forums to discuss the way that bullying is tackled in schools and to send their views to the Anti-Bullying Network. Young people throughout Scotland should have the opportunity to have their views heard. We will pass comments on to the Scottish Executive and other relevant bodies.

The examples of good practice from Scottish schools which were discussed at the conference demonstrated that significant progress has been made towards tackling bullying. However, the weaknesses listed by delegates showed that much remains to be done. The need to acknowledge and tackle failings was emphasised by Jack McConnell. He also praised those young people and adults who are working in partnership to find solutions.

However, the most important voices at this conference were those of the young delegates. Cameron Wyatt, a senior pupil from Bannerman High School Glasgow, in a moving speech asked delegates to remember that, "the victims of bullying are often too scared to come forward. Their confidence has been sapped. Their ability to speak out removed. You still have a voice. And hopefully today will remind you to use it."

A short illustrated report on the conference will be distributed to all schools in Scotland. Copies are available from the Anti-Bullying Network and can be downloaded from our website (www.antibullying.net).

A case study (see Appendix 3) of an imaginary Scottish school was intended to trigger discussion about the way that the response to bullying could be improved. Schools and local authorities are welcome to reproduce and use this case study. Please mention the Anti-Bullying Network.

Andrew Mellor, Network Manager

Recommendations

The following list of recommendations, strengths and weaknesses came from workgroups consisting of both young people and adults. Adult volunteers noted down comments and, for the sake of brevity, their reports have been collated and paraphrased. In many cases the workgroups came up with very similar comments or recommendations. A full, unedited list of comments is available.

Some of the recommendations were suggested by young people and some by adults, but all were discussed by mixed groups before being noted down. We hope that they will trigger further discussion amongst policy makers and amongst young people and adults in schools.

Delegates made the following recommendations:

To the Scottish Executive:

- ❑ Guidelines on anti-bullying should be set nationally by Scottish Executive.
- ❑ Buddying, or some other type of peer support, should be made compulsory.
- ❑ New teachers should be more effectively educated about anti-bullying strategies.
- ❑ We need to have some more consideration of, and publicity about, teacher/pupil bullying. i.e. teachers bullying pupils and pupils bullying teachers.
- ❑ There should be better publicity about bullying. Famous people who have been bullied could be invited to speak out.
- ❑ There needs to be research into why people bully so that we can address these issues at an early stage.
- ❑ More money should be provided to fund trained counsellors in schools.
- ❑ Attendance at regular Anti-Bullying in-service training sessions should be compulsory for all teachers.

To local Authorities:

- ❑ Ongoing support and training on tackling bullying should be provided for teachers.
- ❑ Frequent updating of local authorities' anti-bullying policies is needed. This also applies to individual school policies.
- ❑ PSE needs to be taken seriously by schools and authorities. Issues related to bullying should be covered at all stages of the curriculum.
- ❑ Local Authorities should ensure consistency of anti-bullying approaches between schools.
- ❑ Authorities should collect statistics to measure progress in dealing with bullying.
- ❑ Psychologists and support services should be more readily available to schools to help them deal with difficult cases of bullying.

To Head Teachers:

- ❑ There should be better support and training for pupils who are acting as buddies.
- ❑ Support needs to be in place for victims.
- ❑ Schools should have more discussions with parents about tackling bullying e.g. Parents should be told about any anxieties as soon as possible.
- ❑ Schools should be expected to review and regularly update anti-bullying policies and practices - at least at two-year intervals.
- ❑ Head teachers should be careful to involve all staff within a school in implementing policy.
- ❑ Schools should be more willing to address racial issues - including Scottish pupils bullying English pupils.

To Pupils and Pupil Councils:

- ❑ Pupil councils can help to change attitudes at school by organising an anti-bullying week.
- ❑ Pupil councils should discuss and respond to bullying issues on a regular basis.
- ❑ New types of buddy schemes should be tried, including more younger buddies and buddies from within the same year group.
- ❑ Senior pupils (and teachers) should give up time to patrol corridors. They should earn respect by showing a presence.

To Parents and Parent Bodies

- ❑ Parents should help to write anti-bullying policies.
- ❑ All staff, children and parents could sign a behaviour contract.

Strengths

The following were considered to be the strengths of anti-bullying policies in some Scottish secondary schools:

- ❑ In some schools there is more openness about bullying and more knowledge about how it can be tackled. People talk about it more.
- ❑ Those teachers who listen and remember, and those teachers who are involved in extra-curricular activities, promote relationships of trust with pupils.
- ❑ Guidance interviews are helpful (when they are not just focused on taking notes as quickly as possible.)
- ❑ Pupil involvement in buddy systems, peer tutoring, paired learning and similar schemes helps relationships between older and younger pupils and can build up self-esteem.
- ❑ Pupil councils can really help if they are well organised.

Weaknesses

The following were considered to be the weaknesses of anti-bullying policies in some Scottish secondary schools:

- ❑ Many anti-bullying policies were formulated 5 or more years ago and are out of date. Some policies are weak, not publicised and not discussed. Some policies are good on paper but are not upheld. Others are applied inconsistently. There is often no regular monitoring and evaluation of policies.
- ❑ Pupil councils are often tied up with trivia and have no time to talk about bullying. There is often no clear remit for Pupil Councils.
- ❑ A lack of confidentiality means that pupils are often unwilling to speak out.
- ❑ There are often no effective consequences for bullies - they are seen to get away with it.
- ❑ Most schools tend to concentrate anti-bullying policies on supporting 1st year pupils. What happens to 2nd, 3rd, 4th year pupils?
- ❑ Teachers do not have the time needed to deal with bullying sensitively. Some teachers are bullies themselves or make bullying worse by drawing attention to a victim.
- ❑ Some S5 - S6 peer supporters have been coerced into becoming involved. They are reluctant and this is damaging to the scheme. Others, who have volunteered have not been given the respect they deserve by other pupils and by staff.
- ❑ There is a lack of training for pupils, staff and parents.

Examples of good practice

Workshops allowed pupils and teachers from a number of schools to discuss successful approaches to dealing with bullying. Volunteers recorded some of the points and views discussed during the workshops.

Tackling Bullying by Focussing on Solutions - Hermitage Academy

S6 FAB (Friends Against Bullying) befrienders talked about their role in the school's anti-bullying policy. S1 and S3 pupils talked about their involvement in the FAB scheme.

Points and views

- *Bullying in the school has halved since introduction of FAB 6 years ago.*
- *A counselling approach is needed.*
- *Teachers must be supporting and approachable.*
- *Delegates were not in favour of withdrawing bullies from school or putting them in sin bins.*
- *Staff may be bullied by groups of pupils.*
- *Must build up over time a feeling that the majority of pupils will report bullying of staff or pupils.*

Reporter - Donald MacArthur

A Befriending Service on the Intranet - Kirkcudbright Academy

"Kirkcudbright Academy tried a quiet room where first years could go and talk to a sixth year if they had any problems or were being bullied, but people just started to go to have a laugh. Some of them even bullied the people who went to get help! So the quiet room had to stop and we tried a new befriending scheme using the school's intranet". (Written by James Hannigan S2)

Points and views

- *Intranet befriending is a new system whereby pupils can e-mail S6 befrienders, who have been trained to respond. This has been set up as the result of a quiet room scheme for S1 pupils failing because it was only manned by S6 pupils rather than by staff.*
- *The email system will offer confidentiality and allow appointments to be set up as well as response by email.*
- *During lunchtime two S6 pupils will be available to respond to e-mails and to set up appointments.*
- *Support/back-up for befrienders is vital.*
- *How do we deal with complaints against teachers?*
- *Befriending on the Intranet could allow total confidentiality or one-to-one counselling - which ever suits the 'victim'.*

Reporter

- Andrene Glen

Training Peer Supporters - Carrick Academy

For the past 6 years S5/6 volunteers have been trained in interpersonal skills as part of the school's peer helper scheme. Pupils have been involved in evaluating and modifying the scheme.

Points and views

Points which have contributed to the success of Carrick's Peer Helper scheme:

- *The training was informal and out of school.*
- *Relaxed, informal environment provided for activities.*
- *Every S1 pupil has a peer helper.*
- *Contribution from outside school has been helpful.*

Points from discussion:

- *The scheme should have a defined timescale so as not to overcommit pupils.*
- *One-to-one time very important.*
- *Introduction of mediation skills a good idea.*
- *Pupils need to take ownership of scheme and be involved in training.*
- *Meetings with younger pupils need to be frequent.*
- *Support systems for helpers must be in place.*
- *All staff need to be made aware of peer helper system.*

Reporter - Jane Woodland

Pupils Take the Lead in Dealing with Bullying - Balerno High School

"Balerno High School has a long-standing peer support scheme which is run and managed by senior pupils. Staff offer support but allow the young people to take the lead in implementing and evaluating the scheme".

Points and views

- *Head Boy and Head Girl in charge of Anti-Bullying squad*
- *Squad visit PSE classes from S1-S3*
- *Role plays are devised by the Anti-Bullying squad and performed during PSE lessons*
- *This year a drop in centre has been initiated*
- *There was also a Summer Holiday Project for incoming S1 pupils*
- *The Anti-Bullying squad see a need for closer links with the guidance system within the school and more training for members of the Anti-Bullying squad*
- *Excellent presentation from pupils - Well Done!*

Reporter - Hazel Lusby

ChildLine Peer Counselling - ChildLine Scotland

"ChildLine has a special project involving volunteer 16-19 year old counsellors. We also have exercises aimed at changing young people's attitudes to bullying and finding out what they feel about how this issue should be dealt with in schools."

Points and views

- *12,000 to 14,000 children phone ChildLine each day.*
- *80% of these calls are from children who are being bullied.*
- *Need more trained counsellors.*

Reporter - Julie Sparshatt

Pupil Councils and Pupil Counselling - Aberdeen Grammar School

The workshop was cancelled because of snow but would have included, "an overview of the role of pupil councils and of the peer counselling scheme offered by S6 pupils to S1 & 2, including training and critical evaluation".

Buddies Against Bullying - Trinity Academy

The workshop was cancelled because of snow but would have included, "a history of the school's Buddy system, its original aims, how it has developed and what plans there are for the future".

Pupils quiz Jack McConnell MSP, Minister for Education, Europe and External Affairs

The following questions were chosen by the young members of the Conference Committee from amongst the many submitted by delegates. Delegates whose questions were not chosen had the opportunity to ask a question during the open session which followed the Minister's answers to the written questions.

1. Solving the problem of bullying takes resources e.g. money, people, time. How would you propose to fund these?

Neil Paterson, 16, Buckie Community High School

2. Do you think that there is a specific role that senior pupils can take on board to help create a positive atmosphere for junior students? If so, what?

Kerry Reid, 16, Buckie Community High School

3. Have you experienced bullying at school or anywhere else?

Paul Eason, 15, Kirkland High School and Community College, Leven

4. Do you think that the Anti-Bullying Network is the best way to tackle bullying in our schools?

Steven Robbins, 17, Trinity Academy, Edinburgh

5. Do you believe that it is the individual school's responsibility to establish an anti-bullying policy, or do you have plans to enforce government guidelines?

Mary Wright, S6, Hermitage Academy

6. What do you think is a suitable punishment for bullies?

Michelle Gilbert, 17, Trinity Academy, Edinburgh

7. We are aware of our council's definition of bullying, but when is this a discipline problem like assault and when is it bullying?

Claire Cargill, 13, Arbroath High School

8. Bullying occurs everywhere and anywhere in schools - particularly in the classroom. However, teachers tend to ignore this fact as they do not know how to deal with the situation. What are your solutions to this problem?

Mhairi Goodfellow, S3, Hermitage Academy

9. How does your idea of placing bullies in sin bins reform them?

James Cox, S1, Hermitage Academy

A number of the questioners took the opportunity to ask Mr McConnell supplementary questions, and one or two of the adult delegates also asked questions. The Minister's answer to Paul Eason's question - "Have you experienced bullying at school or anywhere else?" - attracted much press coverage. Mr McConnell said he had not been bullied at school but he was aware of others who had. He said: "The fact that none of us seemed to do very much about it when it was happening to them (other pupils) is something to be very much ashamed of. I don't mind admitting that now, 23 years on, and I hope that this generation of senior school pupils is a bit more responsible than mine was."

Mr McConnell made the following points in response to questions:

- All Scottish local authorities should avoid complacency about the problem.
- In dealing with bullying victims should be put first but perpetrators may need counselling as well as punishment.
- Experience has shown that punishment alone leaves the bully free to continue with his or her behaviour. Bullies should be encouraged to change for the sake of their schools and themselves.
- Peer support schemes are a welcome development.
- Can pupils do more to tackle bullying or are they being asked to do too much to the possible detriment of their studies?
- Throwing money at the problem is not necessarily the answer.
- Good ideas for tackling bullying should be shared between education authorities.
- The SEED will monitor the effectiveness of anti-bullying schemes to ensure that funding is best spent.

Before answering questions Jack McConnell made a short speech:

"I believe every school must be a safe school. Every child is entitled to go through their school years without their experiences being blighted by bullying. But these are complex issues. Solutions will be many and varied and they will not be found overnight. The Anti-Bullying Network is doing sterling work in supporting schools and authorities to share good practice. Today's conference is a good example. It also provides training and consultancy services to support schools and local authorities in developing anti-bullying strategies.

"I am pleased to announce that we will continue to offer financial support to ensure the continuation of the Childline Anti-Bullying Helpline. This is a free confidential telephone helpline for any child or young person concerned about bullying. It provides an excellent service to children in trouble. In addition to the calls received to ChildLine's core service a further 1595 children received support on ChildLine Scotland's Bullying line in the period April 1999 - March 2000. It is unlikely that these children would have received a service had it not been for this project line.

"Involving pupils can have an immediate impact on the problem and has long term benefits in building better citizens for the future. Senior pupils can have a key role to play in supporting the younger ones."

"Good discipline is essential to creating a focussed educational environment. A school with a positive ethos encourages achievement, celebrates success, has a high expectations of every child, has lower exclusion rates and fewer discipline problems."

"You will have a large part to play to ensure that the bullies don't get away with their poisonous behaviour. Don't let them wreck your. Don't let them wreck anyone else's. Let's all help each other to tackle this hard and head on."

"I can tell you what we are doing to try and combat this scourge but I also want your views. I want to hear about your experiences and ideas, about the solutions you have for dealing with bullying and poor discipline. Whether it is bullying in the classroom, bullying in the playground, bullying in the corridors, bullying on the way to or from school. We are on the right road, but there is still a long way to go, and your ideas can help."

Cameron Wyatt

The conference was closed by Cameron Wyatt, a senior pupil from Bannerman High School Glasgow, who gave this message to delegates:

"On behalf of the Anti-Bullying Network I first of all want to thank Dundee City Council for their support and for providing this facility. Thanks to the staff of the conference centre for feeding us and tidying up after us. Baldragon did a good job of waking us up at the start of the day and the drama team kept us entertained. Thanks to Anne Wilson, the Director of Education for Dundee, for starting the day by introducing the event. The debaters, both for and against, came up with many valid and interesting points as did those who questioned Jack McConnell, who kindly agreed to face this onslaught. I'm sure the Education Minister will find the bickering of Holyrood a walk in the park compared to today's grilling. I would also like to thank the organisations and individuals that organised the workshops. Thanks to the Anti-Bullying Network for all their work which made today possible. And finally I would like to thank the pupils and teachers who attended for their participation in today's events."

"Remember that this event is not just for you but for every pupil in every school. Today's proceedings can only make a difference if you share what you have learned here today. This applies to pupils as well. Don't simply rely on your teacher. You too can help others by applying what you have learned today to your school's situation. Bring these ideas to the attention of your head teacher, guidance staff or anyone who will listen. The victims of bullying are often too scared to come forward. Their confidence has been sapped. Their ability to speak out removed. You still have a voice. And hopefully today will remind you to use it."

Appendix 1

About the Conference

The conference was opened by Anne Wilson, Director of Education, Dundee City Council, which generously providing the venue for this national conference. She said that bullying is, "a seriously complex issue which is best addressed by working together."

The conference committee (see Appendix 1), which consisted mostly of young people, agreed that the conference would aim to highlight the key role of pupils in the development of anti-bullying strategies and also aim to:

- describe various models of pupil participation,
- identify and celebrate successes,
- discuss problems,
- allow young people to make representations about anti-bullying strategies to the Scottish Executive and to other bodies.

The Conference Committee

- David Bernard MSYP, Tynecastle High School
- Paul Cargill, Lawside Academy, Dundee
- Craig Cheyne, Bannerman High School
- Aimee McKimmie, Dundee City Wide Pupil Council
- Mark MacMillan, Dunblane High School
- Helen Onslow, Dunblane High School
- Stephanie MacGregor, Lawside Academy
- Cameron Wyatt, Bannerman High School, Glasgow,
- Sandy Clarke, Dundee City Council
- Andrew Mellor, Anti-Bullying Network
- Phillipa Prior, Anti-Bullying Network
- Kate Sneddon, University of Edinburgh

Delegates

Each local authority in Scotland was invited to nominate three secondary school pupils and one accompanying adult as delegates. In choosing their delegates local authorities were asked to try to ensure that:

- a spread of year groups from S1 to S6 was represented
- delegates had played some part in tackling bullying in their own schools, perhaps as members of a pupil council which had discussed the issue or through participation in a peer support scheme or an anti-bullying project.

All but one of the mainland authorities appointed delegates. Attendance was good despite a heavy fall of snow on the morning of the conference.

Expressive Arts Contributions

Two schools demonstrated the role that music and drama have to play in promoting a more positive ethos in schools:

- Baldragon High School, Dundee
- ☐ St Margaret Mary's R C Secondary School, Glasgow

List of Displays

- ChildLine Scotland
- The Anti-Bullying Network
- The Corner
- Youth Enquiry Service
- The Web Project (Dundee)
- The Young Woman's Project (Dundee)
- The Explore Project (Dundee)
- Health Promotion (Dundee)

The Debate

There was a debate of high quality on the motion "BULLYING WILL NEVER BE REDUCED WITHOUT MEANINGFUL PUPIL PARTICIPATION". David Bernhard, an MSYP from Edinburgh chaired the debate. The motion was proposed by David McLean and by Alix Thomson. It was opposed by James Peter Campbell and by Sarah Nisbet. The motion was overwhelmingly carried.

Appendix 2

List of Delegates

First Name	Last Name	Designation	Representing	School/Organisation
Stuart	Ackroyd	Pupil	Argyll & Bute Council	Hermitage Academy
Richard	Affleck	Pupil	North Ayrshire Council	Irvine Royal Academy
Jemma	Allen	Pupil	Aberdeenshire Council	Inverurie Academy
Stephanie	Anderson	Pupil	Highland Council	Inverness Royal Academy
Shaun	Anderson	Pupil	Dundee City Council	Craigie High School
Avive	Ashbridge	Pupil	Dumfries and Galloway Council	Kirkcudbright Academy
Terry	Ashton	Advisor	Aberdeen City Council	Summerhill Education Centre
Sandeep	Bal	Pupil	Dundee City Council	Craigie High School
Jenny	Bannerman	Pupil	Highland Council	Inverness Royal Academy
Fiona	Barr	PT Learning Support	East Dunbartonshire Council	Boclair Academy
Graham	Barr	Pupil	Midlothian Council	Dalkeith High School
Michelle	Baxter	Pupil	Midlothian Council	Dalkeith High School
David	Bernard	Pupil	City of Edinburgh Council	Tynecastle High School
Eve	Brindley	Pupil	Highland Council	Inverness Royal Academy
Alison	Butcher	Pupil	South Ayrshire Council	Carrick Academy
David	Cannon	Pupil	South Ayrshire Council	Carrick Academy
Jillian	Cannon	Pupil	Perth & Kinross Council	Breadalbane Academy
Claire	Cargill	Pupil	Angus Council	Arbroath High School
Paul	Cargill	Pupil	Dundee City Council	Lawside Academy
Emma	Carty	Pupil	Scotland	Scottish Youth Parliament
Claire	Chalmers	Pupil	Stirling Council	Dunblane High School
Sandy	Clarke	Senior Education Social Worker	Dundee City Council	Home School Support Dundee
Alison	Closs	Senior Lecturer	University of Edinburgh	ESSE Dept/Publications SSEN
Ashleigh	Cooper	Pupil	East Lothian Council	Dunbar New Community School
Laura	Coull	Pupil	Moray Council	Buckie High School
James	Cox	Pupil	Argyll & Bute Council	Hermitage Academy
Steven	Craig	Pupil	Clackmannanshire Council	Lornshill Academy
Heather	Cree	Pupil	Inverclyde Council	Wellington Academy
Graham	Derman	Pupil	East Dunbartonshire Council	Boclair Academy
Magnus	Deuling	Pupil	Stirling Council	Dunblane High School
Louise	Doohar	Pupil	Falkirk Council	St Mungo's High School
Michelle	Dougal	Pupil	Fife Council	Kirkland High School
Karen	Duncan	Teacher	Angus Council	Arbroath High School
Paul	Eason	Pupil	Fife Council	Kirkland High School
Emma	Fentiman	Pupil	City of Edinburgh Council	Trinity Academy
Archie	Ferguson	Education Adviser		North Lanarkshire Council
James	Flannigan	Pupil	Dumfries and Galloway Council	Kirkcudbright Academy
Stacey	Gardner	Pupil	South Ayrshire Council	Carrick Academy
Daljit	Garra	Pupil	East Renfrewshire Council	Woodfarm High School
Andrene	Glen	Head of Guidance	Perth & Kinross Council	Breadalbane Academy
Anne	Glenton	Principal Teacher of Guidance	North Ayrshire Council	Irvine Royal Academy
Michelle	Glibert	Pupil	City of Edinburgh Council	Trinity Academy
Mhairi	Goodfellow	Pupil	Argyll & Bute Council	Hermitage Academy
Lorna	Gray	Pupil	Dundee City Council	Harris Academy
David	Gunn	Pupil	Inverclyde Council	Wellington Academy
Sarah	Hamilton	Pupil	Glasgow City Council	Cleveden Secondary School
Robert	Harris		Dundee City Council	Dundee City Wide Pupil Council
Monica	Hazlett	Pupil	Aberdeen City Council	Aberdeen Grammar School
Glenn	Hogg	Head Boy	City of Edinburgh Council	Balerno High School
Alan	Hughes	Civil Servant		Scottish Executive
Sandra	Hunter	Teacher	Glasgow City Council	Cleveden Secondary School
Jennifer	Hyland	Pupil	North Lanarkshire Council	St Margaret's High School
David	Inglis	Pupil	Aberdeen City Council	Aberdeen Grammar School
Helen	Innes	Depute Head	Aberdeen City Council	Aberdeen Grammar School
Linda	Innes	Pupil	South Lanarkshire Council	John Ogilvy High School
Bryan	Jeffrey	Pupil	West Lothian Council	Inveralmond Community High School

Layne	Johnson	Pupil	Clackmannanshire Council	Lornhill Academy
Rebecca	Jones	Pupil	Aberdeen City Council	Aberdeen Grammar School
Graeme	Jordan	Pupil	Inverclyde Council	Wellington Academy
Anne	Keay	Teacher	Glasgow City Council	St Margaret and Mary's Secondary
Dannielle	Kennedy	Pupil	West Lothian Council	Inveralmond Community High School
Jonathan	Kerr	Pupil	North Lanarkshire Council	Dalziel High School
Adam	Kerr	Pupil	Renfrewshire Council	Paisley Grammar School
Zoe	Lloyd	Pupil	Dumfries and Galloway Council	Kirkcudbright Academy
Hazel	Lusby	Teacher	Dundee City Council	Craigie High School
Donald	MacArthur	Acting Assistant Rector	Highland Council	Inverness Royal Academy
June	MacArthur	AHT Pupil Support	Stirling Council	Dunblane High School
Pat	Macauley	Guidance Teacher	South Lanarkshire Council	John Ogilvy High School
Morag	MacDonald	Guidance Teacher	Argyll & Bute Council	Hermitage Academy
Victoria	MacDuff	Chairperson	Stirling Council	The Student Forum
Stacey	MacKay	Pupil	South Lanarkshire Council	John Ogilvy High School
Sheila	MacKenzie		Scotland	ChildLine Scotland
George	Mackie	Education Adviser	Glasgow City Council	Glasgow City Council
Christine	MacLean	Manager SSEN		Scottish Schools Ethos Network
Mark	MacMillan	Pupil	Stirling Council	Dunblane High School
Heather	MacPherson	Pupil	East Renfrewshire Council	Woodfarm High School
Stephen	MacShane	Pupil	South Lanarkshire Council	John Ogilvy High School
Nicola	Marshall	Pupil	Aberdeenshire Council	Inverurie Academy
Karen	Maybury	Pupil	West Lothian Council	Inveralmond Community High School
Colin	McAlpine	Pupil	North Lanarkshire Council	Bellshill Academy
Archie	McCallum	Pupil	Perth & Kinross Council	Breadalbane Academy
Margaret	McCann	Pupil	West Dunbartonshire Council	St Andrew's High School
Jack	McConnell	Minister for Education		Scottish Executive
Lyndsey	McCreath	Pupil	East Ayrshire Council	Doon Academy
Sarah	McGillivray	Pupil	City of Edinburgh Council	Balerno High School
Michelle	McGoldrick	Pupil	West Dunbartonshire Council	St Andrew's High School
Steven	McGovern		Dundee City Council	Dundee City Wide Pupil Council
Beth	McIntyre	Assistant Head Teacher	Fife Council	Kirkland High School
Aimee	McKimmie	Pupil	Dundee City Council	Grove Academy
Christopher	McLachlan	Pupil	East Renfrewshire Council	Woodfarm High School
Nan	McLay	APT Guidance	East Ayrshire Council	Doon Academy
Kelly	McLean	Pupil	East Ayrshire Council	Doon Academy
David	McLean	Pupil	Dundee City Council	Menzieshill High School
Kathleen	McMennamin	Teacher	Renfrewshire Council	Paisley Grammar School
Catrina	McQuade	Pupil	Glasgow City Council	Clevedon Secondary School
Alastair	McTaggart	Head Teacher	West Lothian Council	Inveralmond Community High School
Jim	McWilliams	Teacher	Falkirk Council	St Mungo's High School
Andrew	Mellor	Manager ABN	The Anti-Bullying Network	The Anti-Bullying Network
Scott	Millar	Teacher	City of Edinburgh Council	Trinity Academy
Julie	Miller	Pupil	East Dunbartonshire Council	Boclair Academy
Laura	Minnry	Pupil	Scotland	Scottish Youth Parliament
Adam	Morrison	Pupil	West Dunbartonshire Council	St Andrew's High School
Pamela	Munn	Professor	The Anti-Bullying Network	The Anti-Bullying Network
Gillian	Murphy	Pupil	Falkirk Council	St Mungo's High School
Sarah	Nisbet	Pupil	Argyll & Bute Council	Hermitage Academy
Sharon	O'Rourke	Teacher	Dumfries and Galloway Council	Kirkcudbright Academy
Helen	Onslow	Pupil	Stirling Council	Dunblane High School
Graham	Orr	Pupil	Renfrewshire Council	Paisley Grammar School
Oliver	Palmer	Pupil	Angus Council	Arbroath High School
Neil	Paterson	Pupil	Moray Council	Buckie High School
Monica	Paul	Pupil	Glasgow City Council	Clevedon Secondary School
James	Peters-Campbell	Pupil	Highland Council	Inverness Royal Academy
Gary	Pinnons	Integration Manager	Midlothian Council	Midlothian Council
Phillipa	Prior	Senior Secretary	The Anti-Bullying Network	The Anti-Bullying Network
Michele	Ramanathan	Pupil	Scotland	ChildLine Scotland
Sarajane	Reid	Pupil	North Ayrshire Council	Irvine Royal Academy
Kerry	Reid	Pupil	Moray Council	Buckie High School
Sandra	Rigg	Teacher	East Renfrewshire Council	Woodfarm High School
Steven	Robbins	Pupil	City of Edinburgh Council	Trinity Academy
Laura	Robertson	Pupil	Inverclyde Council	Wellington Academy
Aimee	Scothern	Pupil	Angus Council	Arbroath High School
Julie	Scott	Pupil	Falkirk Council	St Mungo's High School

Heather	Semple	Pupil	Renfrewshire Council	Paisley Grammar School
Janet	Smith	Children & Families Support	East Lothian Council	Dunbar New Community School
Nicola	Smith	Pupil	Stirling Council	Dunblane High School
Julie	Sparshatt	Parent	Aberdeenshire Council	Inverurie Academy
Gayle	Stevens	Pupil	Dundee City Council	Craigie High School
Leanne	Stewart	Anti-Bullying Co-ordinator	East Lothian Council	East Lothian Council
Nicola	Stewart	Pupil	East Ayrshire Council	Doon Academy
Gordon	Stirling	Pupil	North Ayrshire Council	Irvine Royal Academy
Shona	Sutherland	Teacher of Support for Learning	Moray Council	Buckie High School
Kirsty	Sweeney	Pupil	East Lothian Council	Dunbar New Community School
Maggie	Thain	Pupil	Perth & Kinross Council	Breadalbane Academy
Pamela	Thompson	Pupil	Renfrewshire Council	Paisley Grammar School
Alix	Thomson	Pupil	Fife Council	Kirkland High School
Sandra	Tweddle	Principal Teacher of Guidance	Inverclyde Council	Wellington Academy
Michael	Vassie	Assistant Head Teacher	West Dunbartonshire Council	St Andrew's High School
Anne-Marie	Wales	Pupil	Dundee City Council	Baldrigon Academy
Peter	Waugh	Pupil	East Dunbartonshire Council	Boclair Academy
Steven	Williams	Pupil	Aberdeenshire Council	Inverurie Academy
Claire	Wilson	Pupil	Clackmannanshire Council	Lornshill Academy
Anne	Wilson	Director of Education	Dundee City Council	Dundee City Council
Moira	Wilson	Civil Servant		Scottish Executive
Anna	Wilson-Storey	Pupil	Midlothian Council	Dalkeith High School
Helene	Witcher	Educational Development	Clackmannanshire Council	Clackmannanshire Council
Jane	Woodland	Teacher	South Ayrshire Council	Carrick Academy
Mary	Wright	Pupil	Argyll & Bute Council	Hermitage Academy
Cameron	Wyatt	Pupil	Glasgow City Council	Bannerman High School

Appendix 3

CASE STUDY: ANTI-BULLYING AT ANYTOWN ACADEMY

Anytown Academy has an anti-bullying policy which was written about five years ago by a committee of ten people consisting of the Depute Head, the Head Boy and Head Girl and the school's guidance teachers. Only four of the committee are still at the school. There is a buddy scheme designed to support new pupils and there are three lessons about bullying within the S1 PSE programme.

There is a pupil council which spends most of its time discussing the toilets, ("boggin" - Jim Brown S1), school dinners ("the salad is mingin" - Eilidh Harris, S3), uniform ("I'd wear it if it wasn't that yucky maroon colour" - Jane McIntosh, S4) and discos ("We would come if there was a decent band" - Kuldip Singh, S5). Bullying has never been on the agenda.

Anytown is said to be a happy school. It has a good reputation. Its pupils are very successful in Standard Grade and Higher exams. Most of the pupils enjoy being there, but a few are picked on constantly. Everyone knows about it and the guidance teachers try to help. The Depute, Mr Spencer, deals with any serious or violent incidents, although these are very rare. Pupils call him Mr Suspension - but only behind his back.

There are copies of anti-bullying materials in the school library and the guidance base. There is a paragraph about bullying in the school handbook which is given to every pupil at the start of each school year:-

All pupils at Anytown Academy are entitled to be educated in an atmosphere that is free from fear. A pupil will not achieve his or her full potential if he or she is worried about being attacked, physically or verbally, by other pupils.

- *No one at the school should ever try to hurt anyone else by any form of bullying, including hitting, kicking or verbal abuse.*
- *Anyone who is being bullied, or who knows of someone else who is being bullied, has a duty to tell a teacher about this.*
- *Teachers will treat all reports of bullying seriously.*

The Local Authority held an anti-bullying workshop about two years ago which was attended by an assistant head teacher and a guidance teacher from Anytown Academy. They were given copies of the local authority policy on bullying which required all schools to develop their own policies and to consult all members of staff, parents and pupils about the contents of that policy.

John Fairbairn (S2) isn't in school today. He is in hospital. His mother found him in bed at 8 o'clock last evening. Luckily she spotted the empty pill bottle and called an ambulance at once. He is going to be OK but he says he is never going back to Anytown Academy.

Workgroup task:

- Read and discuss the case study about anti-bullying at Anytown Academy. It is intended to help you start thinking about how bullying is tackled in your schools. Are there any similarities with your schools?
- A conference newsletter will be printed and sent to the Scottish Executive, MSPs, Local Authorities and other organisations such as the Scottish Youth Parliament. Your group should prepare a report for the newsletter.
- In preparing your report you should consider the way that schools tackle bullying at present and list strengths and weaknesses. i.e. what is good and what is bad about anti-bullying policies in Scottish secondary schools.
- You should also make a list of recommendations to be put to the people who will read the newsletter. These could be general recommendations, or specific ones to the Scottish Executive, Local Authorities, Head Teachers, young people etc.