

Let's Stop Bullying for All

How do we make anti-bullying work include everyone?

Suitable for: Upper primary and secondary, adaptable by age	Time: 45–60 minutes
Theme: Anti-Bullying Week 2014 — Let's Stop Bullying for All	Permanent resource: Yes

Learning aims

Pupils will have opportunities to:

- explore who can be affected by bullying
- recognise that anti-bullying work needs to include different experiences and needs
- consider how barriers to support can affect different pupils
- examine how schools can avoid one-size-fits-all responses
- identify ways to make support more inclusive

Important note for staff

Use fictional situations throughout and avoid asking pupils to disclose personal experiences.

If a safeguarding concern is raised, follow the school's procedures.

1. What does “for all” mean?

Write:

Who should anti-bullying work be for?

Invite responses.

Then ask:

Does treating everyone fairly always mean giving everyone exactly the same response?

Explore the idea that different pupils may need different kinds of support.

Key idea

Anti-bullying work should include everyone, but that does not mean every situation should be handled in exactly the same way.

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2. Different pupils, different barriers

Give groups fictional examples:

- A pupil wants to report bullying but finds speaking in front of adults very difficult.
- A young person is worried that reporting racist abuse will make them stand out even more.
- A pupil with additional communication needs is struggling to explain what has happened.
- Someone being bullied online is frightened that adults will simply take their phone away.
- A pupil who has also behaved harmfully believes nobody will listen to their side of the story.

Ask:

What might make support harder to access here?

Then:

What could make it more accessible?

3. Same problem, different response

Give two fictional pupils experiencing similar behaviour.

One wants an adult to intervene immediately.

The other wants time to talk privately before anything happens.

Ask:

Would giving them exactly the same response be fair?

Explore:

- safety
- communication
- choice
- age
- confidence
- additional needs
- previous experiences
- level of risk

Key idea

Fairness can involve responding differently to different needs.

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4. Who gets overlooked?

Ask:

Are there people whose experiences of bullying may be easier to miss?

Possible areas to explore include:

- pupils who are quiet
- pupils who mask distress
- disabled or neurodivergent pupils
- pupils from minority backgrounds
- young people who are new to the school
- pupils with few friends
- pupils who have previously been labelled as difficult
- young people who move between different roles in bullying situations

Avoid turning this into a list of "vulnerable types".

Focus instead on **what makes some experiences less visible or less likely to be heard.**

5. Inclusive support challenge

Give each group this task:

Design a support route that works for as many pupils as possible.

Ask them to include different ways to:

- report a concern
- ask for help
- communicate if speaking is difficult
- involve a trusted friend or adult
- understand what happens next
- ask for a review if the first response does not help

Then ask:

Who might still find this difficult?

This helps show that inclusion is an ongoing process.

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6. What about the person causing harm?

Ask:

Does “for all” include someone who has bullied another person?

Explore carefully.

Support for that person does not mean ignoring or excusing the harm.

It may involve:

- understanding what is driving the behaviour
- helping them recognise impact
- setting clear boundaries
- supporting accountability and change
- reducing the chance of further harm

Key idea

Safety and support can matter for everyone involved while responsibility for harmful behaviour remains clear.

7. Final reflection

Complete:

“Anti-bullying work is more inclusive when...”

“One thing that can make support easier to access is...”

Closing message

Stopping bullying for all means making room for different experiences, different needs and different routes to support, while keeping safety and accountability at the centre.

Follow-up possibilities

This lesson could lead into:

- **Different, Similar, Connected**
- **What kind of help would help?**
- accessibility discussion
- review of reporting routes
- peer-support work
- staff discussion about whether current systems work equally well for different pupils