



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

What can I read around... *Bullying & Friendships?*



KS3:

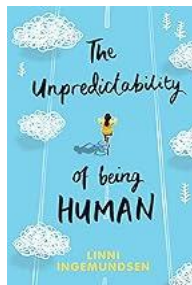
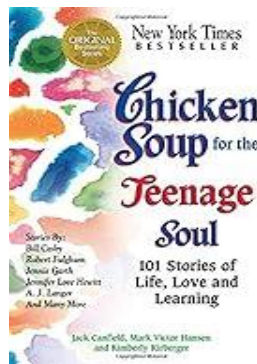
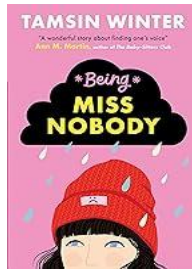
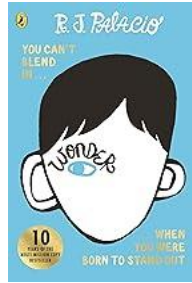
1. *What Do You Know About Bullying?* By Pete Sanders
2. *Wonder* by R.J. Palacio

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.





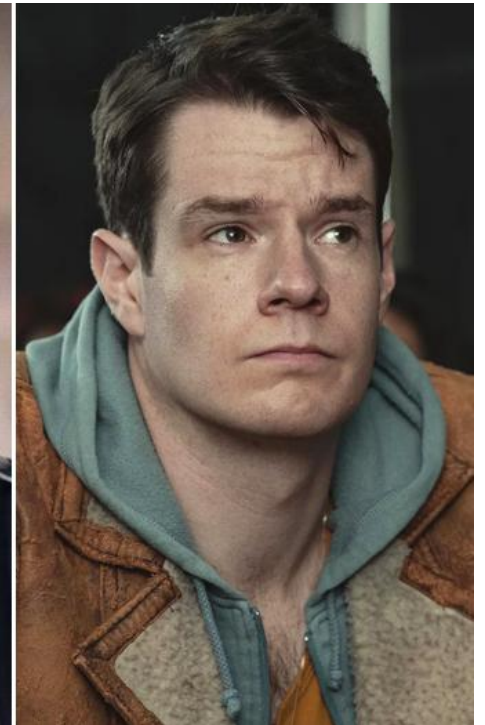
You have previously covered ideas around bullying and cyberbullying, as well as discussion about the victims of bullying.

Today we are focusing specifically on **the bully**.





1m turn & talk – what do these bullies have in common?

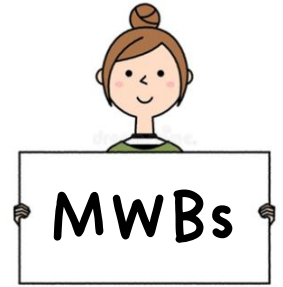




Each pair/group should have a mini-whiteboard.

- Draw your representation of a **bully**. (2 mins)
- Label characteristics and features you can see *and can't see*

(e.g. emotions, context such as family life).





2 groups will now talk quickly through their bully representation.

As they present, can we listen out for **similarities** and stereotypical **assumptions** about bullies?

What ‘whole class’ bully are we creating?



Consider what we came up with and shared about our whole-class stereotypical bully.

Many factors are probably not true of every bully.

What *IS* true of most bullies?



Bullying doesn't just exist in school and amongst teens. If someone is a bully in school, what *could* they turn out to be when they are...

- 20? 30?
- An employee at work?
- A manager at work?
- In a romantic relationship?
- A parent...?

The cycle of bullying:
Children of bullies often become bullies.



What can we do to interrupt this cycle, as witnesses, friends, victims or even, perhaps, bullies ourselves?



It is unlikely that anyone in this room looks like the stereotypical bully we produced. But there will be people here who have engaged in bullying behaviour.

- **Don't engage in bullying behaviour.** Prioritise kindness among your peers, especially those very different to you!
- **Someone's emotions are not your toy.** The consequences of bullying can be deadly. *Is your joke worth the damage?*
- **Don't underestimate the power of an apology!** It takes a very **brave** person to apologise, but it will mean the world to someone who has been bullied. Similarly; speak out and support a victim of bullying behaviour and you can ease their loneliness and reduce the bully's power!



Extension – imagine you hear someone engaging in bullying behaviour.

What kinds of things could you **SAY** to reduce their power and help the victim?

What kinds of things could you **DO**?

