



November 2020

Heygarth Primary School's response to Anti-bullying week.



On Monday 16th November the whole school took part in 'Odd Socks Day'; a Day to celebrate differences.

Throughout the week different classes from KS1 and 2 took part in a drama workshop with Altru-Drama; exploring bullying from different perspectives.

Each year group widened their class's understanding of the issues around bullying and completed some fantastic work including random acts of kindness, anti-bullying pledges, use of worry boxes and ways of being a good friend.

Thanks so much to the teachers and teaching assistants who worked so hard this week (and every other week of course!) to help our children.



F1 Anti-Bullying Week

As an alternative to a worry box, to encourage F1 to talk about their feelings and to encourage children to notice when others are feeling a certain way, we have a permanent 'How do you feel today?' area in our classroom. The children are encouraged to place a coloured button in the pot underneath the corresponding coloured monster which represents how they feel today. The children are tuned in and often notice when someone has placed a button in a pot other than yellow. We use this as an opportunity to talk as a group or individually about that particular feeling and what we can do to help when we feel that way. The story spoons allow children to retell The Colour Monster story, act out the feelings and promote more play discussion around feeling



How Foundation 1 are addressing Anti-Bullying week

In Foundation 1 we have explored Anti-Bullying week through the perspective of friendship and how the children can make choices to be kind to their friends. We have completed this through a number of play based activities such as...

We have shared stories including Simon Sock, Elmer, Not Now Bernard and The Colour Monster that support personal, social and emotional development.

Encouraged children to take responsibility for their actions by acknowledging children's strengths and weaknesses, in order to create an emotionally supportive environment through the use of our Heygarth Hippo rules.

During circle time the children took turns to make suggestions and listen to each others ideas and thoughts of how our class puppet Gloria could be a kind friend to Squirrel.

Children have shared ideas of what they thought made a good friend and how they could be kind to their peers which we have displayed on our kindness hearts.

We took part in Odd Sock Day and focussed on the importance of accepting children's differences and their right to have a choice or an opinion by having a vote for our favourite patterned odd sock.

We watched Andy and the Odd socks.
We watched Elmo and Rosita talk about friendship and how they are kind to each other.

We always encourage peer mediation during continuous provision around sharing and turn taking.



F2 Anti-Bullying Week

Beautiful work carried out by all children in F2. Random acts of kindness for people within and outside our school.

The children have created "Cupcakes of Kindness" for the ladies and gentlemen of Wirral's Homeless. This is our act of kindness as part of anti bullying week. [#Antibullyingweek2020](#) [@wirralshomeless](#)

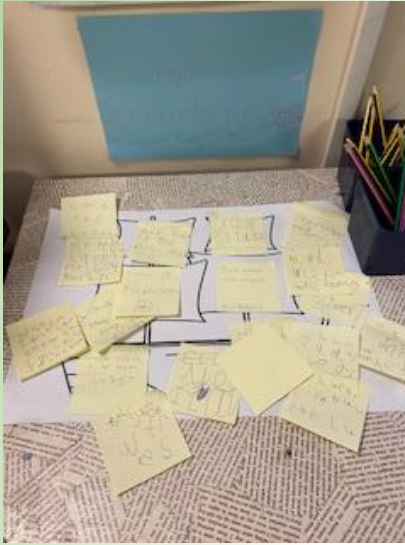


The children have been learning about being kind this week as part of anti bullying week. They each carried out a "Random Act Of Kindness" [#KindnessMatters](#) [#Antibullyingweek2020](#)

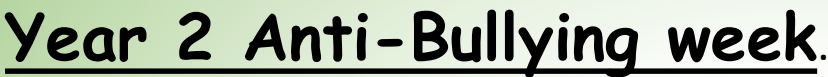




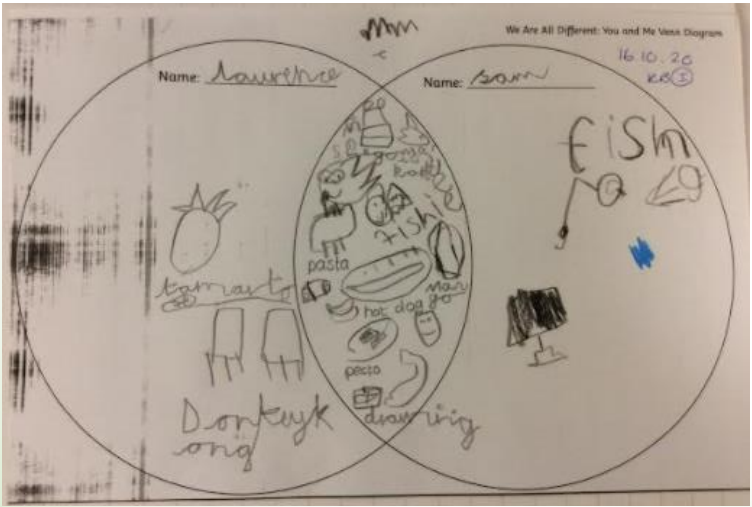
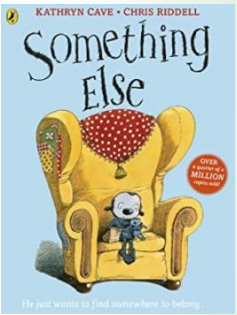
Year 1 - Anti-Bullying Week



- We created a class jigsaw showing how we are 'united against bullying'; each child explained how they choose to stand up to bullying and be a good friend.
- We participated in our Altru Drama workshop around the theme of bullying.
- In provision, we have been making friendship cards and writing how to be a good friend to add to our 'friendship'.
- We have listened to stories about friendship, such as 'The Smeds and the Smoos' by Julia Donaldson.



Our English text 'Something Else' by Kathryn Cave explores bullying and belonging. We discussed how easy it is to get pulled into being unkind to people either by not understanding their differences or by becoming a bystander.



Using drama and role play to explore bullying from different perspectives.

Exploring and celebrating the differences between ourselves and our friends.



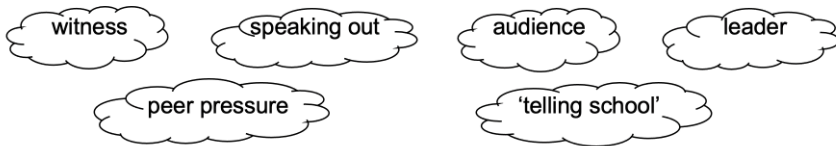
Year 3 Anti-bullying Week

From bully to best friend
A young girl who was being bullied by her friend explains how eventually she found the courage to confide in a teacher and how the situation was dealt with. Watch the clip and discuss what they have learned from it. Also look at the clip from the perspective of the bully.
<https://www.bbc.co.uk/bitesize/clips/z8pxpv4>



Samantha-Jayne

Nobody speaks to Samantha-Jayne,
The silent child with the fancy name, Who comes to school with hair
a mess, And milk stains down her dirty dress, Who wears a coat
that's far too small, And stands alone by the playground wall.
Nobody plays with Samantha-Jayne,
Who lives with her mum down Leadmill Lane, In a run-down flat
that's dark and smelly, Who spends her nights glued to the telly,
And sleeps in a bed that's damp and cold,
In a dark little room that's full of mould.
Nobody cares about Samantha-Jayne,
Who walks to school in wind and rain,
With her unwashed face and hair a mess,
And her coat too small and her dirty dress,
With the tight little mouth and the frightened stare. No one, no one
is there to care.
Samantha-Jayne, Samantha-Jayne,
Oh, what do you dream of, Samantha-Jayne, As you walk to school
all alone
Or stand in the playground on your own?
Do you dream of friends with whom to play, To help you through the
lonely day?
Do you dream of arms to hold you tight
To help you through the lonely night?



Understanding bullying	Can explain this on my own
I can tell you what bullying is.	☹ ☹ ☹
I know what it means to be a witness to bullying.	☹ ☹ ☹
I know that witnesses can make the 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 can tell you why witnesses sometimes join in with bullying or don't tell.	☹ ☹ ☹
I can tell you some ways of helping to make someone who is bullied 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.	☹ ☹ ☹

Display: Create images of things we do like to see e.g. kindness

Split the class into groups according to emotions that Samantha Jayne might feel (get chn to tell you these).
Read the poem again and when the chn think that Samantha Jayne is feeling "their" emotion they stand up.
If you saw Samantha Jayne in the playground on her own, what would you do? Chn flag up answers.
If you saw that no-one was working with Samantha Jayne in class, what would you do? Chn flag up answers.
If you noticed that no family came to school to see Samantha Jayne be part of a play or school event, what would you do? Chn flag up answers.
When do you feel sad and lonely?



Year 4 Anti-Bullying Week

Elm and Birch greatly enjoyed their anti-bullying drama workshops.

In them, the children showed great empathy and imagination to act out different bullying scenarios.

We learnt that even if you are an outsider observing a bully, if you don't take action then that means you are partaking in bullying too.

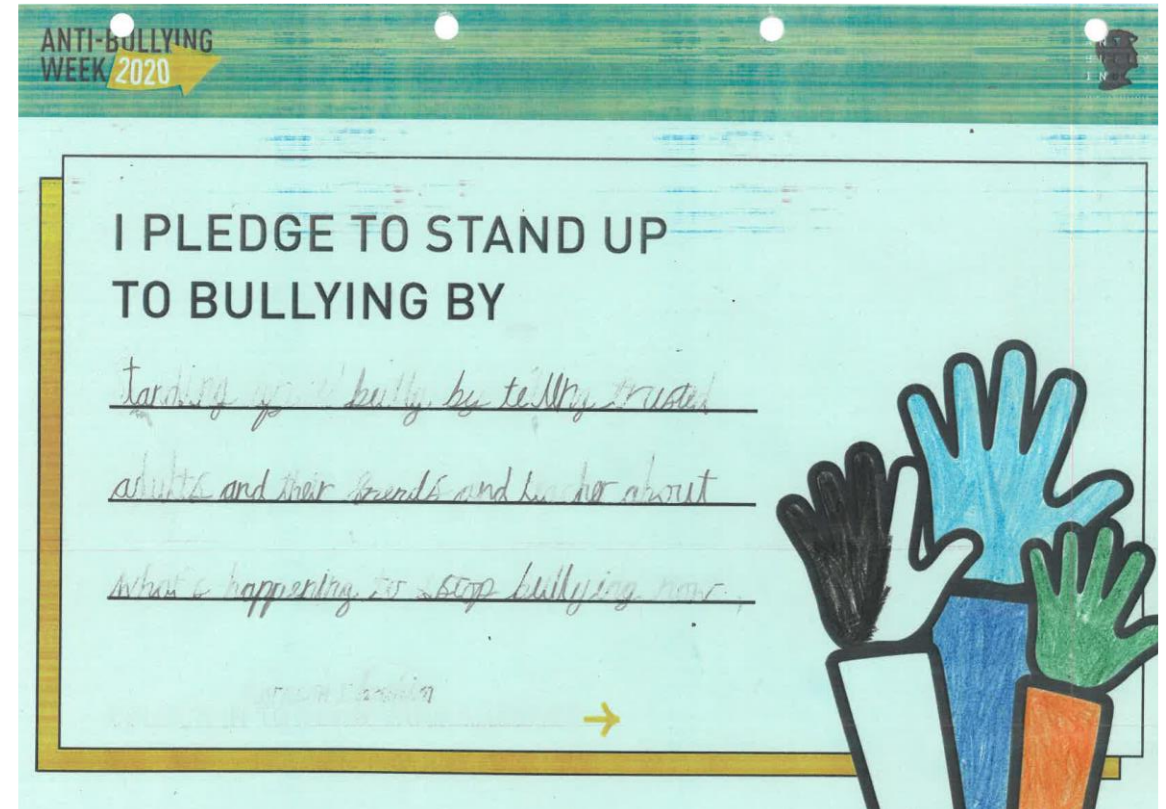
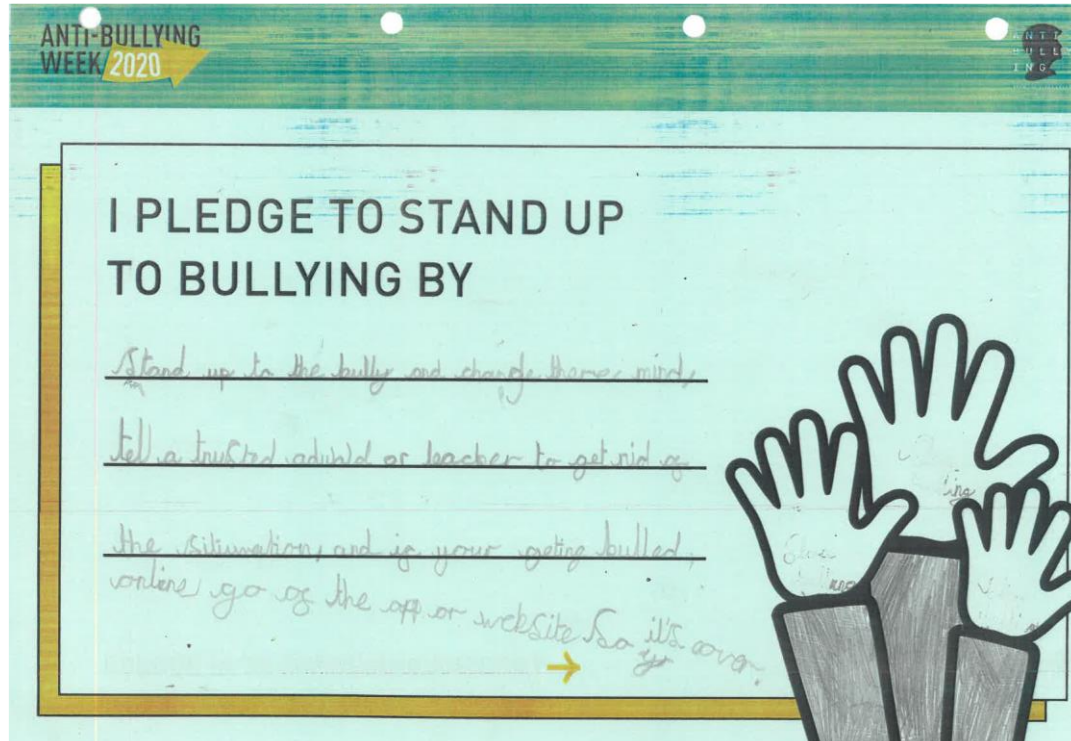


18/11/20 Anti-bullying Workshop



Pledges

The children reflected on their learning so far by writing their own anti-bullying pledges. In these they committed to taking action if they saw anyone being bullied.





Anti-Bullying week - Year 5



Video introducing Anti-bullying week



We discussed this picture and linked it to our own experiences.

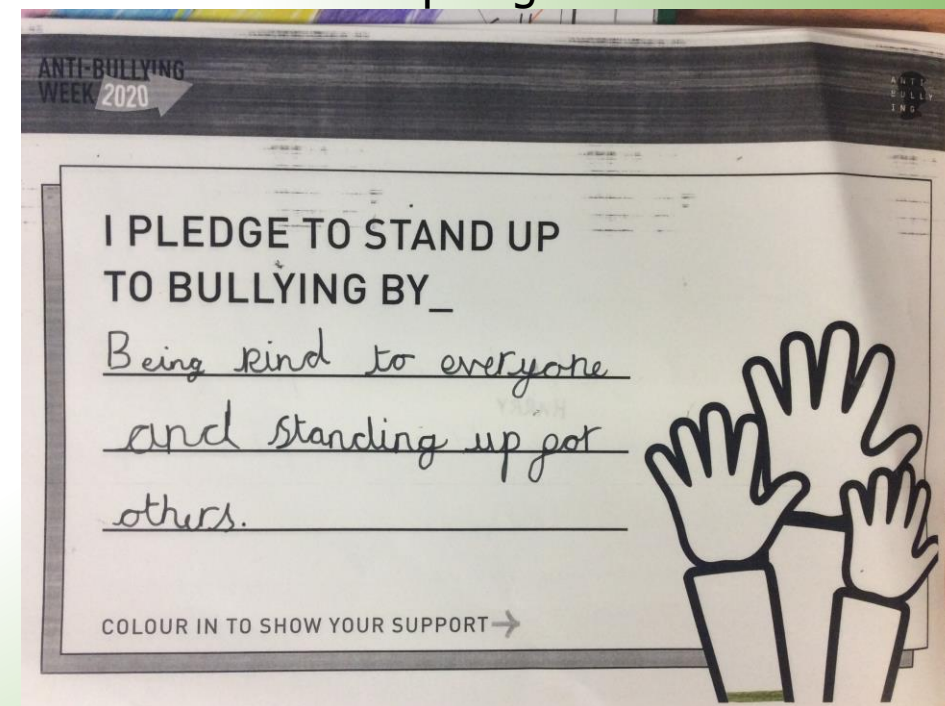
<https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-anti-bullying-week/zcbw4xs>

We explored ideas shown in this video.

Our pledges...



Revisited our appreciation board and discussed how we can be kind to each other and celebrate our differences.





Mental Health and Anti-bullying Week - Year 6

1. Pledge - 5 people we can talk to.

The children will be drawing around their own hand and thinking about who they can talk to if they have any worries or see/hear something they do not like. The children will write these people on their fingers and design their hand to show what is unique about them.

2. Ariel Trust - Grassing or Grooming?

The children will be watching a video about a boy who doesn't understand whether he is being groomed or not and what he should do about it. The children will offer advice and support to the fictional boy and explore the issues raised in depth. The children will then look at how to ask for help in these situations and what can be done to protect the boy in the story.

3. United Against Bullying - Bullying vs banter?

The children will look at closely at the meaning of the words and discuss how banter can turn into bullying. The children will look at different scenarios and give advice to the people and look at what they would need to do if it was to happen to them.

4. E-safety - Children will be looking at how to deescalate issues and arguments online and how they differ to face to face arguments.

