Friday, 09 October 2026

Bullying

Learning Objectives:

to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied

1) Name 3 habits for good sleep

2) Why might it be harder for teenagers to control their actions?

3) What does "stigma" mean?

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1) Name 3 habits for good sleep

Go to bed at same time each night, keep off screens before bed, keep phone away from bed, keep room quiet and dark, avoid caffeine, avoid exercise or sugar near bed time

2) Why might it be harder for teenagers to control their actions?

The frontal lobe of their brain – responsible for controlling impulses, isn't fully developed

3) What does "stigma" mean?

sense of social disapproval, shame, or negative beliefs about something

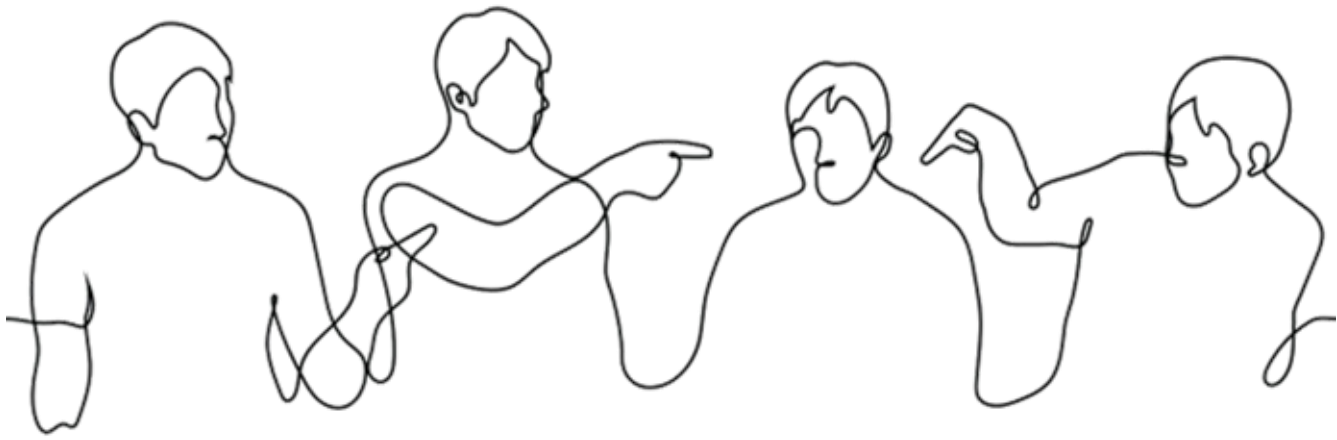
What does the word bullying mean and what are the three forms of bullying?

- Bullying is
- **The repetitive, intentional hurting of one person or group by another person or group**

The three forms of bullying are:

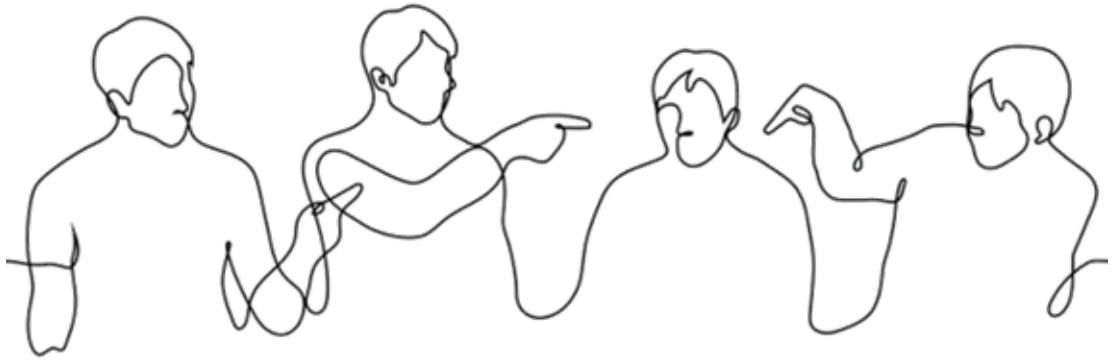
1. **Verbal**
2. **Physical**
3. **Online**

Can you list some examples of bullying?



Can you list some examples of bullying?

- Hitting, kicking, or pushing someone
- Tripping or shoving in hallways or on the playground
- Taking or damaging someone's belongings
- Blocking someone's path or cornering them
- Name-calling or using slurs
- Insulting someone's appearance, background, or abilities
- Threatening harm
- Making cruel jokes at someone's expense
- Deliberately excluding someone from a group or activity
- Spreading rumours or lies about someone



- Encouraging others not to talk to or be friends with someone
- Publicly embarrassing someone
- Sending threatening or hurtful messages online or via text
- Posting embarrassing photos or videos without consent
- Creating fake accounts to harass or impersonate someone
- Leaving cruel comments on social media posts
- Sharing private information to shame or humiliate someone

If one person repeatedly does any of these things to another person, that is bullying. But bullying isn't always one person. Read the story on the next slide, and answer the questions

The Space Between

Lena had always been quiet. Not shy, exactly—just someone who didn't need to be the centre of attention. She had two close friends, a love for drawing, and a habit of noticing things others missed. But Year 10 made her feel like she was being noticed for all the wrong reasons.

It started with whispers and laughter in the corridors. Then came the shoves—shoulders that didn't move, feet that "accidentally" tripped her. One day, she opened her locker and found her sketchbook gone. She panicked, heart racing, checking every shelf, every pocket of her bag. She found it later, in the boys' toilets, pages torn and soaked. Someone had drawn over her sketches—ugly, mocking faces with speech bubbles that said things like *"Why are you even here?"*. She didn't tell anyone. She just stopped drawing.

Her friends noticed, but didn't know what to say. "Just ignore them," one said. "They're just messing around." But Lena could see the way they looked away when someone shouted her name across the lunch hall in a fake, high-pitched voice. *"Leeeenaaa! Smile, love!"*. She stopped eating in the canteen.

Then, it was a fake account that followed her on Instagram. No posts, no followers—just a username that was a twisted version of her own. *@lena_the_loser*. She blocked it. Another one appeared the next day. Someone started leaving comments on her posts. Things like *"no one cares"* and *"try smiling for once."* She turned off comments. The the DMs started. *"You're so weird." "Everyone talks about you behind your back." "Why don't you just stay home?"*

She didn't know who it was. The accounts were always anonymous. But the words felt familiar—like echoes of things she'd heard in the hallways. One friend told her to ignore it. The other said, "It's just online stuff—it's not real." But it *felt* real. It followed her home. It lived in her phone. It waited for her in the quiet moments.

At school, it got worse. People started laughing when she walked into a room or answered a question. Not loudly—just enough. In PE, someone filmed her during warm-ups and posted it with the caption *"When you try to be normal but fail."* It was gone by the end of the day, but not before it had been shared around.

She stopped posting. Stopped replying to messages. Stopped trusting anyone.

One day, she found a note in her bag. Folded small, like a secret. It said: **"You don't belong here."**

She didn't cry. She just folded it back up and put it in her pocket. Not because she believed it—but because she didn't know what else to do.



1. List some of the things people did to bully Lina
2. Did anyone try to help Lina?
3. Why do you think people did bully Lina?
4. How did the bullying make Lina feel?
5. How could this have effected Lina long term?
6. Is there anyone who could have helped Lina?

1. List some of the things people did to bully Lina

Stole her things, bumped into her, made fake accounts for her, sent her messages, laughed at her answers, filmed her in PE

2. Did anyone try to help Lina?

Her friends tried to help but didn't know how

3. Why do you think people did bully Lina?

She was quiet and shy, so an easy target. Some may have bullied her to fit in or get laughs from others

Others may have joined in without thinking about the harm they were causing

4. How did the bullying make Lina feel?

Anxious and isolated, afraid to speak or draw attention to herself, distrustful of others, like she didn't belong

5. How could this have effected Lina long term?

Loss of confidence and self-worth, anxiety or depression, fear of social situations or school environments, difficulty trusting people or forming friendships, too afraid to be herself

6. Is there anyone who could have helped Lina?

This story contained loads of bystanders. What is a bystander?

Someone who sees someone who needs help, but doesn't do anything.

Why does this happen?



All people, but particularly teenagers, copy the behaviour of people around them.
If no one else is standing up the bullies, bystanders will often copy everyone else and ignore it too.
Or worse, they might join in. They might not realise they are being bullies, but if you join in with other people making fun of someone, or being mean to them, calling them weird, or laughing at them, you are bullying them.

What could the bystanders have done instead? Thinking about all our school values (see the next slide if you need a reminder), write a paragraph explaining what other people should have done. Recognition point if you can correctly use all of the 5 values!

RESPECT KINDNESS RESILIENCE ASPIRATION LEADERSHIP



Other pupils should have shown **kindness** by checking in on Lena and making sure she felt included and supported. They should have shown **respect** by treating her as an equal and not ignoring or joining in on the bullying. If they had shown **aspiration**, they would have aimed to create a school environment where everyone feels safe and valued. Showing **resilience** would mean standing up against bullying even when it's difficult or unpopular. Someone could have shown **leadership** by speaking out, reporting the bullying, and encouraging others to do the right thing.

QUEENSBRIDGE VALUES

RESPECT

Our Queensbridge community is inclusive, accepting and open-minded. We value working alongside each other in harmony and understanding, caring about the feelings, wishes and rights of our whole school family. We prioritise equality and diversity in all that we say and do.

KINDNESS

Our Queensbridge community is friendly, loving and empathetic. We value treating each other with generosity, compassion and tolerance. We prioritise relationships, forgiveness and happiness.

RESILIENCE

Our Queensbridge community is determined, responsible and brave. We value perseverance, flexibility and independence. We prioritise hard work and doing the very best that we can, in all that we do.

ASPIRATION

Our Queensbridge community is courageous, curious and ambitious. We value growth, personal fulfilment and taking measured risks. We prioritise the development of self-belief, confidence and creativity.

LEADERSHIP

Our Queensbridge community is one that consistently encourages each other to shine. We value teamwork, participation and using initiative. We prioritise nurturing leadership at every level and ensuring that everyone can grow and reach their full potential.

Another thing Lina could have done is told someone at school, like her form tutor, head or year or a teacher

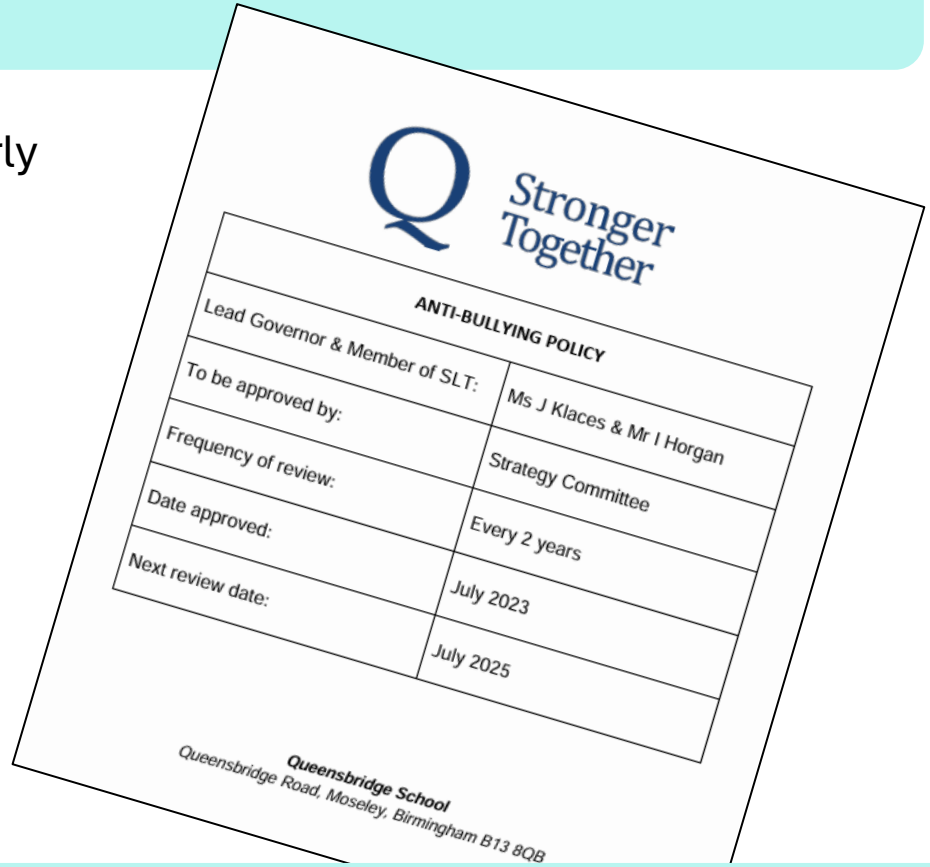
We have an antibullying policy, which is an official document that is regularly updated and says how we will prevent and respond to bullying. It says:

"AIMS OF THE POLICY

1. *To prevent all incidents of bullying at Queensbridge School,*
2. *To encourage everyone at Queensbridge School to take responsibility for stopping and preventing ALL bullying,*
3. *To offer victims of bullying comfort and support,*
4. *To encourage and support all bullies to change their behaviour and attitudes towards others,*

PUPILS can expect:

- *to be safe from persistent bullying during their time at Queensbridge School,*
- *to be listened to by all teachers if they report incidents of bullying,*
- *appropriate action will be taken against those responsible for incidents of bullying."*


Q Stronger Together

ANTI-BULLYING POLICY

Lead Governor & Member of SLT:	Ms J Klaces & Mr I Horgan
To be approved by:	Strategy Committee
Frequency of review:	Every 2 years
Date approved:	July 2023
Next review date:	July 2025

Queensbridge School
Queensbridge Road, Moseley, Birmingham B13 8QB

Bullying has no place at Queensbridge. All staff will take bullying seriously and make sure it stops. If you think you or someone else is getting bullied, you must tell someone

Extension – think back to what we learned last year about peer pressure

According to studies, which age group is most likely to copy other people? And who would they copy most?



Young children will **very often** copy **adults**



Teenagers will **very often** copy other **teenagers**



Adults will **sometimes** copy other **adults**

Peer Pressure



Teenagers take more risks when they are around their friends, even when no one else is taking risks or telling them to

This is what we mean by peer pressure – write down the definition

Peer pressure – feeling you should behave in a certain way because you think it will help you fit in or be liked by others

How are bullying and peer pressure linked? Discuss and write an answer in your book

Reminder – if you are worried or have questions please talk to someone

There are so many people you can talk to if you feel worried or need help with anything

- Class teacher
- Form tutor
- Head of year
- Other school staff
- Parent, carer or trusted adult
- Charities like childline

childline

ONLINE, ON THE PHONE, ANYTIME

childline.org.uk | 0800 1111

You can also use SHARP to report discrimination or bullying – you can add your name or stay annonymous



Ms Bellavitti
Safeguarding



Mr Horgan
Safeguarding



Ms Dunleavy
Safeguarding



Ms Taylor
Head Teacher



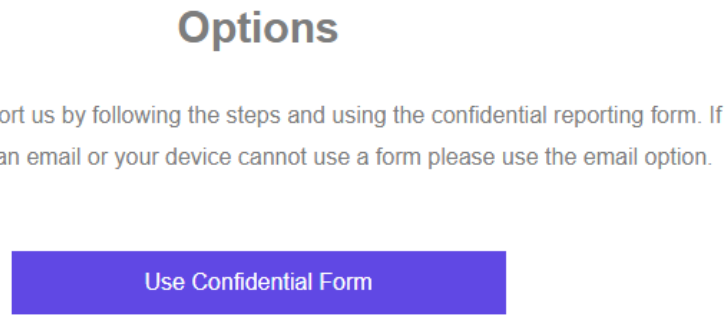
Ms Coyles
Medical Support



Ms Wheeler
Additional Needs



SHARP System



TFL
Toolkit For Life