



**ANTI-BULLYING  
ALLIANCE**  
UNITED AGAINST BULLYING

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# What is bullying?

**Primary school assembly  
and lesson plan**

**United against bullying**

# 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

## 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
- Understand that reaching out for help and helping others can make a positive difference in our lives

## Resources and preparation:

- PowerPoint Presentation – don't forget to personalise slide 5 and think about adding your own definition of bullying on slide 3

## Time:

- 20-25 mins



# Assembly plan

## What is bullying? (5-10 mins)

### Display **Slide 2**

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

Give pupils time to discuss and then ask for feedback.

Play the video.

### 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**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

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

Ask pupil 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**.

## Talking about bullying (10 mins)

### Display **Slide 4**

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. 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?

# Assembly plan

## Support in our school (5 mins)

### Display **Slide 5**

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.**

### 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 for support means to them, stories about reaching out or positive examples from the media of where someone has reached out to support someone else.



# 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

## 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:

- **Primary School Lesson PowerPoint Presentation** – don't forget to personalise slide 5 and think about adding your own definition of bullying on slide 3
- **Primary School Lesson Handout**

## Time:

- 60-120 mins

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



# Lesson plan

## What is bullying? (10 mins)

### Display **slide 2**

Introduce your school definition of bullying. You could use the Anti-Bullying Alliance definition:

'Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

### Display **Slide 3**

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



## How can we reach out to others about bullying? (20-40 mins)

### Display **Slide 4**

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. 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 the Primary School Lesson Handout

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.

- 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.



# Lesson plan

## What are the roles involved in bullying?

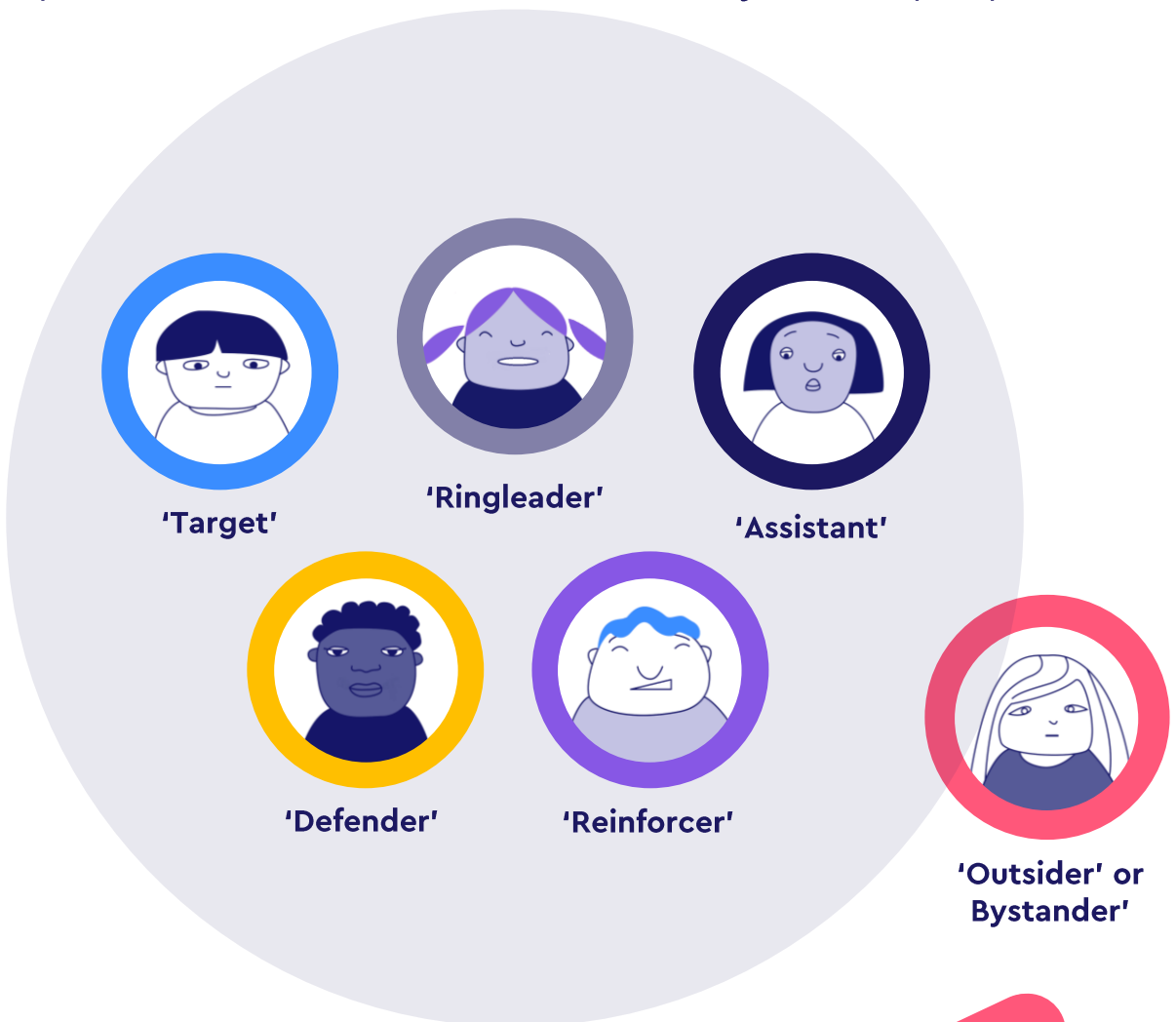
(20-40 mins)

### 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.



# Lesson plan

## Explain that:

- There is the **'target'**, this is the person the bullying is aimed at.
- 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.
- 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.
- 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.
- 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?



# Lesson plan

## 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.

**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.

# Lesson plan

## 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 or assistant / **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.

# Lesson plan

## 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.

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

# Lesson plan

## To close (5 mins)

### Display **Slide 11**

Fill this slide in before the lesson with the relevant information for your school.

**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.**

### **Additional activity:**

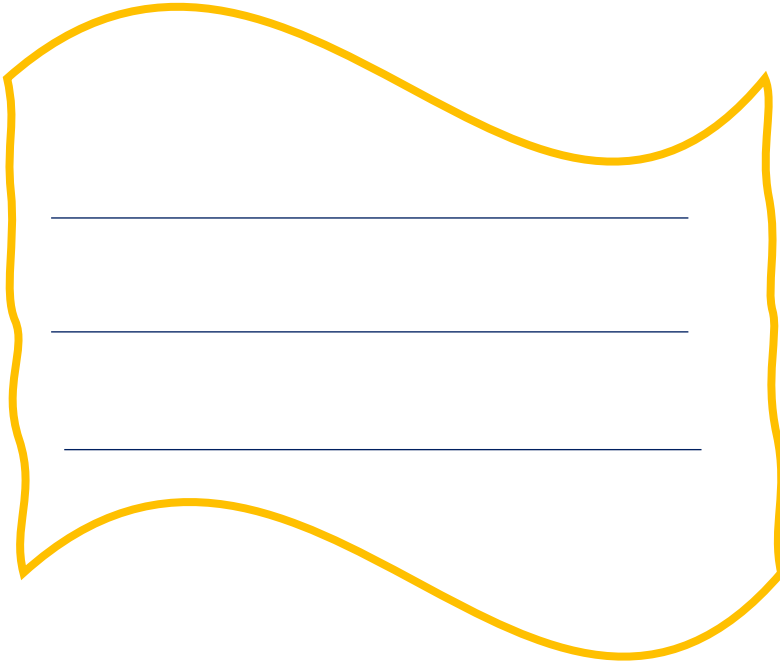
This is an opportunity to ask pupils to reflect on how able they feel to reach out about bullying in your school. It could be a short conversation with some of the questions below which would give you important information about how confident pupils feel to report bullying and anything they are worried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

#### **Conversation starters:**

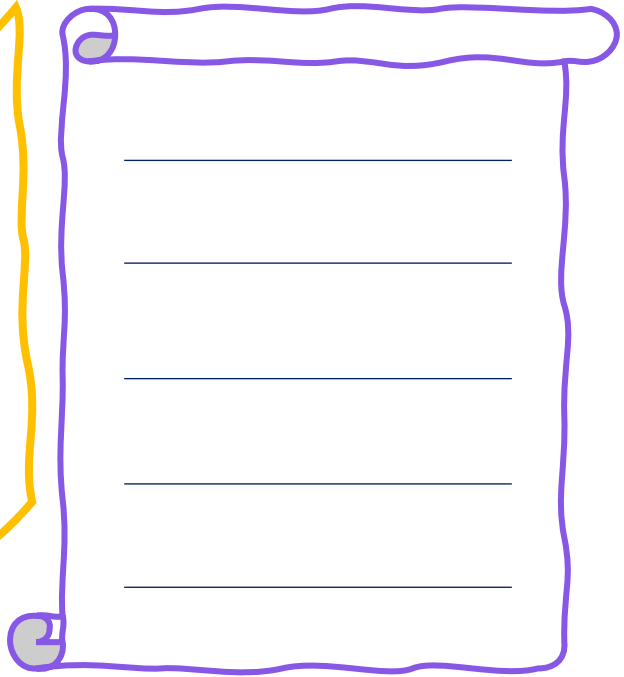
- Do you know how to report bullying whether you are being bullied or seeing bullying happening?
- Is there any way we could make how we report bullying better?
- How could we improve our school to make sure everyone can reach out when they need to?



# How can we reach out to others?



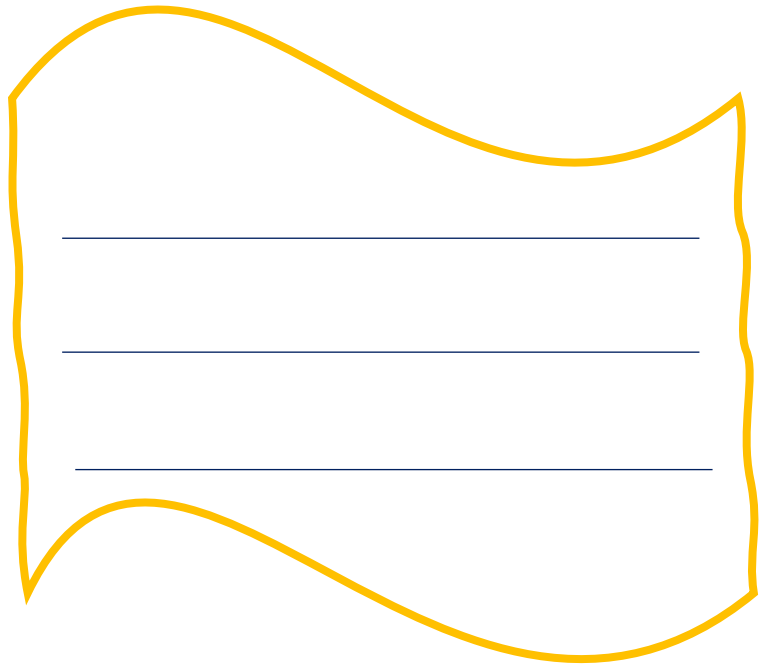
A yellow-outlined writing box with wavy edges and three horizontal lines for text.



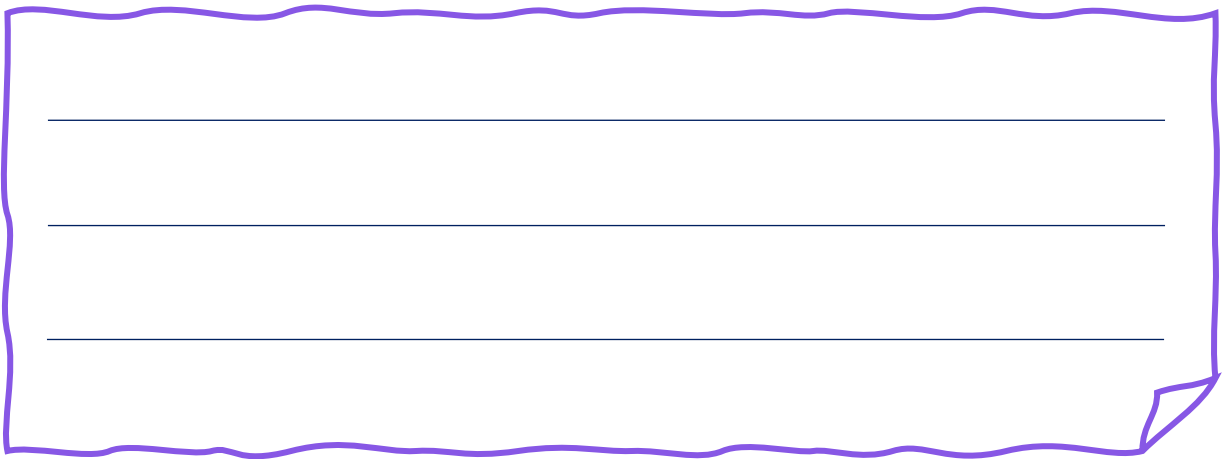
A purple-outlined writing box with a scroll-like top edge and five horizontal lines for text.



A purple-outlined writing box with a scroll-like bottom edge and five horizontal lines for text.



A yellow-outlined writing box with wavy edges and three horizontal lines for text.



A purple-outlined rectangular writing box with three horizontal lines for text.