



Project  
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*Safeguarding in Partnership*

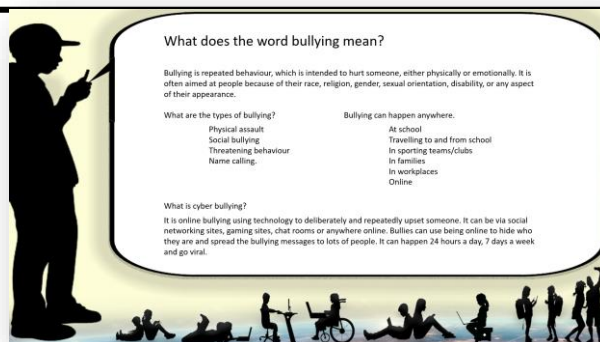
Interactive safeguarding sessions – Bullying

## Teachers' Notes



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Interactive safeguarding sessions - cyber safety



Get the group to discuss ideas for a definition of bullying. Prompt them to think about ideas such as:

- Frequency? -it is repeated behaviour
- Intention? -it is to hurt someone
- What kind of hurt? -physical and emotional
- Who gets bullied? -can be anyone
- What does bullying focus on? -race, legend, gender, sexual orientation, disability, appearance, it can be anything

Then click for the definition to fly in on the slide.

Get the group to think about the types of bullying behaviours.

- Physical assault, examples such as pushing, shoving, hitting, standing on feet, etc.
- Social bullying, examples such as: excluding someone from the group, making someone do something, publicly shaming someone, etc.
- Threatening behaviour, examples such as: threats to hurt, to shame someone, to stop someone doing something, to hurt someone that the person cares for, etc.
- Name calling, examples such as: sexist remarks, racist slogans, homophobic insults, etc.

Where does online bullying take place?

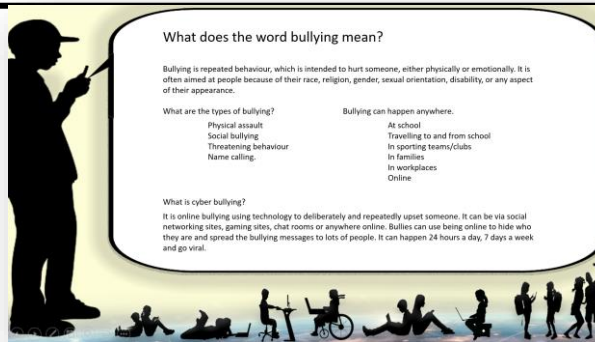
- Online, on smart phones, on tablets
- Social networking sites
- Messaging apps
- Gaming sites
- Chat rooms

Make it clear to the group that when they do the activity on the worksheet, individuals don't feel exposed when they do the count. It is for their reflection and to inform the discussion.



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What does the word bullying mean?


Bullying is repeated behaviour, which is intended to hurt someone, either physically or emotionally. It is often aimed at people because of their race, religion, gender, sexual orientation, disability, or any aspect of their appearance.

What are the types of bullying?

Physical assault	Bullying can happen anywhere.
Social bullying	At school
Threatening behaviour	Travelling to and from school
Name calling	In sporting teams/clubs
	In families
	In workplaces
	Online

What is cyber bullying?

It is online bullying using technology to deliberately and repeatedly upset someone. It can be via social networking sites, gaming sites, chat rooms or anywhere online. Bullies can use being online to hide who they are and spread the bullying messages to lots of people. It can happen 24 hours a day, 7 days a week and go viral.



This slide is showing the different forms of cyber-bullying.

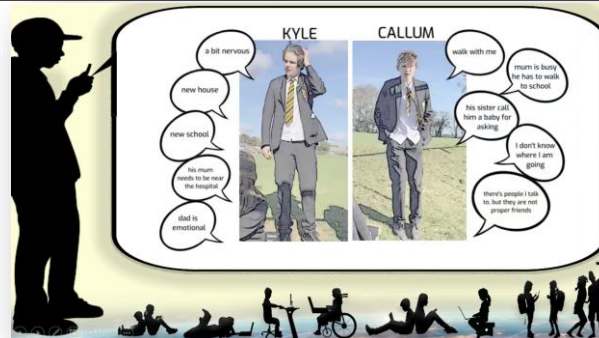
It is primarily to teach the group about the types of cyber bullying. It is likely that they will all recognise the different types, as they appear on the slide.

The slide helps them name the behaviours, and hopefully then, they will be more alert to recognise the behaviours, should they experience or witness them.



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## What do we know about Kyle?

- The family have moved house
- They needed to move house because his mum needs to be near the hospital and Kyle's grandmother
- He has had to change schools
- It is his first day at his new school
- He is a bit nervous
- His dad is emotional

## What do we know about Callum?

- He is usually taken to school by his mum
- He has an older sister, Faye, who walks to school with her friends
- His mum has had to go to work early
- So Callum now has to walk to school
- He wants Faye to walk with him, but she refuses
- He is worried that he is not sure of the way
- He feels he knows some pupils, but he doesn't have proper friends

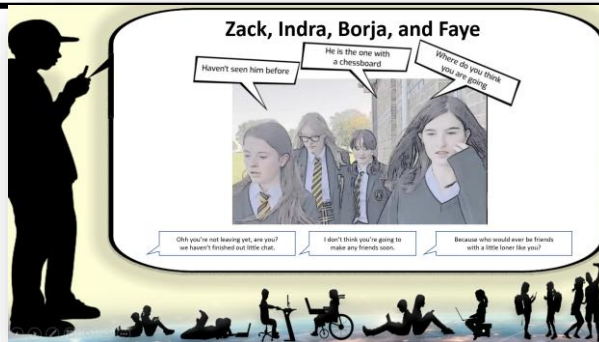
## What are the similarities between Kyle and Callum?

- They are both feeling nervous and unsure
- Today is a first for each of them
- Neither feels they have a friend



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Ask the group to discuss the behaviours of Zack, Indra, Borja, and Faye. Have they bullied Kyle?

Physical assault? Ideas such as:

- Zack stopped him, blocking his way
- Zack stops him from walking away
- Zack grabs his bag of his back
- Zack punches Kyle in the mouth, causing him to fall

Social bullying? Ideas such as:

- Indra uses a babyish voice to mock Kyle who is worrying about being late
- Zack tells him he won't be making friends

Threatening behaviours? Ideas such as:

- While Zack physically bullies Kyle, the group stands by, which makes it more threatening
- The group tip all Kyle's things out of his bag onto the floor
- The group walk off together, which suggests they are all in this together
- They walk off laughing

Name calling? Ideas such as:

- Zack says who would ever want to be friends with a little loner like you?



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Discuss with the group:

How does Zack get Callum to take part in his plan to get someone to impersonate a pupil, who appears to want to make friends with Kyle?

- Callum doesn't have many friends
- He is a younger sibling and he wants to hang out with his sister's friends and be accepted by them
- He bribed him with a promise to buy him a new game
- He intimidates Callum, saying don't let me down, yeah?

Is he bullying Callum? Ideas such as:

- Social bullying in that he has picked someone who is not likely to stand up to him and he puts pressure on him to do it, with a bribe.
- It is also Cyber-bullying using Callum, in that the plan is to impersonate someone befriending Kyle.

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Kyle believes he has a friend. He has played a game with Callum online and talked to him at school. He is feeling happier.

## How does Zack and the group take it further?

- Zack stops Kyle moving round and past the group.
- Zack mocks Kyle saying he has a friend.
- Zach kicks him in the legs and trips him up.
- When Callum wants to stop, he says you can't back out now.
- He denigrates Kyle to Callum, do you really want to be friends with that weirdo?
- He threatens Callum, think what it would do to Faye, I wouldn't be friends with her any more?
- He further denigrates Kyle to Callum, he is such a loser, he'll probably murder you or something.
- He gets Callum to tell him what Kyle has told him, that his mum is in a wheelchair.
- The group back Zack, and Faye reveals the trick they have played on Kyle, he is my brother, you idiot.

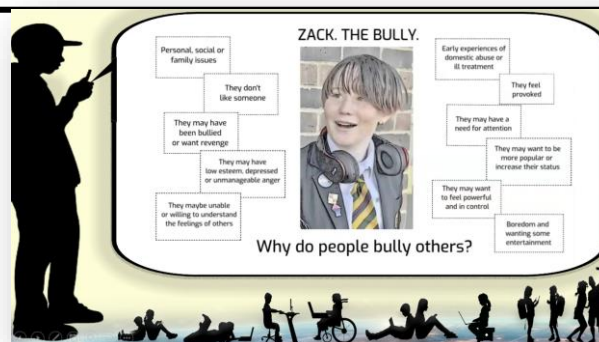
## It is cyber bullying:

- Denigration
- Impersonation
- Exclusion



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## Why do people bully others?

- Personal, social or family issues, ideas such as: living in a high crime area, they think they can't keep friends by being nice.
- Early childhood experiences, these include poor parenting or maltreatment, domestic abuse, physical abuse.
- They do not like a person, ideas such as: they are different, and they can't see the difference as valuable or interesting.
- They feel provoked, ideas such as: a misinterpreted look or gesture.
- They are taking revenge for something or they may have been bullied themselves, ideas such as: not wanting to wait and risk being picked on or bullied themselves, thinking attack is the best form of defence.
- They may have a need for attention, ideas such as: wanting to impress their friends or to have an audience.
- They may have low self-esteem, feel depressed, or have anger management problems, such as: seeing a difference in someone else as a person or their behaviour, and feeling that these reflect badly on them.
- They may want to assert themselves in the group around them, ideas such as: feeling they need to be more popular or have more status.
- They may be unable or unwilling to empathise or understand the feelings of others, ideas such as: they can't see that someone who is alone, may be lonely and want to have a friend.
- They may want to feel powerful and in control, ideas such as: it not being enough to have a group of friends, but wanting to be seen as a leader.
- Boredom, or seeking the form of entertainment, ideas such as: not being able to talk to people about your ideas nor able to find ways of spending your time.

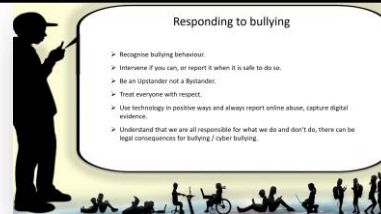
Ask the group to think about Zack, do they have views about why he did what he did?





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Discuss how we can all respond to bullying.

Recognise bullying behaviours, ideas such as: thinking about age, size, power, and understanding, these differences between people may mean that people are victimised. Talk with the group about how this applies to Kyle.

- Age-the group were all older than him
- Size-they would be bigger than him
- Power-when one person in a group of four bullies and the rest laugh and don't object, this makes a huge power difference
- Understanding-Kyle is new to the area and has been tricked. He doesn't know that Callum has been bribed by the group, and he wouldn't know where or how to get help.

Intervene if you can or report it when it is safe to do so. In this story of Kyle, ideas such as:

- Would it be safe to intervene?
- What else could you do, take a picture of the group?
- Report the incident to a teacher in school
- Approach Kyle the next day and offer to support him to report it, and offer to be a witness
- Be a friend to Kyle at times in the day when he is vulnerable - breaks, lunchtimes, walking to and from school

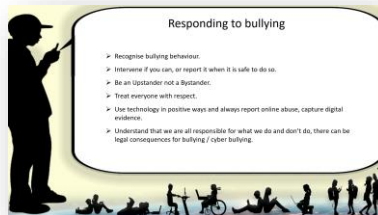
Be an Upstander, not a Bystander. Explain to the group about these concepts, ideas such as:

**A Bystander** is someone who witnesses an event, including a bullying incident. By being present, but not intervening, this indirectly signals support to the bully and makes things worse for the victim. When a person is deliberately hurt, bystanders indirectly signal that the victim is alone. After an incident is over, bystanders can feel guilty. They may feel bad for what happened to the victim, they may have feelings of guilt for not intervening or for not knowing what to do, or for being fearful. In these ways, they are like a secondary victim.



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**An Upstander** is someone who speaks or acts in support of someone or a cause. They do something. They may stop the bullying from happening, or offer support to the person who is being bullied. An Upstander is someone who is fair and brave. It is hard to be an Upstander, when bullying is happening. Bullies have friends, or have an audience. You should only speak up, if it is safe to do so. If it is not safe, witness the incident and report it later. Be a part of a solution for the victim.

Treat everyone with respect, ideas such as:

- Promote the view the differences between people are to be valued with tolerance.
- Make friends outside your circle, eat lunch with someone who is alone, notice when someone is upset and ask if you can help, reach out to new people to help them feel comfortable.
- If you hear, see, or come across online messages which are untrue or harmful, don't laugh, don't pass them on, be clear you don't like them.

Use technology in positive ways and always report online abuse, capture digital evidence, ideas such as:

- Use the report button on social networking sites
- Take screenshots of evidence of abuse/bullying
- Save texts and messages received, and get an adult to pass it on - a parent/carer, a teacher, the school IT technician, the Police
- Block people who are abusive online

Understand that we are all responsible for what we do and don't do, there may be legal consequences for bullying/cyber bullying. Thinking about the incidents when Kyle was bullied, ideas such as:

- Hitting him, tripping him up, taking his bag, tipping out the contents, all constitute an assault. Kyle and his father could report this to the police.
- Bullying or cyber-bullying is not a specific criminal offence, but harassment, malicious communications, stalking, threatening violence, and incitement, are all crimes.
- These incidents took place either outside the school day and the school premises, or were online. It could end up being brought into school in the form of an argument/fight between Callum and Kyle. Then the school would have to act on account of aggressive behaviours between pupils and an inappropriate use of technology. One or both of them could end up being excluded.

