



Our whole-school PD objectives this week:

To know the school's anti-bullying ethos

To know the systems in place to challenge bullying

To link our understanding of bullying to British Values
(mutual respect and tolerance of others) and the
Protected Characteristics.



Democracy



Rule
of Law



Individual
Liberty



Respect &
Tolerance



KS3:

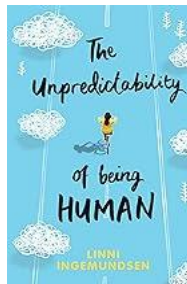
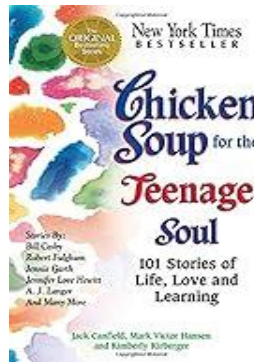
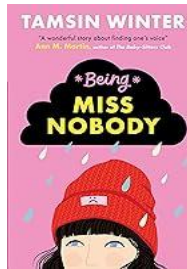
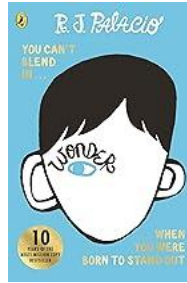
- 1. *What Do You Know About Bullying?* By Pete Sanders
- 2. *Wonder* by R.J. Palacio

KS4:

- 1. *Being Miss Nobody* by Tamsin Winter
- 2. *Bullying Teen FAQs* by Anne Rooney

KS5:

- 1. *The Unpredictability of Being Human* by Linni Ingemundsen
- 2. *Chicken Soup For The Teenage Soul* by Jack Cranfield



See a title that sounds interesting? Write it down in your planner to look up online or in the library later today!

If you have any questions about this recommended reading, please see Mrs Gibson in the Learning Resource Centre.





In Term 1 Week 3 we talked about pressure online regarding inappropriate messages and requests (sexting).

Today we are going to talk more directly about **cyberbullying**.

Quick fire – What is it?

Is it common?

Why is it such an issue in your age group?



Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online.

Cyberbullying is most certainly on the increase - more and more cases are being reported to our helpline by children and by extremely worried parents.

What percentage of young people 10-15 reported being bullied online?

20%



Why might a bully choose **social media** as a platform for bullying?



It can be **anonymous** at the point of contact, which makes some bullies feel more powerful and even invincible!

There are no adults or teachers around to watch them or tell them off.

They can send a lot of messages to a lot of people quickly and without thinking properly about it – this relies on **impulse** or **heightened emotions**.

They can't see their victims. They might assume the victims aren't very affected by what is happening – or, if they are, that it just doesn't matter to the bully, who is safe and miles away on a device...



In your pairs, come up with 'however' statements to respond to each point:

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HOWEVER...



HOWEVER – emotions change and impulses fade; it's very likely that the bully will come to regret these rapid hateful messages when they calm down and think properly!



What can you do if you are receiving bullying content online?

1. BLOCK

2. COLLECT

EVIDENCE

3. REPORT

If you are worried about bullying behaviour, speak to:

- Your form tutor
- Your Head of Year
- Any trusted adult in school or at home
- Our Designated Safeguarding Leads: Mrs Kopsidas, Mrs Constantine and Mrs Stokes



EXT: Scenarios – Cyberbullying

Each table/group is going to be given a number (1-3). Your number correlates to a cyberbullying scenario, shown on the next slide.

For each scenario, answer the questions in the question box on the next slide. Try to go beyond the obvious ideas and push your responses further.

Prepare to share!





Scenario 1 *I was friends with another girl last year who moved forms. She is now friends with some girls that are quite cool and rude. For the last few nights, I've been getting some really mean texts from a number I don't know, and I think it might be her. I don't want to get her in trouble and I'm scared of being seen as a snitch if I tell anyone.*

Scenario 2 *Everyone thinks I'm really confident and funny, so I try to act like I am to stay popular. When I joked about posting photos mocking this girl in form everyone laughed, so I got a bit carried away... I knew she would be sad, but I just assumed she would get over it. She hasn't been to school for a week. Now I'm scared I'm going to get into trouble.*

Scenario 3 *My friend Sash created this anonymous account in the summer holidays. At first, she used it to send silly jokes to some people, but I know she's sending mean messages to a few of the less popular kids in our class. She says it's just funny and they know it's a joke. I didn't want to look boring or make her think I'll tell on her so I suggested a few things she could say about one of the girls.*

Questions –

- Why** is the bullying taking place?
- What** could the speaker do to stop the bullying and help the bullied?
- Why** don't they do this?