

Name \_\_\_\_\_ Year Group \_\_\_\_\_



# ANTI BULLYING TRAINING

## 2023-2024



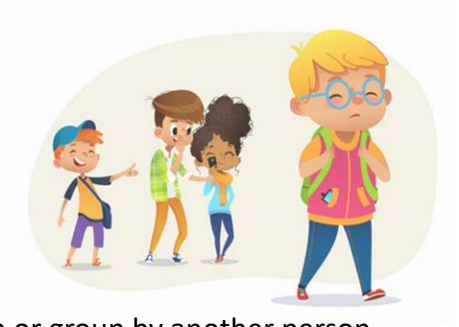
Mrs C Williams



Write a statement that you think describes what bullying means?

A large, light blue oval shape with a thin black outline, intended for the student to write their definition of bullying.

**Bullying is.....**



the repetitive, persistent and intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological.

*What are the key words here to think about?*

A large, empty, light blue rounded rectangular box intended for writing answers to the question above.

- usually repeated, though one-off events can turn into bullying behaviour
- done by a person who perceives themselves as more powerful than the victim
- distressing and hurtful to the victim rather than gentle banter between friends

Bullying can take many forms. Look at the different types. Write down your ideas how this type of bullying might look like in school, how can you spot the signs?

Types of bullying	What it might look like in school
Emotional	
Verbal	
Physical	
Cyber	
Racial	
Religious/Cultural	
Material	



**Emotional** – being deliberately unfriendly towards others, actively excluding others, tormenting, peer pressure (e.g. hiding property, threatening gestures)

**Verbal** – name-calling, sarcasm, spreading rumours, banter that is hurtful or discriminatory

**Physical** – pushing, kicking, hitting, punching or any use of violence

**Cyber** – sending/posting abusive comments, blackmail, uploading/sharing hurtful images, impersonating somebody or targeting vulnerable people/groups online

**Racial** – deliberately excluding or hurting someone because of their race

**Religious/cultural** – deliberately excluding or hurting someone because of their religious beliefs or association

**Material** – when possessions are stolen or damaged

**How do you think children feel when they are being bullied?**

**Write your answers around the picture.**



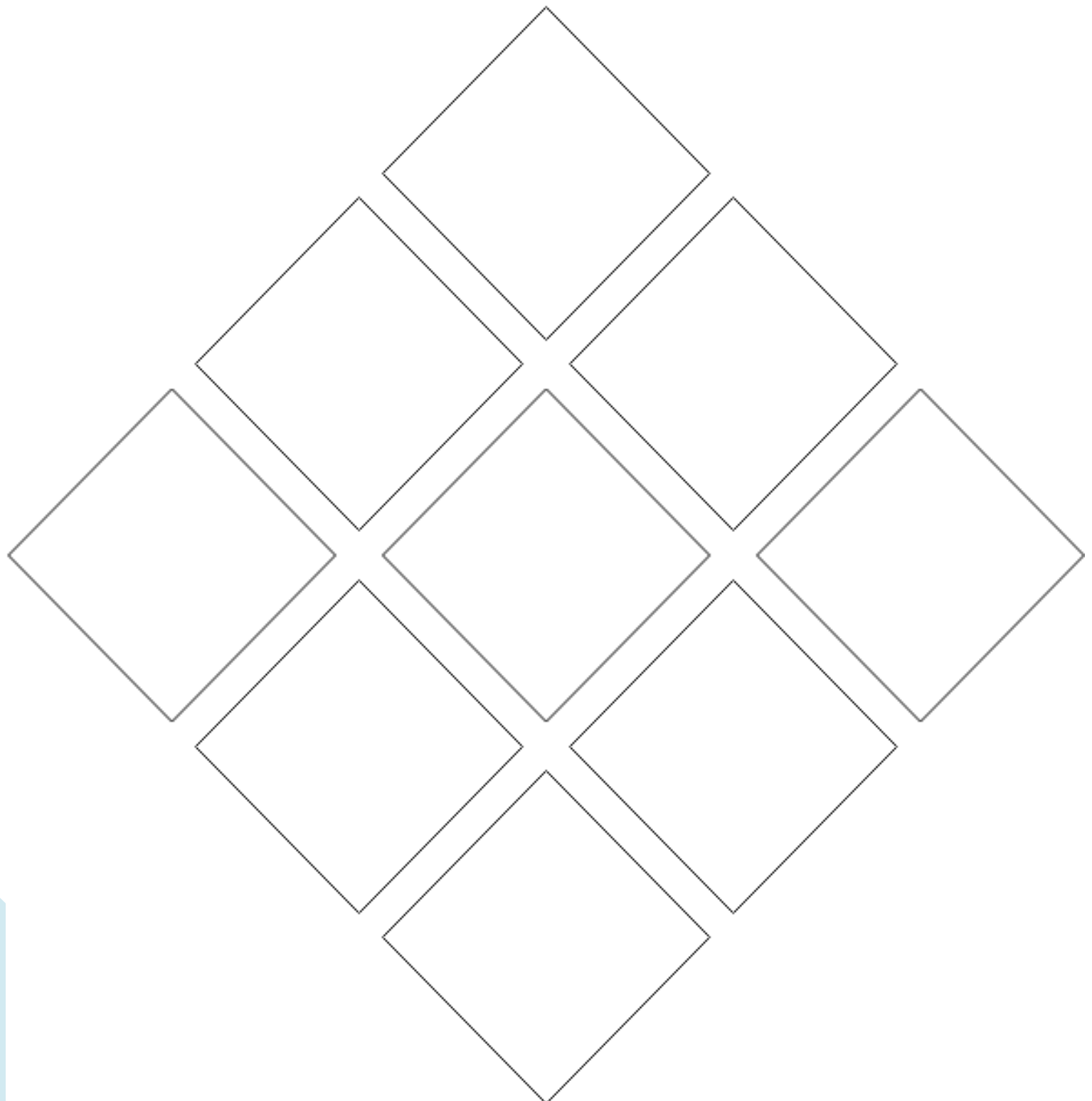
**What are the qualities of an anti-bullying ambassador?**

**Write them below.**



## Diamond nine game

Using your ideas from the earlier activity, rank in order the qualities you identified for being a great anti-bullying ambassador, with the top being the best quality! You could even think of some more qualities to add in.





## Anti Bullying Scenarios

In each scenario please can you think and discuss the following-

1. How do you think they are feeling?
2. What type of bullying do you think it is?
3. What could you do to support them?
4. What advice could you give?
5. How can you make sure this doesn't happen again?



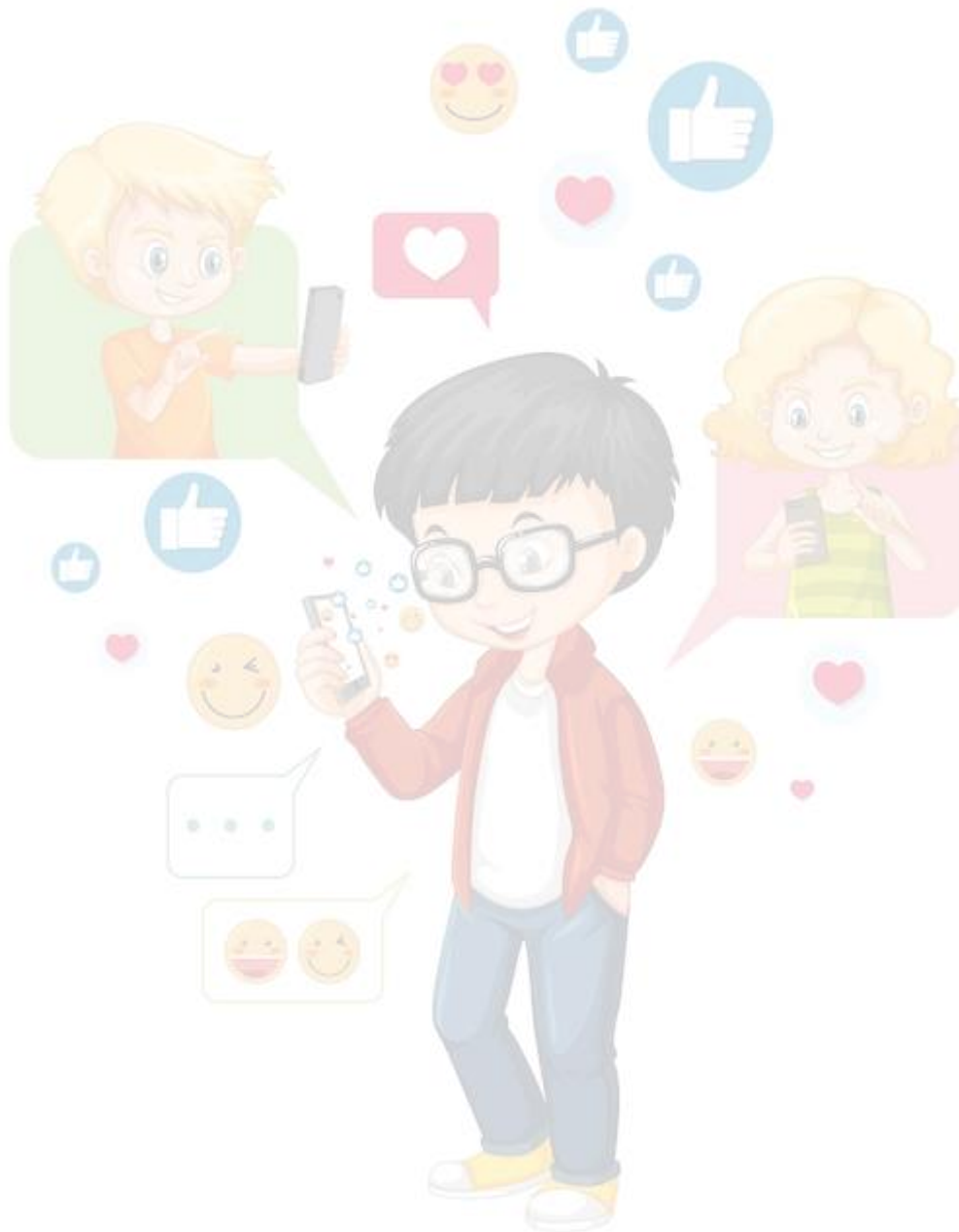
## SCENARIO ONE

A new student, Layla, is learning English and is being targeted with bullying behaviour. There is a new student, Layla, in your class. Layla is from another country, and she is still learning the English language. During the lunch break, you notice some students making fun of the way that Layla speaks and sounds. You also hear them making fun of Layla's surname.



## SCENARIO TWO

Classmates who are on social media receive horrible comments. You know that some people in your class are on social media, like Snapchat or Instagram. Some of these classmates have had horrible comments posted on their profiles or pictures. Your parents have told you that you cannot have a social media account until you are 13 because being on social media is not allowed before then.



### SCENARIO THREE

One of your classmates, George, is much bigger, taller and physically stronger than the rest of the class. You have seen George pass notes to other people in the class. The notes say, "You are going to get it 'if you do not do what I want at lunchtimes." You have seen George kicking and pushing other students over. Other Anti-Bullying Ambassadors have also seen this bullying behaviour happening.



#### SCENARIO FOUR

Michael is being targeted with bullying behaviour while travelling on the school bus. A student, Michael, has told you that they have been experiencing bullying behaviour by a group of pupils whilst on the bus travelling to and from school. The group of pupils say mean things about Michael's family, the clothes Michael wears and their favourite football team.



## Suggestions

KINDNESS  
CHANGES  
EVERYTHING

### SCENARIO ONE:

Layla a new student at school is learning English and is being targeted with bullying behaviour.

- Ask if Layla is OK.
- Invite Layla into your friendship group
- Suggest that Layla tells a trusted adult, for example a teacher.

Anti-Bullying Ambassadors could run a campaign about respecting other's differences and including people (Diversity and Inclusion). For example, you could run an event where you invite everyone to wear their own clothes and bring in food related to their family's culture.

### SCENARIO TWO:

Classmates experiencing indirect bullying behaviour on Snapchat/Instagram.

- Follow up with your classmates to ask if they are OK.
- Recommend that your classmates take a screenshot of the horrible messages to keep and use as evidence to show a trusted adult.
- Recommend that your classmates mute, block, and report to the platform.
- Suggest that your classmates have time off/away from platforms they are permitted to be on i.e., PS4 network, YouTube Kids.
- Run an assembly to explain age restrictions on social media and that if you are underage (usually under 13 years old) you cannot be on social media sites. Explain that these age restrictions are there to protect you.
- Suggest that your classmates tell a trusted adult, for example parent, carer, teacher.

Anti-Bullying Ambassadors could run digital resilience workshops.

### SCENARIO THREE:

George, a classmate, has been seen kicking and punching others (physical bullying behaviour).

- Ask those experiencing the bullying behaviour if they would like to play with you at lunchtime.
- Tell a trusted adult, for example a lunchtime assistant what has been happening.

Anti-Bullying Ambassadors could create safe spaces in school where students can go at lunchtime.

### SCENARIO FOUR:

Michael is experiencing verbal bullying behaviour on the school bus.

- Thank Michael for telling you.
- Suggest Michael reports the bullying behaviour to a trusted adult, for example teacher, parent, bus driver.
- Ask Michael what he would like to do about dealing with this bullying behaviour.
- If you get the bus too, ask to sit with Michael.
- Suggest to Michael that he can ignore the comments and tell him that he is perfect just as he is.
- Signpost Michael to the Diana Award Crisis Messenger Service (24 hours a day, free service. Text 'DA' to 85258).

## **How to deal with bullying in your school**

We want you to create an action plan on how you could help deal with bullying in your school following on from this training. Think about how you can support a range of young people in different ways. Discuss this with your group and then as a whole to create a personalised action plan for your school.



## Self-evaluation of the day

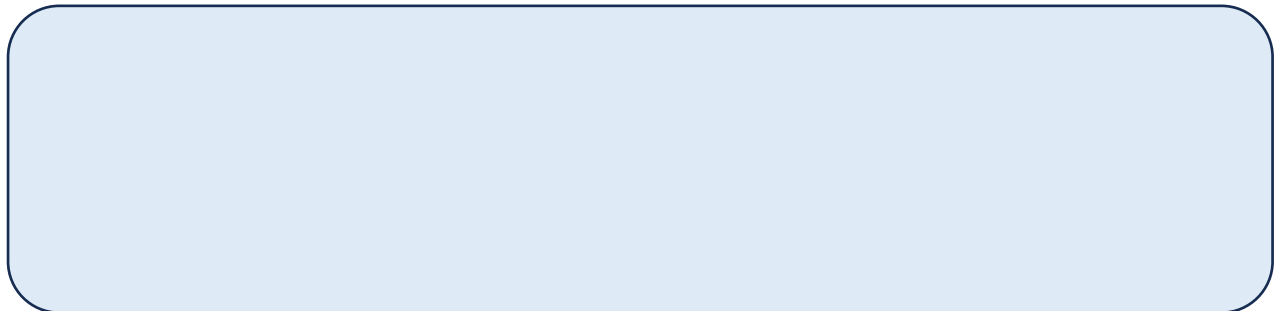
What have you learnt throughout the training?



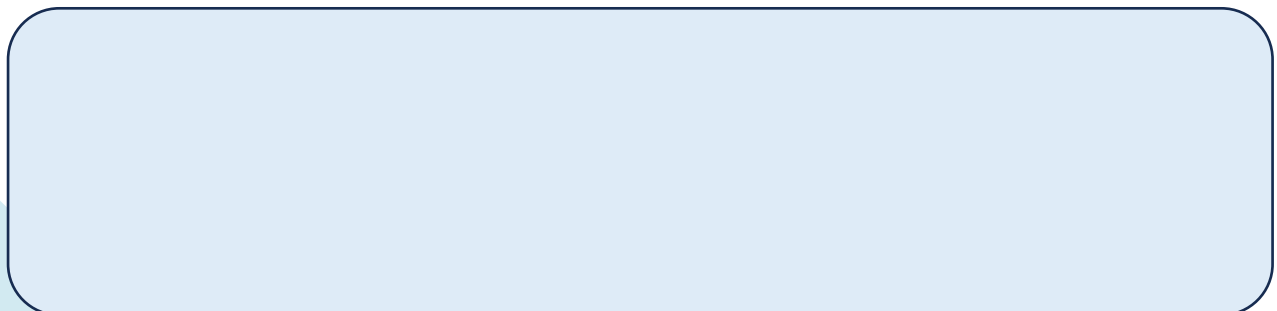
What could we improve?



What did you enjoy most about the training?



What will your school be doing to target bullying?



Can you name the main types of bullying?



How will you and your school develop from this training session?



# Word search

Find the ten words in the word search, which relate to bullying!

U	S	C	I	A	E	T	I	S	P	O	U	H	J	B	F	G	T	F	D
R	O	G	B	R	S	E	R	U	I	O	P	S	U	P	P	O	R	T	O
U	S	C	I	A	E	T	I	G	D	E	L	L	A	B	E	N	D	A	E
A	U	D	E	T	N	U	S	U	L	L	E	D	E	G	R	A	E	C	T
D	J	U	K	L	U	H	G	Y	T	E	F	R	F	C	G	H	U	I	Y
O	P	D	A	N	M	K	L	P	L	H	G	T	R	Y	F	V	B	H	U
K	H	Y	N	G	H	U	R	H	Y	U	H	G	D	B	E	G	N	B	V
Y	T	C	T	J	K	L	N	Y	R	I	V	G	O	E	L	C	D	X	L
T	E	G	I	A	E	T	I	S	C	X	I	V	X	R	K	L	F	D	B
R	S	F	B	V	B	R	E	I	A	H	C	Y	T	E	F	R	F	C	K
D	E	E	U	G	P	D	T	C	C	Q	T	S	E	R	U	I	O	P	L
E	N	L	L	D	B	E	U	A	D	J	I	O	A	B	U	S	E	J	U
U	R	M	L	J	G	U	H	L	U	X	M	J	R	Y	F	V	B	H	T
B	M	B	Y	H	C	B	K	B	D	U	S	U	L	L	E	B	L	V	E
N	H	I	I	G	Y	N	U	C	A	E	T	I	X	N	L	P	O	E	F
D	K	L	N	V	B	X	V	Q	M	E	N	T	O	R	K	Q	M	R	G
C	X	S	G	E	R	U	I	O	P	A	E	T	I	S	X	L	N	B	H
U	S	C	I	A	E	T	I	U	P	O	U	H	J	B	F	G	T	A	V
Q	S	A	F	E	G	U	A	R	D	I	N	G	X	V	J	C	V	L	I
M	R	Y	E	M	O	T	I	O	N	A	L	L	E	A	E	T	I	V	N

ABUSE  
ANTIBULLYING  
CYBER  
EMOTIONAL

MENTOR  
PHYSICAL  
SAFEGUARDING  
SUPPORT

VERBAL  
VICTIM