



MAKE A  
**NOISE**

ABOUT  
**BULLYING**

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**#ANTIBULLYINGWEEK**



Monday

Odd Socks Day and  
Assembly

A graphic for Anti-Bullying Week featuring several pairs of feet wearing various colorful and patterned socks (striped, rainbow, stars) against a light blue background. The text is overlaid on the image.

Anti-Bullying Week

# Odd Socks Day

Monday 13<sup>th</sup> November 2023



JOE & MARYANN  
2014

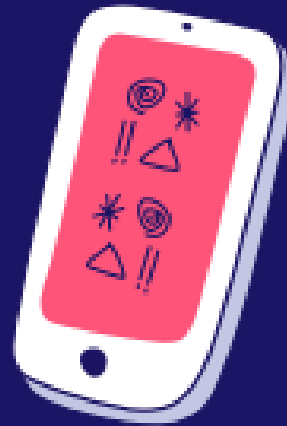
# WHY IS IT NEEDED?

Research shows that



**30%**

of children have been bullied in the last year alone<sup>2</sup>



**17%**

having been bullied online.



With approximately

**ONE CHILD  
IN EVERY  
CLASSROOM**

experiencing bullying each day.

**ANTI-BULLYING WEEK 2023:  
'MAKE A NOISE ABOUT  
BULLYING' CALL TO ACTION**

Too often, we are silent when we see bullying take place, silent about the hurt bullying causes, and silent when we hear bullying dismissed as 'just banter'.

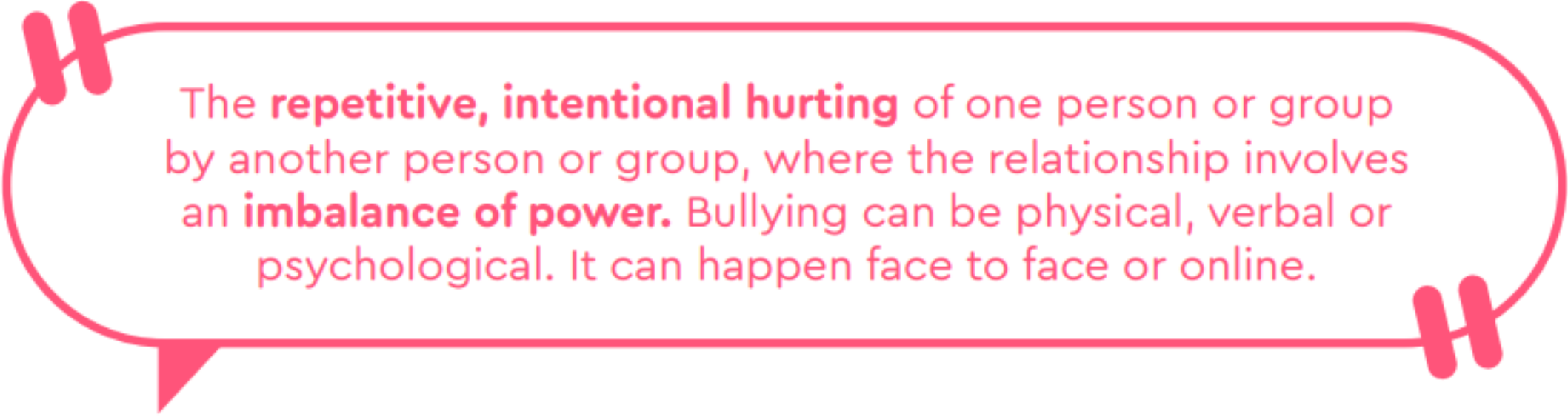
It doesn't have to be this way.

Of course, we won't like everyone, and we don't always agree, but we can choose respect and unity.

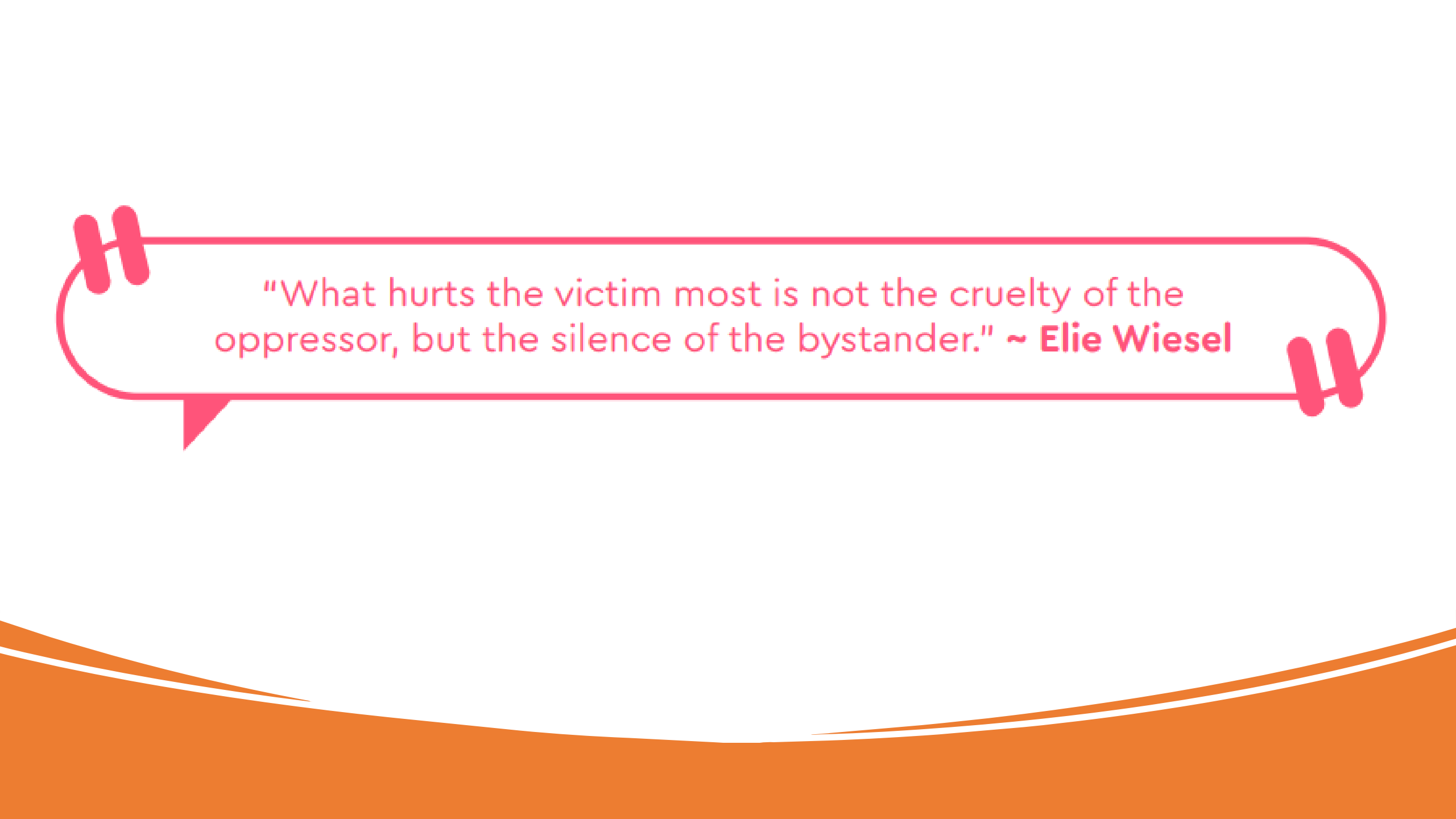
This Anti-Bullying Week let's come together to have discussions about what bullying means to us, how banter can turn into something more hurtful, and what we can do to stop bullying. Together, we can make a difference and take a stand against bullying.

**From the playground to Parliament, and from our phones to our homes,  
let's make a noise about bullying.**





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.



“What hurts the victim most is not the cruelty of the oppressor, but the silence of the bystander.” ~ **Elie Wiesel**





## **Make A Noise**


If you see something, say something! Say it's not ok, say stop!

## **Be supportive**

When you see someone being bullied, let them know they aren't alone. Ask if they're ok, ask if they'd like your help with dealing with it, or simply say hi!

## **Tell a trusted adult**

It's always important to let an adult know what's going on. Tell them what you've seen or heard. They're here to help!



- Teacher
- DSL
- Deputy DSL
- Trustees
- Head
- Pupil Development/SENCo
- LSA
- HoK, HoY
- Bursar
- Admin.
- Lunchtime Supervisor
- Site Manager/ Caretaker
- Cleaner/ Canteen
- Parent
- FRIEND



**Mr D Cholerton**

Deputy Head, DSL



**Mrs P Bond**

Classroom Assistant, Playground  
Supervisor, Deputy DSL



**Mrs V Wright**

Deputy Head, Head of Prep,  
DSL (Prep)



**Mrs K George**

Pupil Development / EHCP Co-  
ordinator, Deputy DSL



**Mrs A Brown**

Head of Sixth Form, Deputy DSL



**Mrs R Heatlie**

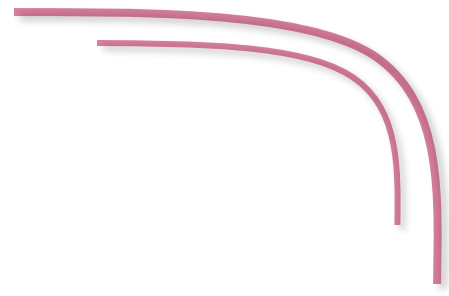
Reception Teacher, Deputy DSL (EYFS)




**YOUR**

**VOICE!**







Face to face or through a phone,  
bullying makes people feel alone.

Staying silent, is it wise?  
Do you know the impact it has on our lives?

Going home wondering what it could've been.  
Was it banter? Or was it bullying??

Of course, we won't like everyone.  
We don't always agree,  
But we can choose respect and unity.

And just because it is, doesn't mean it has to be,  
A place of bullying or negativity.

Consider the impact of that DM or text.  
Think of the repercussions, what will be next?

You can reach out! Be a helping hand.  
Or maybe you can be the one to take a stand?

So, let's bring bullying to an end.  
Think of the ways you can defend.

Let's make some noise, let's hear your voice.

Make a noise about bullying.  
Together we can make it stop.

# House Points for first half of the Autumn Term



276



157



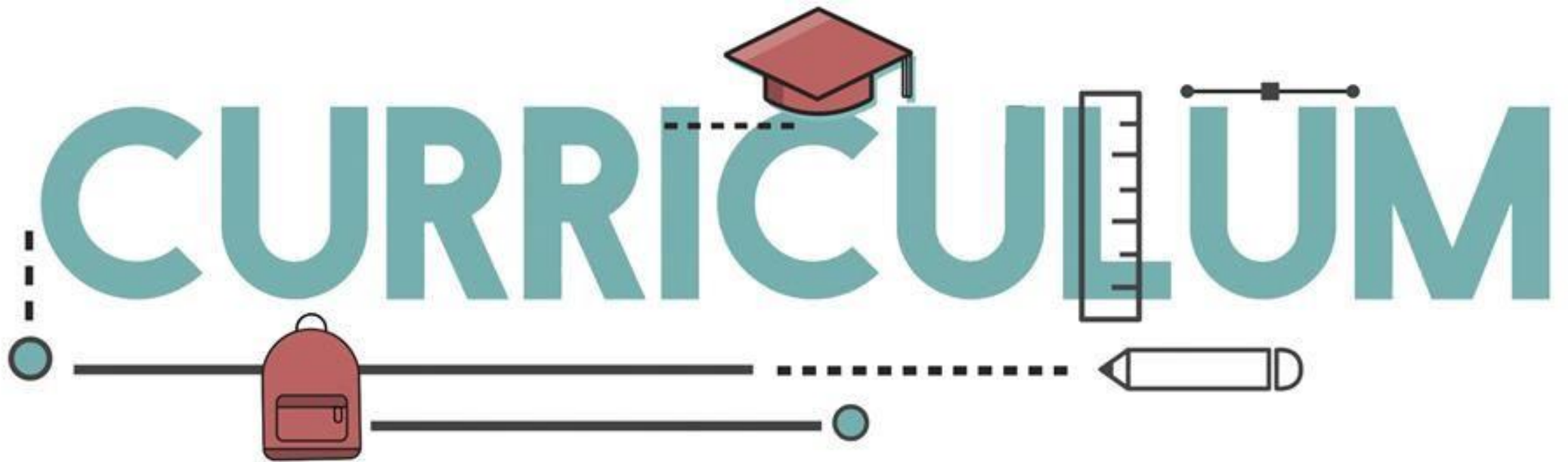
187



175

Tuesday 14<sup>th</sup> November 2023

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## HISTORY – 'MAKING A NOISE' THROUGH THE YEARS



'Making a Noise' provides the perfect opportunity to explore the different 'uprisings', civil rights campaigns, and revolutions through history, and the difference it made on the world today. This can be linked to a particular topic of the curriculum they're currently working on.

When providing your chosen topic, or topics, ask your pupils to think about the different upstanders and bystanders and the roles they played. Why was it important for them to 'make a noise'? What challenges would they have faced by doing so (both internal and external)? Why do you think bystanders were reluctant to take action? What barriers would they have faced?

After, discuss the difference 'making a noise' had for the wider community then, what difference did 'making a noise' together make? How have we benefited from it today?

To finish, ask pupils to think about how this relates to bullying. If more people were upstanders would it make a difference to bullying cultures?



## MUSIC – INFLUENTIAL MUSIC



For this lesson, ask pupils to explore songs that have been written to raise awareness of inequalities throughout the years. Think about the influence the music has had on making change in society.

Ask pupils to provide a written piece on the song, including information on the writer/singer/band, the context of the song, and how they believe it influenced change.

Encourage pupils to be as creative as possible, exploring genres or eras they wouldn't normally listen to.

### Some examples for you to begin with could be:

- ['What's Goin On' by Marvin Gaye](#) – A song about the forces shaping American culture in the 1970's, including poverty drug abuse, and racism.
- ['War' by Edwin Starr](#) - A powerful protest song supporting the anti-war movement in the 1970's.
- ['Johnny' by Craig David](#) – A song about Craig Davids own experiences of bullying.
- ['Imagine' by John Lennon](#) – A song that encouraged dialogue about war, famine, and religion.
- ['Where is the Love?' by Black Eyed Peas](#) – A song released in response to the 9/11 attacks, addressing issues such as terrorism, racism, pollution, LGBTQ+ issues, and more.

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## IT: CREATE A GIF



Ask pupils to create their own Anti-Bullying Week 'Make A Noise About Bullying' GIF.

### Ask them to consider:

- The message behind 'Make A Noise About Bullying' – The Anti-Bullying Week 2023 'Call to Action' and Secondary School Video should be used as guidance;
- Examples of 'Making A Noise About Bullying';
- Fun ways you can make a noise for positive attention and creating change.

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Ask pupils to think about what the words in the 'Call to Action' and 'Anti-Bullying Week 2023 Secondary Film' mean to them, giving them time to quietly reflect. After they've reflected, ask them to each write their own line (or two) on what the words mean to them, or what comes to mind when they listen to them.

After, ask them to each to read out their lines. Once shared, ask the class if they could make their individual lines in to one class poem. Encourage your pupils to have a discussion on the order of the poem, is there any similarities in lines that could be added to a certain section? Is there any 'natural' starting or ending lines?

Once the poem is complete you could read the poem aloud to the class, or ask them to join in. You could also display the poem in the classroom to show the power their individual voices have when working together. You could even make a video and share it with us on social media!

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## ENGLISH – MAKING NOISE = MAKING CHANGE



Ask pupils to make a 'Make A Noise' class poem, using the Anti-Bullying Week 2023 'Call to Action' and 'Anti-Bullying Week 2023 Secondary Film' to guide them (you can find both in the assembly and lesson plans). They could even follow the 'beat poetry' style used in the video. You can find the lyrics to the beat poetry poem [here](#).

## CITIZENSHIP / RSE – HOW CAN WE BECOME BETTER FRIENDS, PEERS AND CITIZENS BY 'MAKING A NOISE'?



Following on from the 'Make A Noise' assembly, have a class discussion on how we can 'Make A Noise' to address bullying in our schools, communities, and online.

### **Ask them to consider:**

- Different scenarios in which bullying happens;
- Different types of bullying;
- 'Making A Noise' for themselves;
- 'Making A Noise' for others.

Use this opportunity to allow the pupils to create discussion amongst themselves around unacceptable behaviour and how they can address it. Allow the conversations to flow naturally but if you feel that it may be steering in a negative direction, remind pupils that the purpose of this is to explore positive ways in which we can be assertive and address bullying without using offensive or threatening language or behaviour.

You could ask the pupils to create a list of ways in which you can 'Make A Noise', based on their discussions, to be displayed around the school.

## ART – 'MAKE A NOISE' MURAL



Have your class create a 'Make a Noise' mural or collage, with each person contributing their individual piece on what 'make a noise' means to them. This will represent how our individual actions work together to create a bigger picture when it comes to bullying. Just like how 1 voice, when combined with others, can make a bigger noise.

You can use the 'Call to Action' and 'Anti-Bullying Week 2023 Secondary Video' as reference.

## SOCIOLOGY – BANTER DEBATE



Ask your pupils to agree or disagree to the comments above, explain their answer each time. Use this an opportunity to explore acceptable and non-acceptable behaviour with your pupils, and what they could do in each situation, to help themselves, or another.

Agree / disagree

**“If they are a true mate, there is no limit to the Banter.”**

**“If you explain that something is ‘just bants’ then that should be fine.”**

**“If someone gets upset when it’s just Banter, that’s their issue. They clearly need to chill”**

**“As long as no one is getting hurt, then yeh that’s cool”**

**“For me, Banter is never ok”**

# Wednesday

When we stand together  
against bullying, we're  
strong.

What does this statement mean?

What can YOU do to stop bullying?

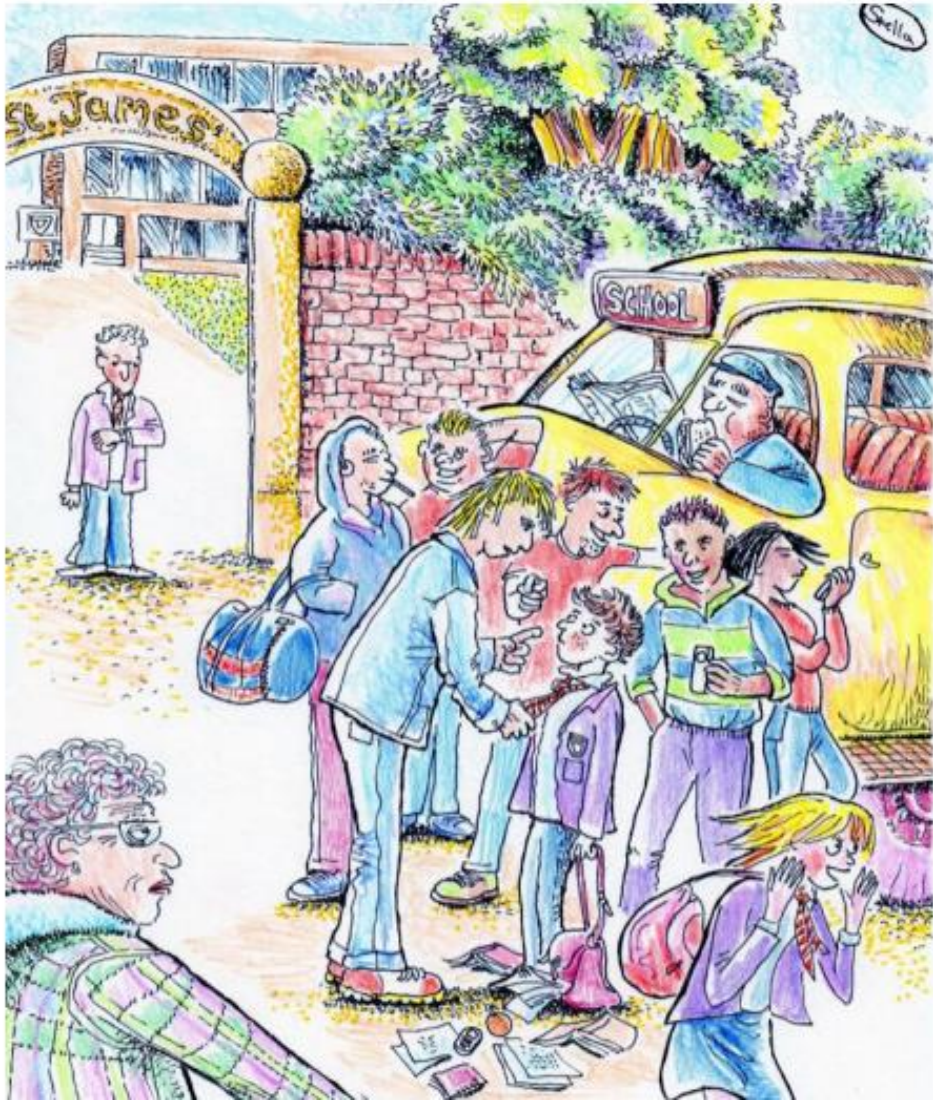


Thursday

Form Time  
scenario



# What is happening?



## Introduction

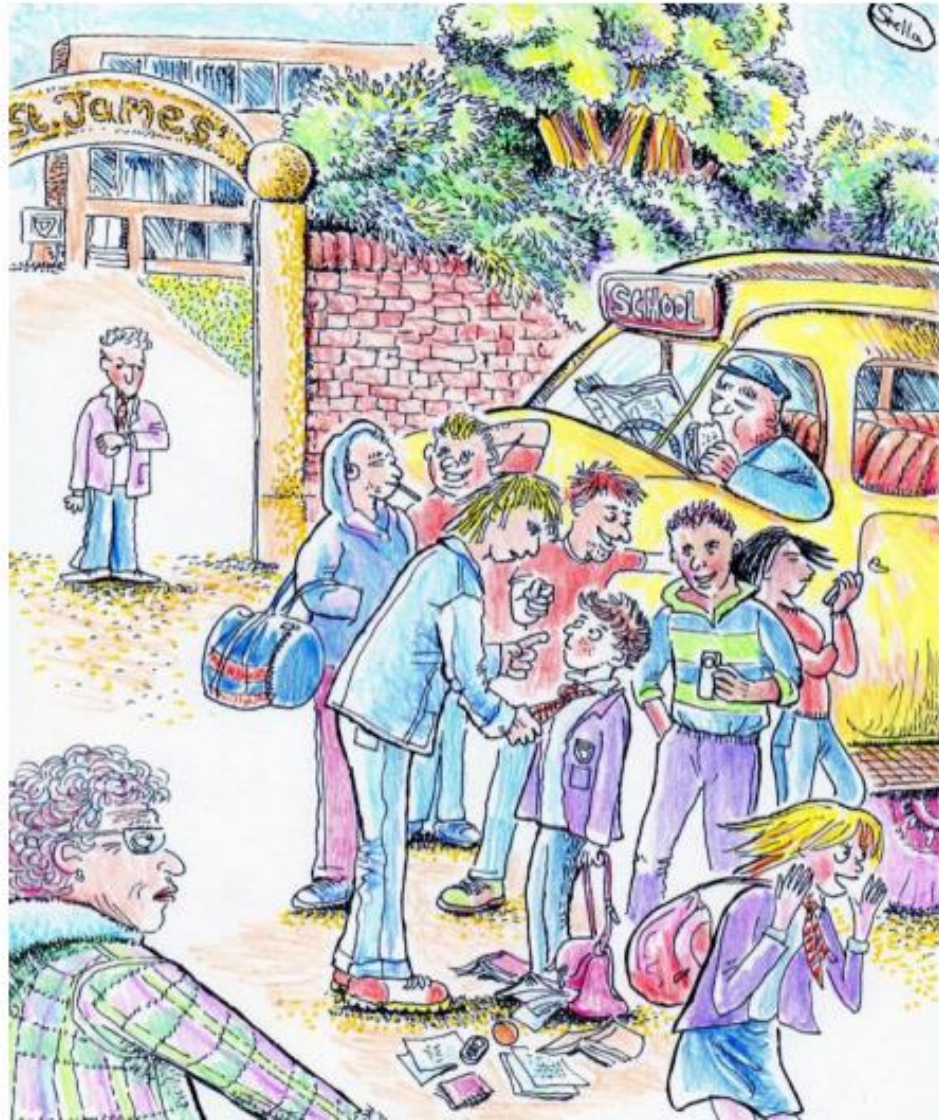
Distribute the illustration. Have a general discussion about the drawing.

Ask the children/young people:

What's happening in the image?

What emotions might be involved ?

# Who's who?



## Discussion

Ask each pupil to take on a character in the picture (in pairs) and ask them to discuss the person's behaviour:

- What are they doing?
- How are they involved in this incident?
- What do you think they're feeling?

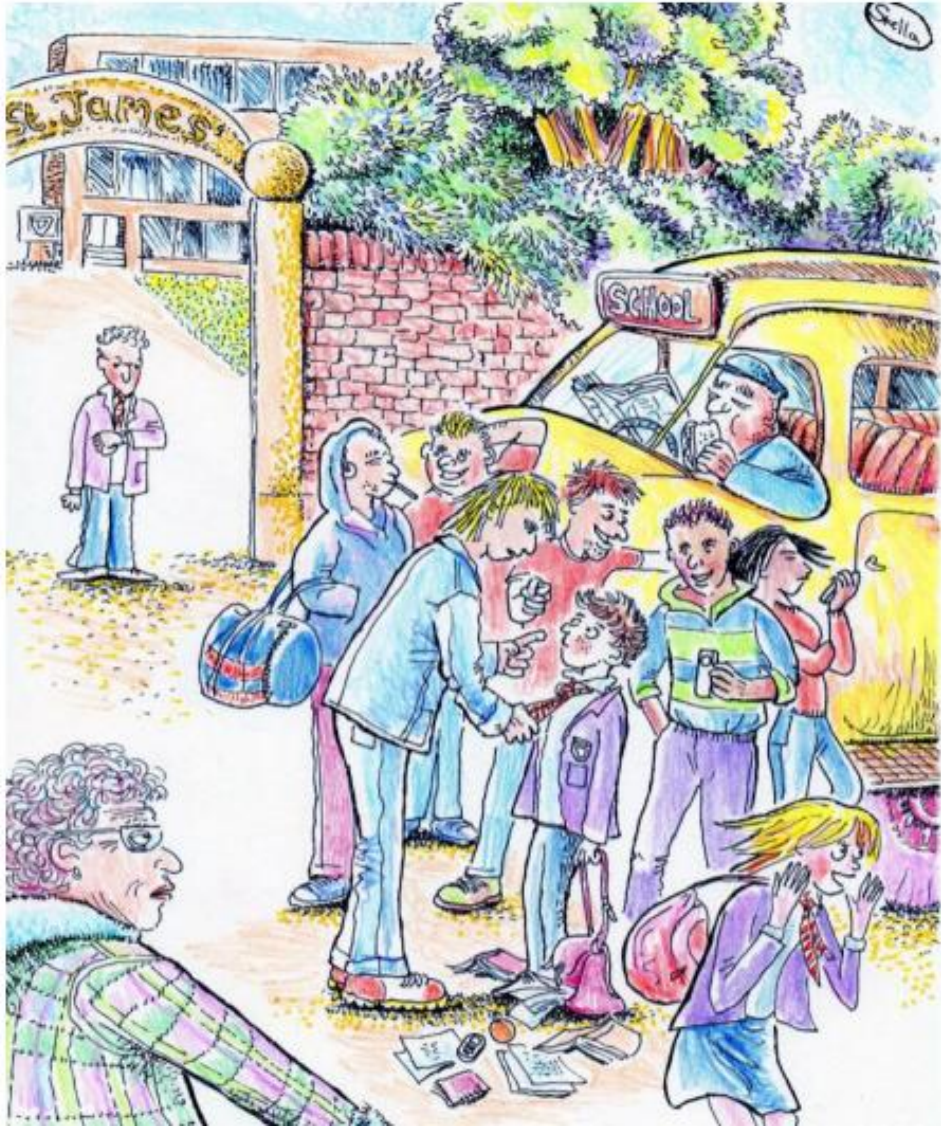
Discuss as a group each role.

Who's the Ringleader? Victim? Re-inforcer? Assistant? Defender? Outsider?

What might they be feeling?

How are they involved?

# How could we stop this happening?

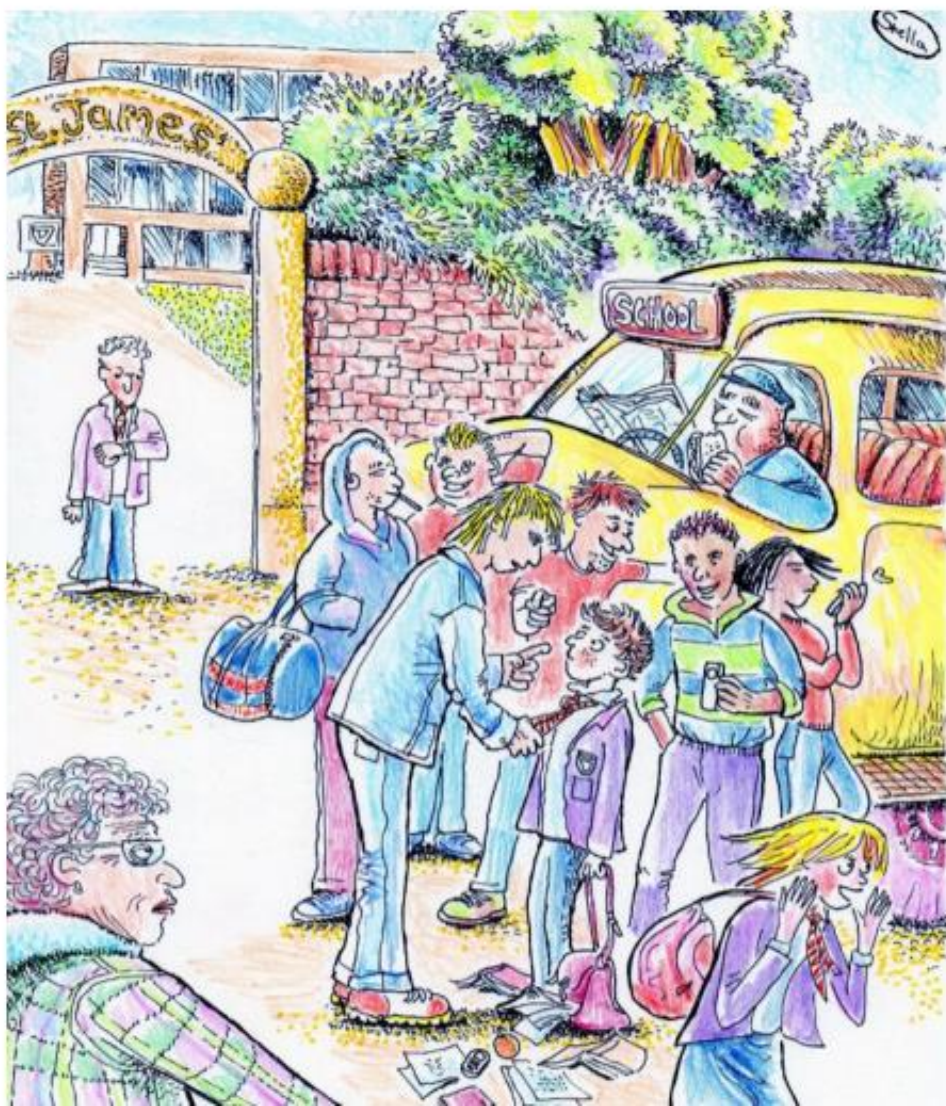


## Discussion

Discuss how this situation could have been stopped and/or prevented.

The aim is to get the children to understand that bullying is always a group activity and that we all have the power to stop it. We all need to act as defenders.

# Recreating the illustration



## Activity

Get a group of the young people to act out the illustration.

Allocate each young person a role from the illustration. Once in position they could each say a sentence about how they are feeling. This reinforces the message of the group involved in bullying and the ability to intervene.

# Friday

Children In Need



# Children in Need @ Hollygirt

1. **Spots or your "Zoom" outfit** - pupils and staff can wear something spotty or bottom half casual/PJs for a small donation of £1.
2. **4 a-side Football Competition** - £3 per team. Held in the White House garden. There will be mixed gender comps for Y5/6 (12.20), KS 3 (1.15) and KS 4 (12.45).
3. **Squatacular Challenge** for 50p per person (if you don't complete the challenge it's a £1). Joe Wicks is leading the burpee challenge. In Form Time we will all do the Hollygirt squat challenge.
4. **Hot Chocs for CIN** - 50% of the money raised at break time on Friday 17th November will be donated to CIN.