



**Anti-Bullying
Week 2022**

PRIMARY SCHOOL PACK


ORGANISER



**ANTI-BULLYING
ALLIANCE**




REACH



OUT

#ANTIBULLYINGWEEK

MONDAY 14TH TO FRIDAY 18TH NOVEMBER



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INTRODUCTION

CONTENTS

Introduction (Page 2)

Getting ready for Anti-Bullying Week 2022 (Page 3)

Guidance and curriculum (Page 5)

Assembly plan (Page 7)

Lesson plan (Page 9)

Cross curriculum ideas (Page 15)

Other things you can do in
Anti-Bullying Week 2022 (Page 17)

Anti-Bullying Week 2022 takes place from Monday 14th – Friday 18th November with the theme 'Reach Out'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau. This year we have worked with over 300 children and young people to decide the theme.

ANTI-BULLYING WEEK 2022 'REACH OUT' CALL TO ACTION



Bullying affects millions of lives and can leave us feeling hopeless. But it doesn't have to be this way. If we challenge it, we can change it. And it starts by reaching out.

Whether it's in school, at home, in the community or online, let's reach out and show each other the support we need. Reach out to someone you trust if you need to talk. Reach out to someone you know is being bullied. Reach out and consider a new approach.

And it doesn't stop with young people. From teachers to parents and influencers to politicians, we all have a responsibility to help each other reach out. Together, let's be the change we want to see. Reflect on our own behaviour, set positive examples and create kinder communities.

It takes courage, but it can change lives.

So, this Anti-Bullying Week, let's come together and reach out to stop bullying.

All of the ideas in this pack are designed to help schools and other settings for children and young people to celebrate and take part in Anti-Bullying Week. It is mainly targeted towards Key Stage 2 but could be easily adapted to Key Stage 1. Although this year's resources are designed for delivery in a classroom and assembly setting, they can also be delivered online or in smaller groups.

The pack contains an **assembly plan, lesson plan and cross curricular activity ideas** that are designed to encourage pupils to think about how we can reach out to address bullying both online and offline.



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WE NEED YOUR HELP

We rely on fundraising to be able to continue to provide you with these Anti-Bullying Week school resources, free, each year. We'd be grateful if you would consider donating or fundraising for the Anti-Bullying Alliance to ensure we can keep providing these resources.

- You can donate directly to us via our [Just Giving page](#).

JustGiving™

- Or send us a cheque:
Cheques should be made payable to 'Anti-Bullying Alliance' and sent to the National Children's Bureau, 23 Mentmore Terrace, London, E8 3PN. Please make sure you include your name and email address as we like to acknowledge all funds raised wherever possible. **All donors that fundraise over £50 will receive a 'fundraising hero' certificate.**



GETTING READY FOR ANTI-BULLYING WEEK

INVOLVE YOUR PUPILS!

Anti-Bullying Week is a great way to get pupils involved in planning for their own learning. Why not ask them to get involved in planning for parts of the week, with adult support?



There are lots of ways you can get pupils involved in Anti-Bullying Week:

- Ask pupils what activities they'd like to see delivered during Anti-Bullying Week
- Ask pupils what they think about bullying in their school community, ask if they think it happens, ask where it happens, ask what they'd like to see their school do to prevent and respond to it
- Allow a group of pupils to plan and deliver a school assembly or part of a lesson
- Review the school's current Anti-Bullying Policy and make recommendations
- Pupils could plan a fundraising event such as Odd Socks Day, a bake sale or fun run

BE AWARE

Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some pupils Anti-Bullying Week can be hard, particularly those that might be being bullied or those bullying. Therefore, it's important to consider this during planning to ensure all lessons and activities are delivered sensitively.



As the adult delivering the session:

- Read through the contents of these resources, handouts and videos to ensure they are suitable for your school e.g. you may need to consider if case studies need names changing or if they should be adapted for some of your pupils
- Consider any pupils who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session
- Be aware of any changes in pupil behaviour during the session as this may highlight a bullying-related issue
- Try to avoid pupils disclosing personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards



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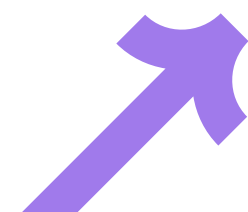
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REMINDER



During the session, make sure pupils are taught:

- How to report bullying or anything they are worried about
- That there are people who care and can help if they are struggling with a bullying-related issue
- Where to find their school's Anti-Bullying Policy



Odd Socks Day

MONDAY 14TH NOVEMBER

This year we are holding Odd Socks Day with the support of Andy Day, CBeebies and CBBC star and front man of Andy and the Odd Socks. Odd Socks Day is a chance for schools to celebrate Anti-Bullying Week in a positive way by asking pupils and staff to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. All you have to do to take part is wear odd socks, it could not be simpler!

Odd Socks Day will take place on the first day of Anti-Bullying Week, **Monday 14th November** to help raise awareness for Anti-Bullying Week.

It comes with a **school pack of lesson plans and activity ideas, which you can find [here](#).**



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GUIDANCE AND THE CURRICULUM

RELEVANT GUIDANCE FOR SCHOOLS IN ENGLAND

The following guidance is relevant for schools in relation to bullying in England:



- [Preventing and tackling bullying in schools](#) – Department for Education guidance for schools on preventing and responding to bullying.



- [Keeping Children Safe In Education](#) – Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Includes much information relating to bullying.



- [Behaviour in schools guidance](#) for head teachers and staff (revised in 2022)



- [What are Ofsted looking for in relation to anti-bullying work as set out in their Education Inspection Framework?](#)

The Anti-Bullying Alliance has a suite of **free CPD-certified anti-bullying courses** for anyone that works with children and young people.



[Find out more here!](#)

SIGN UP TO BECOME A UNITED AGAINST BULLYING SCHOOL FREE TODAY

The **United Against Bullying (UAB)** programme is the Anti-Bullying Alliance's **FREE** whole-school anti-bullying programme. It supports schools to reduce bullying and improve the wellbeing of all children, focusing on those most at risk, including those with protected characteristics.



Sign up at: www.anti-bullyingalliance.org.uk/uab



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CURRICULUM MAPPING

The new Relationships and Sex Education (RSE) and Health Education curriculum was made compulsory from September 2021 for schools in England. The lesson plan, assembly plan and cross curricular activities within this pack could contribute to the following areas of the curriculum that pupils should know by the end of primary school (ref: from page 20 in the guidance)

Relationships Education - Primary

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online safety

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Health Education - Primary

Under Health Education it also states that by the end of primary education:

- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).



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ASSEMBLY PLAN

AIMS



- To provide pupils with a clear understanding of the definition of bullying
- To discuss with pupils the different ways in which they can reach out in school and why this is important
- To encourage pupils to reach out and show each other support

TIME



- 20-25 mins

OUTCOMES

By the end of the assembly, pupils will:





- Have a clear understanding of what bullying is
- Know how to report bullying in your school
- Know that Anti-Bullying Week has the theme 'Reach Out' this year
- Understand that reaching out for help and helping others can make a positive difference in our lives

RESOURCES AND PREPARATION

(Click the links to download the files)



-  [Anti-Bullying Week 2022 – Primary Assembly PowerPoint – don't forget to personalise slide 6 before presenting, and think about adding your own school definition of bullying on slide 3.](#)
-  [Anti-Bullying Week 2022: Primary School Film \(2 minutes\) – please review this film prior to showing it to pupils](#)

WHAT IS BULLYING? (5-10 mins)

Tell pupils that this week is Anti-Bullying Week.

Display slide 2

Ask pupils to think, pair and share discussing the question on the slide: What is bullying?

Give pupils time to discuss and then ask for feedback.

Display slide 3

Share the ABA definition of bullying on the next slide:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Alternatively, you could replace this with your own school definition of bullying.

Ask pupils to compare this definition with their discussions from earlier – were there any parts of the definition they forgot? Which words in this definition do they think are the most important? Encourage them to focus on repetition, intent, hurt and power imbalance.

ANTI-BULLYING WEEK 2022: REACH OUT FILM (5 mins)

Display slide 4

Tell pupils that the theme of Anti-Bullying Week this year is 'Reach Out'. Ask them what they think 'reach out' means and why it might have been chosen as the Anti-Bullying Week theme?



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Play the official
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film for this year.



It's two minutes long. We'd suggest watching it before you show it to ensure it's suitable for your pupils.

Ask pupils for feedback on the message of the film. Do they have any other ideas of what **'Reach Out'** might mean when we are thinking about bullying after watching it?

HOW CAN WE REACH OUT? (10 mins)

Explain that there are lots of different reasons someone might need to reach out. It might be that they are being bullied, they could be involved in bullying others and want to stop, or perhaps they have seen bullying happening and want to help.

Display slide 5

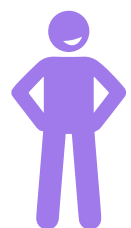
In the film, we were told that there were different people we might be able to reach out to. Show pupils the examples of who we could reach out to on the slide.

Ask them if they can think of ways they might be able to reach out to those different people. Give them a chance to think, pair and share for each number:



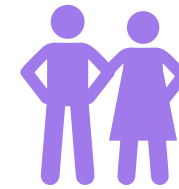
1. FRIENDS

What if they think a friend might be being bullied? Why might reaching out to them make a difference?



2. TEACHERS AND SCHOOL STAFF

What if someone in school was being bullied, how could they reach out to teachers or staff? (Opportunity to remind pupils of your school bullying reporting systems). Why might reaching out to staff make a difference?



3. PARENTS AND CARERS

Why might we choose to reach out to our parents at home if there is something upsetting us in school or online? Why might reaching out to parents make a difference?



4. YOURSELVES

Explain that sometimes we might need to reach out to ourselves and try to change our own behaviour. Whether that be deciding to speak up if you see something, or deciding to stop going along with something you think could be upsetting someone else. Why might doing this make a difference?

Display slide 6

Fill this slide in before the assembly with the relevant information for your school. Use this slide as an opportunity to remind pupils who in the school they can reach out to if they are worried about bullying.

TO END, SHARE WITH THEM

Anything else that the school is doing for Anti-Bullying Week 2022, for example: lesson plans, fundraising activity, reviewing the school anti-bullying policy etc.

EXTRA ACTIVITY

As an additional activity, you might want to organise a class or your anti-bullying ambassadors or peer supporters to present about what 'reach out' means to them, stories about reaching out or positive examples from the media of where someone has reached out to support someone else.



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LESSON PLAN

AIMS



- To understand the different roles involved in a bullying scenario
- To explore the idea of reaching out and how we can reach out to others throughout school life
- To think about how you can support someone you see being bullied.
- To understand the school definition of bullying

TIME



- 60 – 120 mins

This could be one or two lessons depending on the length of activities undertaken.





OUTCOMES By the end of the lesson pupils will:



- Know what bullying is and understand the school ethos about how we treat each other
- Understand how they can safely support pupils if they are being bullied
- Have given school staff ideas about how pupils view their school's approach to bullying and if any changes need to be made

RESOURCES AND PREPARATION (Click the links to download the files)



-  [Anti-Bullying Week 2022 - Primary Lesson PowerPoint](#)
-  [Anti-Bullying Week 2022 - Primary Lesson Handout](#)
-  [Anti-Bullying Week 2022: Primary School Film \(2 minutes\) – please review this film prior to showing it to pupils](#)
-  [You might want to watch this video ahead of delivering the lesson plan to understand better the 'roles involved in bullying'](#)

WHAT IS BULLYING? (10 mins)

Display slide 2

Introduce Anti-Bullying Week and your school definition of bullying. You could use the Anti-Bullying Alliance definition on Slide 2:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.



You could show this video with the Anti-Bullying Alliance definition of bullying as well

Remind the pupils which words and phrases are most important in the definition: **repetitive, intentional, hurtful and power imbalance.**

HOW CAN WE REACH OUT TO OTHERS? (20–40 mins)

Remind pupils that the theme of this year's Anti-Bullying Week is **'Reach Out'**, and show the Anti-Bullying Week video (slide 4).



If this is the first time they have seen the film, ask them what they think the key messages are from the film and how it makes them feel. Ask them why they think 'Reach Out' was chosen as the theme this year.

Talk about how the phrase 'reach out' can go both ways: it can mean reaching out to ask for help, but also that we can reach out to people who we think might need some support.



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Tell pupils you're keen to hear from them about how we can make sure that all pupils know how to reach out if they are worried about bullying.

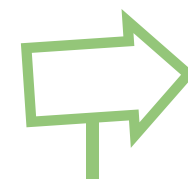
➔ Give each pupil Anti-Bullying Week 2022: Primary Lesson Handout

Display **slide 4**

Ask pupils to come up with 5 different ways that we could reach out to others who might need it, whether they are being bullied or maybe just need a friend. If pupils are struggling to think of something you might want to give them some of the below suggestions.

HOW CAN WE REACH OUT TO OTHERS?		
1.	Sharing a smile	
2.	Asking 'are you OK?'	
3.	Inviting someone to join in a game at break time, especially if you notice they have no one to play with	
4.	Offering to help someone in a maths lesson if you notice they are finding something difficult	
5.	Pass on a compliment - tell someone something you like about them	

Encourage the pupils to be inspired by these ideas and give them an incentive to try them out throughout Anti-Bullying Week and beyond.



OPTIONAL ACTIVITY: CREATE A 'REACH OUT' DISPLAY

You could create a 'Reach Out' classroom display with the ideas your pupils have come up with, perhaps by cutting out the arrows from the handout, or asking pupils to decorate larger versions for display purposes with their ideas about how to reach out in each arrow.



OPTIONAL ACTIVITY: SHARE YOUR 'REACH OUT' STORIES

Ask pupils to feedback stories of when they have reached out to others or when someone has reached out to them, and continue to add to your display with these examples.



OPTIONAL ACTIVITY: 'REACH OUT' REWARD JAR

You could also have a class reward jar and put a token in the jar each time you see or hear a great example of reaching out – when the jar is full the class could choose a reward!

Please share your reach out displays and stories with us on social media.



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WHAT ARE THE ROLES INVOLVED IN BULLYING? (15 mins)

Display slide 5

Tell pupils that bullying rarely happens between two people without others being involved. Ask them who else might be involved. You could give them suggestions including: someone who sees it happening but says nothing, someone who tries to help, someone who gets involved in the bullying. Record their feedback on a board or flipchart.

Display slide 6

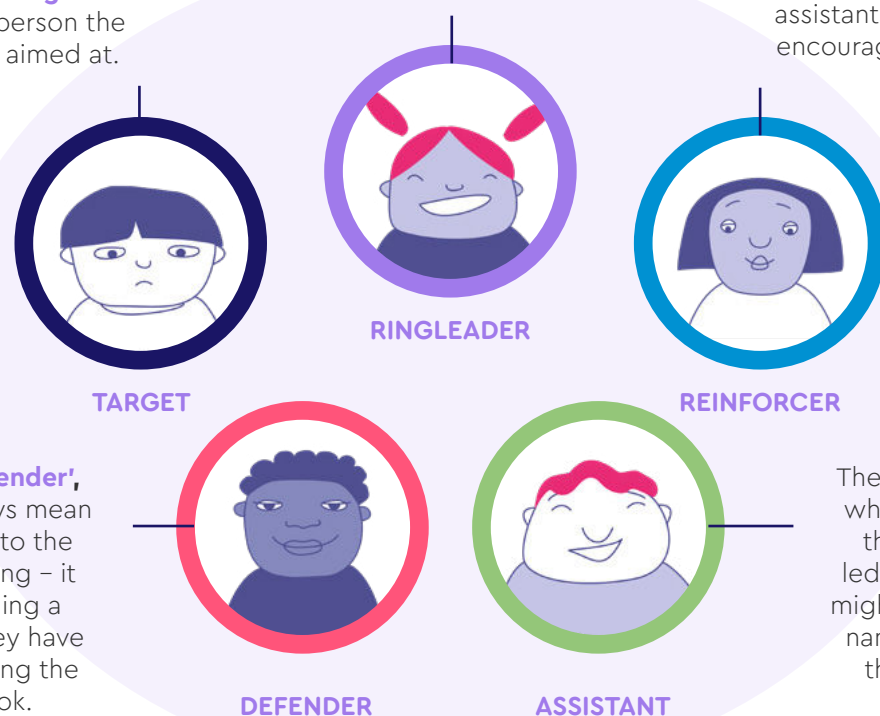
Show pupils the illustration on slide 6 which shows the various roles involved in bullying. Tell them that bullying is very often a group behaviour and includes more than just two people.

Explain that:

There is the **'ringleader'**, and this is the person who is initiating or leading the bullying. They might even be telling other people to join in.

The **'reinforcer'** is someone who doesn't 'do' any bullying themselves but supports the bullying behaviour by standing by the ringleader and assistants, laughing along and encouraging the behaviour to continue.

There is the **'target'** and this is the person the bullying is aimed at.



There is also the **'defender'**, and that doesn't always mean actively standing up to the ones doing the bullying – it could also mean telling a trusted adult what they have seen or even just asking the target if they are ok.

The **'assistant'** is someone who is involved in 'doing' the bullying behaviour led by the ringleader, and might be actively doing the name calling or whatever the bullying might be.



OUTSIDER

You also have the **'outsider'** or **'bystander'** role. This is someone who is either unaware of the bullying happening, or is choosing to ignore it and not involve themselves at all.

Ask pupils for their feedback on those roles – do they agree with them? Do they think there are any others? Do they think the same applies for incidents that happen online?

Ask them how they think each role might be able to reach out for support in helping them break out of the situation they are in – how could the target reach out? What about the bystander? Or the reinforcer?

OPTIONAL ACTIVITY:

You could add their ideas to the 'Reach Out' display that you started earlier in the lesson.

There is also an activity on our website called the **'Incident at the School Gates'** that shows an illustration of these roles which might be more appropriate for younger pupils.



"HOW COULD I REACH OUT?" (30-60 mins)

Tell pupils that sometimes reaching out is as simple as just asking if someone is OK, but other times the act of reaching out can be a very hard thing for someone to do. It can take a lot of courage to reach out, but it can make a huge positive difference.

Tell pupils you are going to share some bullying scenarios with them, and you would like them to identify which person is playing which role in each situation (you may want to print Slide 6 as a prompt). Remind them that in most of the situations there will be bystanders to think about even if they are not mentioned.

For this activity, you can either go through each scenario as a whole group (**Display Slides 7 – 10**) or put pupils in smaller groups to think about each scenario (**print and hand out Slides 7 - 10**). Depending on time you could ask them to look at each scenario or just one per group. Leave time at the end for feedback and for each scenario the class can share their ideas and discuss.



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Reminder:

Please review these scenarios before sharing them. Consider things like how age-appropriate they are for your classroom or if the names are the same as pupils in your classroom. You may want to consider tweaking them in the handouts / PowerPoint, or perhaps adding your own.



SCENARIO 1

Every time Rhys goes onto the field at break time, a group of girls follow him around and are unkind to him. Two of them shout names, and the rest of them watch and laugh along.

Roles

Rhys: target / **Two girls:** ringleader or assistant / **Other girls:** reinforcers / **Other children on field:** bystanders

How could they reach out?

Target: Tell a trusted adult in school or a parent/carer at home. Reach out to a friend or peer support buddy in school.

Ringleader/Assistant: Consider Rhys's feelings and apologise. Talk to a trusted adult if they feel pressured to join in.

Reinforcers: Stop laughing along or joining in at all. They could even ask the girls to stop.

Bystanders: Ask Rhys if he is OK, or ask the girls to stop.

SCENARIO 2

Whenever Janai joins an online game on her PlayStation with her classmates, Dylan always gets other children to leave the game and start a new one without her.

Roles

Janai: target / **Dylan:** ringleader / **Other children:** assistants/reinforcers

How could they reach out?

Target: Tell a trusted adult in school or a parent/carer at home. Reach out to a friend or peer support buddy in school.

Ringleader: Apologise to Janai and let her play.

Assistants/reinforcers: Ignore Dylan when he asks them to leave the game. Apologise to Janai and ask if she is OK. Ask Janai if she wants to play a game with them instead.



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SCENARIO 3

Vanisha has noticed that every time her class line up for lunch, there are some children who are pushing Erin around.

Roles

Vanisha: bystander or outsider / **Erin:** target / **Other children:** ringleader or assistant

How could they reach out?

Bystanders: Ask Erin if she is OK. Invite her to stand with her in the lunch line instead. Tell a trusted adult at school or at home.

Target: Tell a trusted adult in school or a parent/carer at home. Reach out to a friend or peer support buddy in school.

Ringleader/Assistant: Consider Erin's feelings and apologise. Talk to a trusted adult if they feel pressured to join in.

SCENARIO 4

Jac is often told by Sofia to spread unkind rumours about Amelia by whispering and passing notes around.

Roles

Jac: assistant / **Sofia:** ringleader / **Amelia:** target / **Other children passing notes:** reinforcers / **Other children in class:** bystanders

How could they reach out?

Target: Tell a trusted adult in school or a parent/carer at home. Reach out to a friend or peer support buddy in school.

Assistant: Speak to a trusted adult at school or at home. Apologise to Amelia and refuse to spread the rumours when Sofia asks him to.

Ringleader: Apologise and consider other people's feelings.

Reinforcers: Refuse to pass on the notes. Tell a trusted adult at school. Ask if Amelia is OK.

Bystanders: Ask if Amelia is OK. Tell a trusted adult at school.



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ADDITIONAL ACTIVITY: IS OUR SCHOOL A 'REACH OUT SCHOOL' (10-30 mins)

This is an opportunity to ask pupils to reflect on how able they feel to reach out about bullying in your school. It could be a short conversation with some of the questions below or you could ask pupils to design their 'Reach Out School' which would give you important information about how confident pupils feel to report bullying and anything they are worried about.

Conversation starters:

- Do you think we are a 'Reach Out School'?
- Do you know how to report bullying whether you are being bullied or seeing bullying happening?
- Is there any way we could make how we report bullying better?
- How could we improve our school to make sure we are a 'Reach Out School'?

TO CLOSE (5 mins)

Remind pupils to talk to you if they are worried about bullying, tell them how to report bullying in your school and remind them about your anti-bullying policy. You could personalise Slide 11 to remind them who in the school they can talk to.



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CROSS CURRICULAR ACTIVITIES

These cross curricular ideas take the theme further and help you weave Anti-Bullying Week throughout the curriculum.

ENGLISH



- Write a letter to a character in a book who you think needs a friend to reach out to them. Think about what you would say to make them feel better, and what advice you might give them.
- Write a poem inspired by the theme 'Reach Out'. It could be a narrative or rhyming poem, a haiku, a riddle, a shape or an acrostic poem.

MATHS



Have an older year group reach out to a younger class by planning a maths activity on a topic they're learning about (e.g. Year 6 plan a roman numerals activity for Year 4). Once the older pupils have an activity planned, make time to get the classes together so they can work together on the activities.

SCIENCE



Investigate the impact humans have had on various environments (e.g. rainforests, building on green land, plastics in the ocean) and what that means for plant and animal life that live there. Discuss how our actions can have a huge impact on the world around us – link this to the impact we can have by reaching out and spreading kindness, or reaching out for support when we need it.

P.E



Experiment with a team game that the pupils know well, e.g. rounders or netball. Agree on a small change or adjustment to the game, e.g. playing with a different ball, moving the posts further apart, not allowing players to move with the ball. Make a prediction for how this will change the game.

Play the game with this new adjustment and come together afterwards to talk about the impact this change made. Was the game harder? Easier? How did we adapt to the new game? Can small changes make a big difference?

ART



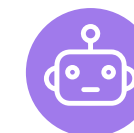
Pupils trace around their hands and forearms onto paper, and then fill the space inside with their own artistic design. They could all stick to one medium, such as watercolour or pastel, or you could allow pupils to choose their own. When everyone has designed their hand, cut them out and put them all together to show a circle of hands reaching out, creating a communal piece of art. You could do this as a class, year group or entire school! When the piece is put together, notice how everyone's is different but together they create a masterpiece. Don't forget to share your artwork with us online!

HISTORY



- Martin Luther King – share the details of his life and the civil rights movement. Discuss how during the civil rights movement he promoted non-violent resistance and how he showed others respect and kindness even though they hurt and disrespected him.
- Discuss Michelle Obama's statement 'When they go low, we go high'. What did she mean by this?

DESIGN & TECHNOLOGY



Design a 'Reach Out School'!

Plan: Create the perfect school and/or school playground, where all pupils are helped to feel happy, safe and able to report bullying or anything they are worried about. Think about:

- Different spaces e.g. open spaces, quiet areas
- Fun equipment which is accessible to all
- What the school facilities would look like to make sure they include everyone
- Activities that will encourage kindness
- Things that encourage pupils to look out for others
- Things to help people make friends and ensure everyone is included

Design: Draw a labelled floor plan of the school and/or playground (pupils could even create a diorama).

Assess: Partner up with a classmate and peer assess each other's design: what do they think would work well? Is there anything that could be improved?



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SCIENCE/LIVING THINGS/COMPUTING



If your school has access to iPads or computers, they could research creatures from the animal kingdom that work together to survive.

Examples:

- **Penguins** – A large group of penguins is called a 'rookery'. They hunt, swim and nest together in the same place. Penguins huddle together in the cold to keep each other warm and rotate so that every penguin gets a chance to be in the middle, which is the warmest part of the huddle!
- **Wolves** – These animals hunt in packs to catch large prey that would be too big for one wolf to catch alone. This means they have more food, therefore a better chance of survival in the wild.

Pupils could create a short presentation on their chosen animal and share with the class.



Join this specially designed Live Lesson to mark Anti-Bullying Week 2022!

We're working with BBC Teach to create a half hour interactive programme for primary schools, highlighting some of the issues around bullying.

Curriculum links

KS2 / 2nd Level Relationships Education/ Health Education/ Personal Development and Mutual Understanding/ Health and Wellbeing for 7-11 year-olds.

How to get involved

Watch on Monday 14 November at 11am on BBC Teach at the link below or watch on CBBC as part of the Bitesize Learning Zone. CBBC's Bitesize Learning Zone.

<https://www.bbc.co.uk/teach/live-lessons/anti-bullying-week-2022-live-lesson/zpw6nk7>



Let BBC Teach know you'll be joining with your class or school by emailing live.lessons@bbc.co.uk with the words ANTI-BULLYING WEEK in the subject heading, for the chance of a shout-out for your class or school on the BBC Teach live commentary page. They'll include as many as they can on the day.



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OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2022

1. On Monday of Anti-Bullying Week we hold [Odd Socks Day](#) where we ask schools and organisations to wear odd socks to school to celebrate what makes us all unique.
2. Become a [United Against Bullying School](#): Embark on your school anti-bullying journey and sign up to our free whole-school programme for schools.
3. [Sign up to be a supporter of Anti-Bullying Week online](#) where you can download a certificate for your school to display.
4. Display the [Anti-Bullying Week Poster](#) up around school.
5. You can purchase a range of amazing [Anti-Bullying Week merchandise](#) including wristbands and stickers from our online shop.
6. You can share our [Anti-Bullying Week Pack for parents and carers](#) developed with Kidscape among parents and carers in your school.
7. We have [free CPD anti-bullying online training](#) available for all school staff on our website. It covers a range of topics including bullying and the law, what is bullying, online bullying and many others. Tens of thousands have accessed it so do not delay – complete today!
8. Anti-Bullying Week is not government funded so we need to raise funds to run it each year. If you are able to [fundraise for us or any of our member charities](#) during Anti-Bullying Week we are immensely grateful. You could do a sponsored race or hold a non-uniform day or a bake sale. You can find more ways to fundraise for us in Anti-Bullying Week [here](#).
9. [Review your anti-bullying policy](#) as a school. We have some handy tips to help with developing your anti-bullying policy. Anti-Bullying Week is a great opportunity to review your policy as a school.
10. Please share your activity with us on social media. Use the hashtag [#AntiBullyingWeek](#) and [#ReachOut](#). We love to see what you're doing. Share with us your videos, artwork and messages.



VOTESFORSCHOOLS

Ahead of Anti-Bullying Week 2022, VotesforSchools are developing exclusive Primary & Secondary debate resources on whether being a bystander counts as bullying.

To request your free 30-minute Primary or 15-Minute Secondary lesson, please click [HERE](#).



Twinkl have kindly created some [free resources](#) for secondary schools that you can use in addition to this content for Anti-Bullying Week 2022 and beyond



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ABOUT THE ANTI-BULLYING ALLIANCE

Anti-Bullying Week is coordinated by the **Anti-Bullying Alliance (ABA) in England and Wales.**

We are a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn. We welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



The ABA has three main areas of work:

1. Supporting learning and sharing best practice through membership
2. Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns
3. Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives

ABA is based at leading children's charity the National Children's Bureau.

We'd like to extend our thanks to the following:

- All the young people involved in developing the theme this year and the school films. Particularly those young people from Brunel Field Primary School, Bristol and Ysgol Glanrafon, Mold, North Wales.
- Unique Voice CIC, who developed the films for Anti-Bullying Week 2022, and all of the young people who participated. Unique Voice work in schools and the community with children, developing social and emotional skills through creative arts.



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Please share your 'Reach Out' activity with us online!



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