

ANTI-BULLYING WEEK 2025



Monday 10th to
Friday 14th November

**POWER
FOR
GOOD**

#ANTIBULLYINGWEEK

**Odd
Socks
Day**



Monday 10th
November

Let us pray...

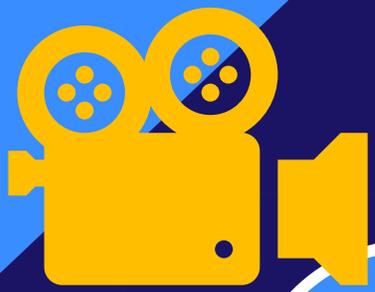
Gracious Lord, in this Anti-Bullying Week, I seek Your divine strength and protection for those facing the torment of bullying. Wrap Your loving arms around them, shielding them from harm. Grant them the resilience to rise above the hurtful words and actions directed their way.

Empower their spirits to embrace their worth and recognize the unique gifts You have bestowed upon them. Help them find solace in Your unwavering presence, knowing that You are their ultimate source of strength. Guide us, O Lord, to stand united against bullying, promoting a world filled with compassion and acceptance. Amen.

Welcome to Anti-Bullying Week. The theme this year, **'Power for Good,'** is a powerful reminder that every member of the education community at St Joseph's and beyond holds the critical leverage needed to shift a negative school culture.

At St Joseph's we know that bullying isn't simply a behaviour problem; it's a **well-being crisis** rooted in a complex imbalance of power. To truly honour the theme, we must move beyond quick fixes and commit to a robust, evidence-based approach.





we are
empowering
young people



WHAT IS BULLYING?

Anti-Bullying Alliance's Definition:

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.

DISCUSSION



Why does bullying often involve an imbalance of power?



How might the person being bullied feel powerless?



How can bystanders reclaim power and use it for good?



What Fuels Bullying?

Understanding the Power Imbalance

Bullying is defined by **aggressive, repeated, and intentional acts** carried out against a victim who cannot easily defend themselves. The underlying causes involve a complex interplay of individual psychology, family environment, and the social dynamics within your school.

1. Characteristics of the Perpetrator (The Bully)

Contrary to the common narrative that bullies are deeply insecure, research reveals a more complex profile:

- ❑ **Need for Dominance:** Bullies often exhibit a strong desire for **power and control**, enjoying the subduing of others.
- ❑ **Low Empathy:** They typically hold a positive attitude towards aggressive behaviour and show **little anxiety or empathy** for their victims.
- ❑ **The Family Link:** A strong predictor of aggressive behaviour is a home environment characterised by **too little warmth and involvement**, and frequently, **permissive attitudes** towards aggression or the use of **power-assertive discipline** (e.g., physical punishment). In essence: *violence begets violence.*

What Fuels Bullying?

2. Vulnerability in the Victim

Victims are targeted due to a perceived lack of ability to defend themselves—the core of the power imbalance.

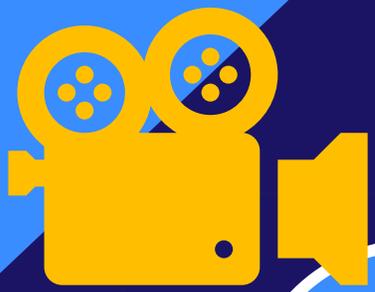
Personality & Reaction: Victims are generally more anxious, insecure, and sensitive, often responding to attacks with withdrawal or crying, which signals worthlessness and can reinforce the bully's behaviour.

Targeting Difference: Bullying frequently targets perceived differences. This includes students with a Special Educational Need (SEN) or a disability, young carers, those from specific family structures, or those targeted due to homophobic bullying focusing on actual or perceived sexual orientation.

Lack of Social Support: Victims are often lonely and lack even a single good friend in their class—that essential protective factor.

3. The Peer Group & School Climate

Bullying is fundamentally a social process. The behaviour of bystanders, assistants, or reinforcers can either empower the bully or weaken the aggression. A lack of clear adult supervision or an ambivalent teacher attitude plays a major role in determining if bullying is allowed to flourish.



The ringleader is the person that starts or leads the bullying



ROLES INVOLVED IN BULLYING



**'Outsider' or
Bystander'**



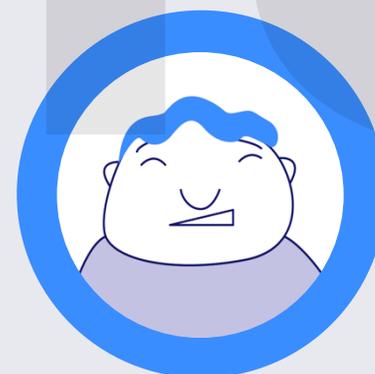
'Target'



'Ringleader'



'Defender'



'Reinforcer'



'Assistant'

DISCUSSION



Have you seen these roles in real life?

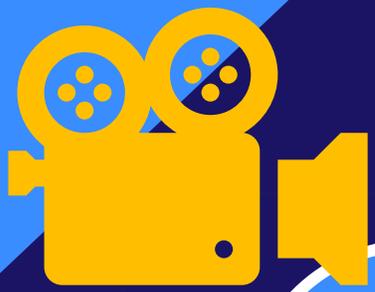


Where does the power lie in these roles?

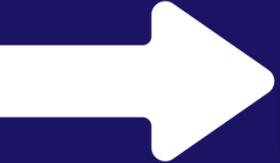


Are these roles fixed or can they change?

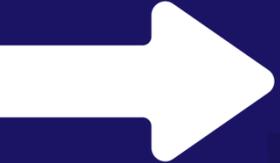




DISCUSSION



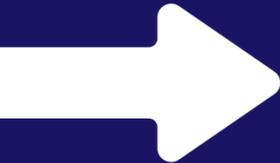
What kinds of power did the young people mention that we might not always notice?



What risks might someone take by standing up to bullying?



Is it realistic to expect young people to speak up?



Whose voices are often left out, and how can we use our power to change that?

HELPLINES AND SUPPORT

Helplines



ChildLine: ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.



Direct Gov: Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.



EACH: EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.



HELPLINES AND SUPPORT

Victim Support: They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Supportline for free on 08 08 16 89 111.

Websites

The websites below have lots of information and advice for anyone who has experienced bullying.

 The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [**Think U Know**](#)

 Childline: [**information about bullying**](#)

 Kidscape: [**information for young people**](#)



HELPLINES AND SUPPORT



Reporting cyberbullying

If someone makes you feel uncomfortable or upset online, talk to an adult you can trust, such as a relative or a teacher. If you would prefer to talk to someone in confidence you can contact:



[Childline \(0800 1111\)](https://www.childline.gov.uk)



If someone has acted inappropriately online towards you, or someone you know, you can report directly to the **[Child Exploitation and Online Protection Centre \(CEOP\)](https://www.ceop.gov.uk)**. It could be sexual or threatening chat, or being asked to do something that makes you feel uncomfortable or someone asking to meet up





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