

Presentation to

**Primary School Staff**

Title (if relevant)

**Say No To Bullying**

Presented by

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**City of Bradford MDC**

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# Say no to Bullying

In most definitions of bullying, there are three characteristics. Bullying is:

- Ongoing
- Deliberate
- Unequal

Foundation Stage Key vocabulary

# Say no to Bullying

same	different	bullying
included	deliberate/on purpose	
belonging	unkind	power
by accident	name calling	left out

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# Say no to Bullying

Foundation Stage:

- To understand there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work harmoniously together
- To understand that people have different needs, views, cultures and beliefs, which need to be treated with respect
- To understand that everyone can expect others to treat their needs, views, cultures and beliefs with respect
- To understand what is right, what is wrong, and why
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events

# Say no to Bullying

Key vocabulary – year 3 + 4

witness speaking out      audience

leader      peer pressure

“telling school”

# Say no to Bullying

Intended learning outcomes – year 3+4

- I can tell you what bullying is
- I know what it means to be a witness to bullying
- I know that witnesses can make a situation better or worse by what they do
- I know how it might feel to be a witness to and a target of bullying
- I know why witnesses sometimes join in with bullying and don't tell
- I can tell you some ways of helping to make someone who is bullied to feel better
- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure
- I can problem solve a bullying situation with others

# Say no to Bullying

## Key vocabulary – Year 5+6

name-calling (racist/sexist/homophobic)

influence                  power

direct/indirect bullying

# Say no to Bullying

## Intended learning outcomes – Year 5+6

- I can tell you what bullying is
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect types of bullying
- I can explain some of the ways in which one person (or group of people) can have power over another
- I know some of the reasons why people use bullying behaviours
- I know some ways to encourage children who use bullying behaviours to make other choices
- I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one

# Say no to Bullying

Notice and celebrate children who:

- Are kind to someone who was feeling left out
- Are a good friend or listener
- Refuse to join in with unkind behaviour
- Share a personal experience

# Say no to Bullying

This was written by a primary age boy the day before he took his life.

“I decided to kill myself because day after day I go to school and only bad things happen. Nothing good ever happens to me. If the kids in my class could be in my shoes they would understand how I feel. If only they knew how I feel every day. Even in my dreams there are nothing but bad things. The only one I can talk to is the hamster, but the hamster can't speak back. Maybe my being born was a mistake. I can't stop the tears now. There was one, only one thing I wanted while I was alive, a friend I could talk to, really talk to from the heart. Just one friend like that, only one, was all I wanted.”