



**respectme**  
Scotland's Anti-Bullying Service

# **Self-assessment toolkit for anti-bullying policy and practice**

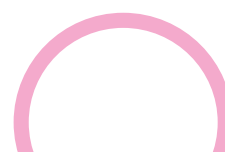
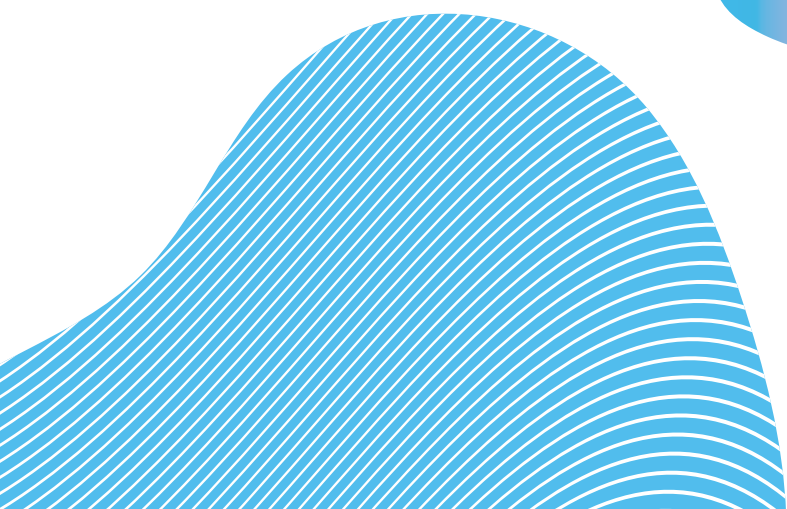
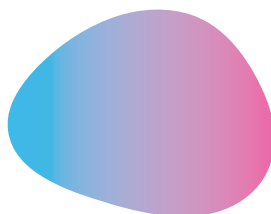
Policy through to practice –  
Getting it right

Have your anti-bullying results recognised  
and receive a *respectme* reward.

Made for schools and children and  
young people's services.

# Contents

Welcome!.....	1
Writing your policy .....	1
Before you start .....	2
Stage 1 – Application Process.....	4
Stage 2 – Evidence-Based Practice Portfolio .....	6
Stage 3 – Self-Assessment of Impacts and Outcomes .....	8
Stage 4 – Reviewing Results .....	10
Stage 5 – Validation, Recognition and respectme reward .....	12
Stage 1: Application Cover Letter and demographic profile.....	13
Appendix 1: Questionnaires.....	15
Appendix 1: Guidance Notes .....	18



# Welcome!

If you are reading this, it is likely that you are considering applying for a **respectme reward** to showcase and celebrate anti-bullying work in your school or setting – fantastic news! This toolkit will help you reach that goal.

The **respectme reward** recognises that serious thought and everyday effort in your school or setting can be seen in the relationship between your policy and practice, and that this is experienced consistently by stakeholders. We want to acknowledge, through this accolade, the energy that a whole-school approach to anti-bullying can generate, and the real difference it can make!

A robust anti-bullying policy matched by consistent, predictable practice will help to create safe environments where bullying cannot thrive. Bullying is a violation of Children’s Rights as set out in UN Convention on the Rights of the Child.

Gaining a **respectme reward** will:

- o Demonstrate that your anti-bullying work has substance and can withstand rigorous scrutiny.
- o Show that children and young people in your care are having their rights upheld and respected and that they feel safe.
- o Prove that your interventions are making a difference.

Commitment to, and completion of, this toolkit is a significant investment of your time, effort and resource and we will support you in every way we can throughout the 5-stage process.

To apply for a **respectme reward** you must evidence that you have a current local policy, written within the last 3 years, which reflects your local authority guidance if appropriate, and/or the principles set out in [Respect for All](#), the Scottish Government’s national approach to anti-bullying

## Writing your policy

Writing an anti-bullying policy can feel like a daunting task, so we developed our [Policy through to Practice](#) guidance to help schools and children and young people’s settings work through the process more easily, whether that is developing your first policy or refreshing a new one.

### Things to remember:

- o Your policy must be in line with your day-to-day practice to ensure that fairness, respect, equality, and inclusion are the touchstones.
- o Your policy should reflect the principles of ‘Getting it right for every child (GIRFEC)’ and the Curriculum for Excellence.
- o Keeping the wellbeing of children and young people at the heart of anti-bullying work will help them feel safe and secure.

# Before you start

Before you begin this self-assessment process we recommend that you take advantage of the range of training opportunities available at [respectme.org.uk](https://respectme.org.uk).

These virtual teach-ins will introduce you to Scotland’s national approach to anti-bullying, the core messages to embed in your work, and how you can best prevent, reduce, and respond to bullying when it happens.

The training will build your confidence and knowledge of anti-bullying practice and equip you for the policy journey ahead.

## To achieve a **respectme** reward

To achieve a **respectme reward**, you must evidence your anti-bullying work and show how the approaches you use are actually working in practice. Further guidance notes are in **Appendix 3**.

The guiding principles for self-assessment are that it will:

- o Focus on the outcomes that local anti-bullying work has had for children and young people.
- o Support the implementation of local, regional, and national policy and guidance.
- o Place local ownership, ambition, and implementation at the heart of the process.
- o Build on, showcase, and celebrate existing good practice.
- o Identify strengths and areas of opportunity for future improvement and successful change.
- o Be brave and bold in encouragement, support and challenge.

## Notes

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## The 'Plan, Do, Study, Act' improvement methodology can be applied to this process:



To achieve your **respectme reward**, you must complete these five stages:

**Stage 1** – Application Process

**Stage 2** – Evidence-Based Practice Portfolio

**Stage 3** – Self-Assessment of Impact and Outcomes

**Stage 4** – Reviewing Results

**Stage 5** – Validation, Recognition and **respectme reward**

Each of these stages includes a series of actions to complete. This toolkit will guide you through the process and provide a record of your learning and reflections. Your work will also serve as evidence for Her Majesty's Inspectorate of Education, Care Inspectorate, and other relevant governing bodies.

**Now, on to Stage 1...**

# 1

## Stage 1 – Application Process

### Application form can be found at Appendix 1

The ideal way to take your application forward is by promoting participation and inclusion across the whole school/setting – make it a team effort!

#### respectme expects you to:

- o Assign responsibility to an **adult** who will lead the process, be the point of contact for respectme, and ensure that staff/volunteers, parents/carers, and children and young people's voices are evident throughout the application.
- o Present evidence from as diverse a group of participants as possible to show that the themes of fairness, equality, inclusion, and respect are embedded in your anti-bullying work. Please provide a short statement on the demographic profile of your school or setting.
- o Plan for the process to take on average 10–12 weeks, however schools and settings can determine the pace for themselves. Agree that if your application for a **respectme reward** is successful you are consenting to openly celebrate your successes and widely share any examples of excellent practice.

#### respectme will:

- o Offer you a chance to chat through the process informally before you apply.
- o Acknowledge receipt of your application.
- o Provide links to pre-set survey questionnaires for you to send out and keep live for a maximum of 3 weeks.
- o Provide you with the returned survey data to enable you to: analyse it locally, consider what your stakeholders have said, understand your areas of strength, and identify your opportunities for improvement.
- o Support you throughout the process and help share your work at the end!



# 2

## Stage 2 – Evidence-Based Practice Portfolio

The **'respectme reward'** seeks to acknowledge your commitment to improvement and capture any good practice in relation to:

- o What you do to **prevent** bullying in your setting.
- o How you **respond** to incidents and manage them through.
- o What helps you to ensure that policy and practice is wholly **inclusive**.

It is important to maintain the profile of any anti-bullying work undertaken and reinforce this ethos in everyday workings and relationships. Some schools and settings do this through initiatives designed to prevent and/or respond to bullying, for example:

Visibly display ground rules or a pledge	Assemblies
Role-play and drama	Odd Sock Day
Emotional check-ins	Discussions
Art, music, dance	Meet-up groups
Anti-bullying Week and other initiatives	Anti-bullying ambassadors
Literature	Peer mediation/mentoring
Visual reminders e.g. posters and badges	Drop-in rooms/Friendship benches
Workshops	Increased supervision in 'hotspot' areas

**What do you do in your setting? Any of these, or other innovative things?**

**Tell us your story:** Remember to focus on **Prevention, Response, and Inclusion**.

**Explain to us:** What do you believe helps to **prevent** bullying? What do you do in your setting? Do you have activities/ initiatives which you think are unique to your setting? You can attach photographs of your work or include anonymous statements to support your submission.

**Talk us through:** What do you think is helpful in **responding** to people involved in bullying? What do you do in your setting? Do you have activities/ initiatives which you think are unique to your setting? What happens when a bullying incident is noticed or reported in your setting? How are incidents managed, communicated and resolved? What happens if the incident is related to prejudice? How do you know if stakeholders are satisfied with your response? What do you do if they are unhappy with the resolution?

**Describe to us:** How do you **include** your whole setting in anti-bullying work? How do you ensure people are not left out or left behind? In what ways do you celebrate and support all of the wonderful, diverse uniqueness found in the mix of young people you work with?

**Complete the [Stage 2](#) template included in your joining pack to submit your response.**



# Storyboard

Complete the [Storyboard](#) template included in your joining pack to submit your response

Itemise and number all of the supporting evidence/attachments you are submitting in your portfolio. Use as many extra pages as you need.

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## Stage 2 Checklist

- Have you included initiatives which you think are unique to your setting? .....
- Have you involved staff/volunteers, pupils/young people, and parents/carers in completing your storyboard? Will we see and/or hear youth voice? .....
- Have you detailed how incidents are managed? .....
- Can you show how you are promoting and role modelling positive relationships and positive behaviour? .....
- Have you listed the range of strategies and activities that are used to prevent and respond to bullying? .....
- Have you provided evidence of the activities you have outlined? .....

# 3

## Stage 3 – Self-Assessment of Impacts and Outcomes

When completing **Stage 2**, you may have been surprised by all the things you are actively involved in that prevent/respond to bullying, and which help ensure everyone is included.

**Stage 3** is about demonstrating how well you know and understand the collective impact of your activities. Activities are more than just fun – they create impact and can influence outcomes for children and young people.

### A simple example:

An anti-bullying workshop (**activity**) => encouraged a young person to disclose bullying (**impact**) => the young person receives help and feels happier and safer (**outcome**)

### Think about:

- o What positive outcomes for children and young people would you *directly* relate to your anti-bullying work?
- o What has generated positive changes/improvement for children and young people as a result of policy-led practice?
- o How do you ensure that your policy and practice is wholly inclusive?
- o What *additional* measures do you take to support people with protected characteristics?
- o Are you able to *measure* the impact of your anti-bullying work? How do you do this?
- o What does your data entered on SEEMIS tell you? Is it proportionate to your school roll?
- o What do you regard as *non-numeric* success indicators?
- o What role do staff, children and young people, and their families have in influencing change?
- o What makes your approach to the managing of bullying incidents effective? What have you seen or heard that tells you this?
- o What safeguards are in place to keep children and young people safe from *online* bullying?

Complete the **Stage 3** template included in your joining pack to submit your response.





# 4

## Stage 4 – Reviewing Results

**Stage 4** – nearly there!

Now that you have gathered the evidence of what you do in practice, and you understand more about the *impact* it can have on *outcomes*, it is time to review the questionnaire results together with any other feedback you have gathered locally from focus groups, parent and pupil councils, and youth leaders, etc.

Staff/volunteers, parents and carers, and children and young people, have given you fresh information which will help you understand their thoughts on how bullying is approached, where your *strengths* lie, and where the opportunities for *improvement* are.

### respectme can help you to analyse your results and record:

#### Key messages from staff/volunteers:

- o What stands out?
- o What was most pleasing?
- o Is there a commonality, or divergence, in responses?
- o How can you best use this data to continue to improve your approach?
- o Did anything surprise you?
- o When and how will you communicate results?

#### Key messages from children and young people:

- o What area(s) of feedback felt most important to you?
- o Did anything surprise you?
- o What was most pleasing?
- o How can you communicate results to respondents in a way they can readily understand?
- o What can you do to facilitate participation/co-production/collaboration and help children and young people develop solutions and generate ideas for change?
- o Think about this in the context of your **Stage 2** evidence gathering – what structures/activities are already popular and useful?

#### Key messages from parents and carers

- o What do the responses show about their views?
- o How can you use this learning?
- o What challenges and opportunities are evident from the feedback?
- o When will you share findings and invite further engagement to strengthen the role of parents as partners?

*In schools, parents and carers have a right to be included and consulted in policy development with the principles of involvement set out in the Scottish Schools (Parental Involvement) Act 2006.*

#### What does other locally – derived data help you understand?

- o Think about your operating context – what is your local community like? Is it diverse?
- o Who are informal ‘leaders’ and how can you harness their energy as supporters?
- o Are you reaching all your stakeholders?
- o Where are your assets?
- o Who are your champions?

*In what ways does the above intelligence fit with your current policy? Does it resonate, or not, with the policy’s vision, aims, and values? What do you need to reconsider or change to reflect this new information you have?*

# Stage 4 Checklist and Next Steps

- Have you communicated the questionnaire findings to stakeholders? .....
- Have you invited further engagement? .....
- Do you have a communication plan in place? .....
- Have you mapped your strengths and opportunities, developed an action plan, and shared it with respectme? .....
- Have you involved children and young people? .....
- Have you included parent/carers involvement? .....
- Have you included staff/volunteer briefings?.....
- Have you collaborated with respectme on the survey findings?.....

### Notes

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# 5

## Stage 5 – Validation, Recognition and respectme reward

**Stage 5** – you made it!

At the end of **Stage 4**, respectme will prepare a short feedback report for you which you can choose to share with your stakeholders for transparency. The report will be formatted with an introduction, constructive feedback, suggested next steps, and confirmation of your validation certificate!

**Note:** Any concerns which respectme may have had in Stages 2–4 would have been notified to you at that time to allow scope, and possibly a pause, for improvement.

### **respectme reward recipients will:**

- o Have a **respectme reward** presented to the school or service as a physical, framed certificate with a 3-year validity.\*
- o Continue to receive support and genuine interest from respectme as improvement/action plans are worked through.
- o Present their evidence-based practice portfolio to HMIE, and other governing bodies, when inspected.
- o Benefit from access to downloadable virtual rewards and posters to recognise individual efforts, e.g. ‘kindest pupil’, ‘strongest supporter’ for use at assemblies/ceremonies.
- o Have the option to purchase respectme button badges for the school/setting.
- o Have the choice to add a **respectme reward** logo to their letterheads, website, and other communications platforms.
- o Have their success shared on the respectme website and promoted through respectme newsletters and social media channels.

\*respectme expects recipients to appoint pupil-led assessors/youth-led reviewers/young leaders of learning to keep progress under annual review for each of the two years following reward receipt. respectme will follow this up with an annual check-in.



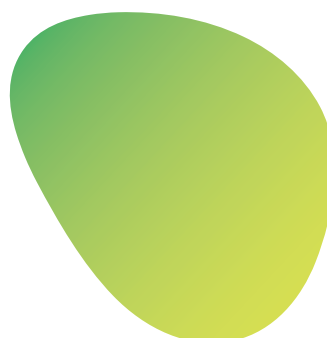
# Stage 1: Application Cover Letter and demographic profile

**ESSENTIAL CRITERIA:** Success is reliant on a participative process. Before applying please consider how you will be able to involve the whole school or setting community in your submission.

## We would like to apply for a respectme reward...

School name and address	
Telephone	
Email address	
Name of lead adult	
Parent and carer input lead	
Participation of children and young people will be evidenced	

**CONSENT:** In applying for a respectme reward you are consenting to all submitted content, images, text and visuals being available for re-use by respectme to promote and share images of your practice on their website and social media channels.



## Demographic Profile:

<p>Please provide broad general information on the local context, ie geography and community served. Reference any particular characteristics of relevance in relation to national identity, ethnic origin, religion, sexual orientation or disability which you are aware of being present in your school or service.</p>	
<p>Please provide information on the size of the school roll or membership numbers in group together with staff/ volunteer numbers</p>	
<p>Please provide an indication of the number of children receiving free school meals</p>	
<p>Please provide an indication of the proportion of children and young people with additional support needs or known disabilities</p>	
<p>Please indicate whether you have a LGBT group or Gay/Straight alliance and/or any other specific interest groups whether related to Protected Characteristics or not.</p>	

Please return your completed application form, **along with a copy of your current Anti-Bullying Policy** to: [enquire@respectme.org.uk](mailto:enquire@respectme.org.uk)

**You will receive an email acknowledgment to confirm safe receipt.**

Thank you! We look forward to receiving your application.



# Appendix 1: Questionnaires

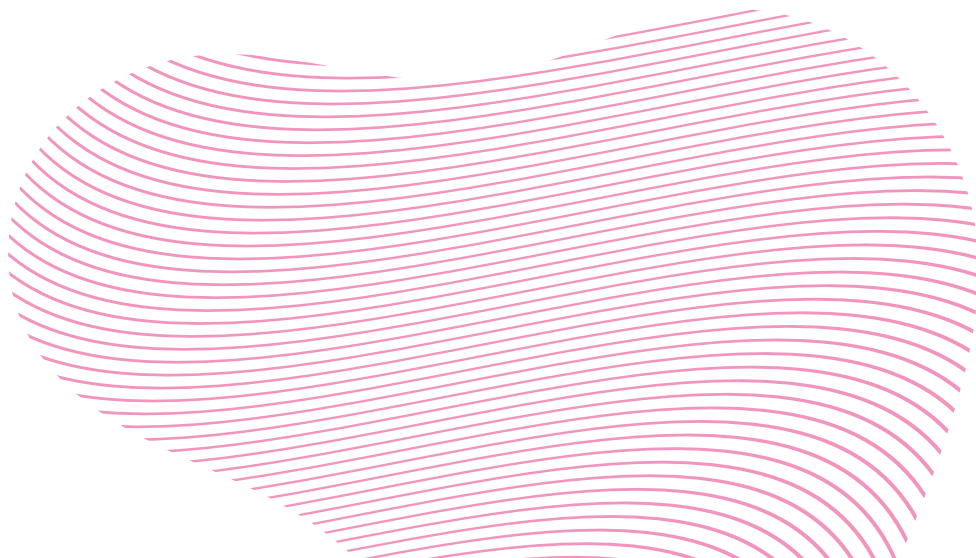
(all will be ranked on a scale of 1-5 (☹ – ☺) where 1 is Strongly Disagree and 5 is Strongly Agree)

## Staff/volunteer questionnaire

1. I am familiar with 'Respect for All – Scotland's national approach to anti-bullying.
2. I understand that bullying is a violation of children's rights within the UN Convention on the Rights of the Child.
3. I was involved in my school/setting's anti-bullying policy development.
4. I understand the policy expectations with *regards to my role*.
5. I have received appropriate professional learning/training on anti-bullying policy and practice.
6. I am effective at creating and promoting an ethos of inclusion, diversity, participation, and positive relationships aimed at eliminating discrimination?
7. I have noticed, seen or heard bullying behaviour or language that is racist, sexist, homophobic, disablist or derogatory about someone's faith or religion?
8. Incidents related to inequalities and/or prejudice-based bullying are effectively acted upon to prevent future occurrences.
9. I am successful in educating young people about difference and building their empathy to support an anti-bullying culture in the school or setting.
10. Anti-bullying features regularly on SMT agendas and assemblies.
11. My school/setting attends to the wellbeing of children and young people who have been involved in bullying.

## Parent and carers questionnaire

- 1.** The school or setting enables parents, carers and families to contribute to the life of the school and be involved in anti-bullying policy and practice.
- 2.** I understand my role in relation to the anti-bullying policy.
- 3.** I understand the process of reporting bullying to my school/ setting.
- 4.** I am satisfied with how a bullying incident is managed in my school/ setting.
- 5.** I feel confident in helping my child to resolve bullying situations.
- 6.** Relationships with parents/carers in my school/setting are characterised by trust and respect.
- 7.** I understand the skills which lead to modelling and promoting positive relationships.
- 8.** My school/setting supports children and young people to recover if they've been bullied.
- 9.** My school/setting supports children and young people who have bullied others to understand and change their behaviour.
- 10.** I understand the escalation/complaints procedure open to me.
- 11.** I have noticed, seen or heard bullying behaviour or language that is racist, sexist, homophobic, disablist or derogatory about someone's faith or religion?
- 12.** Incidents related to inequalities and/or prejudice-based bullying are effectively acted upon to prevent future occurrences.



## Children and young people questionnaire

1. I feel safe in my school or club/setting.
2. I feel happy in my school or club/setting.
3. My school/club/setting has good ways to prevent bullying from happening in the first place.
4. My school/club/setting helps children learn to be kind to others.
5. My school/club/setting helps children learn to be friendly to others.
6. My school/club/setting helps children learn to be fair to others.
7. I know what to do if someone else is being bullied.
8. In my school/club/setting I feel my opinion is listened to.
9. If I was being bullied I know there is an adult who would do something to help.
10. If I was being bullied I know there is an adult who would listen and not just take control away.
11. At my school/club/setting we have learned what human dignity means.
12. I have noticed, seen or heard bullying behaviour or language that is racist, sexist, homophobic, disablist or derogatory about someone's faith or religion?
13. Incidents related to inequalities and/or prejudice-based bullying are effectively acted upon to prevent future occurrences.

# Appendix 2: Guidance Notes

## Stage 1 – Application Process

The **adult lead** can be school staff, youth worker, parent/carer, or a volunteer adult associated currently or recently with your setting who you believe to have the skillset and stamina to assemble a strong storyboard.

The **demographic profile** should be an A4 page which paints a picture of your setting. It should include broad information on:

- o The local context, ie geography and community served. Reference any particular characteristics of relevance in relation to national identity, ethnic origin, religion, sexual orientation or disability which you are aware of being present in your school or service.
- o The size of the school roll/membership numbers in group and staff/volunteer numbers.
- o An indication of the number of children receiving free school meals.
- o The proportion of children with additional support needs or known disabilities.
- o Whether you have a LGBT group or Gay/Straight alliance and/or any other specific-interest groups.

Your **current policy** should be submitted with your application.

**Pre-set survey** monkey links will be sent to you for distribution to staff and parents/carers. You are expected to share these using your communication channels and to promote participation over the 3 weeks they will be 'live'. Surveys for children and young people over the age of 8 should be accessed via your website or administered in class time or at home with parental support where appropriate. A 70–80% return rate is desired. Anonymous survey results will be received by respectme in confidence. Further survey guidance is at **Stage 4** below.

## Stage 2– Evidence Based Practice Portfolio

This is the key part of your submission. Use the **Storyboard Notes** section on Page 7 to itemise and number what evidence you have assembled to support your narrative. Use as many additional pages as you wish to respond fully to the questions set on Page 6. Add any photographs/quotations/letters relevant to your portfolio and send all attachments to [enquire@respectme.org.uk](mailto:enquire@respectme.org.uk)

respectme will acknowledge receipt and contact the lead adult to discuss the submission and seek any further clarification required.

## Stage 3– Self Assessment of Impacts and Outcomes

Here you are being asked to really think about the **impact** of your activities and the **outcomes** they have. Remember, you are assessing your own performance – every setting is different and your context is unique. Write a paragraph or two in response to each of the 10 bullet points on Page 8, or more if you wish. Share with respectme in confidence the issues you are finding difficult and the challenges you encounter, and we will facilitate and encourage dialogue. This is an open-hearted process of reflection and improvement, where respectme is your critical friend, with the emphasis on 'friend'!

## Stage 4– Reviewing Results

Survey Monkey links will remain open for 3 weeks with data returned to respectme which will be analysed and shared with the lead adult after the survey closes. It is important to gather as full a return as possible, ideally a whole-school/setting 70-80% response rate. This may be achieved by setting class/group time aside to support children and young people to complete the 10 questions. You should consider how you are going to ensure accessibility and offer additional support for those who need it. School/organisation leaders should encourage staff and volunteers to participate candidly. Signposting to Childline and Parentline should be promoted as safeguards.

respectme will discuss the themes set out on Page 10 with the lead adult. If preferred, a wider meeting can be convened with other staff/volunteers to chat through the survey findings. You are expected to communicate the survey findings to all involved in the spirit of transparency and continuous improvement where required. It is possible that the intelligence gathered may lead you to consider policy changes, or to pause the process temporarily. If this is the case you can be assured of respectme support and guidance on next steps.

## Stage 5 – Validation, Recognition and respectme reward

respectme will provide a **brief feedback report** to the lead adult, together with an evaluation for completion to improve our learning and help inform the development of future resources.

Over the three year validity period respectme will **check-in annually** to ensure that a process of youth-led review has been conducted, with dates and timescales being mutually agreed. This is to recognise that anti-bullying work is dynamic, situations, personnel and circumstances can change, and that keeping focus and momentum on this topic is essential for the ongoing safety and wellbeing of all children and young people.



**T:** 0344 800 8600

**E:** [enquire@respectme.org.uk](mailto:enquire@respectme.org.uk)

**W:** [www.respectme.org.uk](http://www.respectme.org.uk)

 [www.twitter.com/\\_respectme\\_](https://www.twitter.com/_respectme_)

