

Bus driver building relationships

This scenario was developed to support learners to consider what a children's human rights approach might look like in practice.

There have been issues with littering and vaping on a bus that is used by secondary school pupils on the way to and from school. The bus company has decided to keep one driver on the day shift for the route Monday to Friday to build relationships with children and young people. The management team supported the bus driver with a small amount of additional training, focused on understanding the experiences of young people, and how to recognise and raise any child safeguarding concerns.

The bus driver:

- Began by directly greeting the young people they saw using the bus daily.
- Started checking in with the young people as they got on the bus, asking about their day, and using any visible prompts like sports equipment or instruments to learn more about the young people.
- Began to highlight if they saw a food item coming on the bus, saying the bus doesn't have a bin, so any rubbish should be taken off the bus when the young person got off. The driver also made sure to thank any young people who they saw take rubbish off the bus.
- Observed who seemed to be vaping and focused on checking in with those young people every day.
- Started to remind the young people as they got on that it was a vape free bus.
- Asked the management team for a poster with a QR code that would allow young people to leave feedback about their school journey, which would be considered by the management team, who provided a response to share.

Reflection questions

Do you think there was anything else the driver could have done to build relationships with the young people on the route?

Why do you think this approach was used rather than something more focused on surveillance or punishment?



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