



**Anti-Bullying  
Week 2022**

**SECONDARY  
SCHOOL  
PACK**

ORGANISER



**ANTI-BULLYING  
ALLIANCE**



**REACH**



**OUT**

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**#ANTIBULLYINGWEEK**

**MONDAY 14<sup>TH</sup> TO FRIDAY 18<sup>TH</sup> NOVEMBER**



# INTRODUCTION

## CONTENTS

Introduction (Page 2)

Getting ready for Anti-Bullying Week 2022 (Page 3)

Guidance and curriculum (Page 5)

Assembly plan (Page 7)

Lesson plan (Page 10)

Cross curriculum ideas (Page 13)

Other things you can do in  
Anti-Bullying Week 2022 (Page 15)

**Anti-Bullying Week 2022 takes place from Monday 14th – Friday 18th November with the theme 'Reach Out'.** It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau. This year we have worked with over 300 children and young people to decide the theme.

### ANTI-BULLYING WEEK 2022 'REACH OUT' CALL TO ACTION



Bullying affects millions of lives and can leave us feeling hopeless. But it doesn't have to be this way. If we challenge it, we can change it. And it starts by reaching out.

Whether it's in school, at home, in the community or online, let's reach out and show each other the support we need. Reach out to someone you trust if you need to talk. Reach out to someone you know is being bullied. Reach out and consider a new approach.

And it doesn't stop with young people. From teachers to parents and influencers to politicians, we all have a responsibility to help each other reach out. Together, let's be the change we want to see. Reflect on our own behaviour, set positive examples and create kinder communities.

It takes courage, but it can change lives.

**So, this Anti-Bullying Week, let's come together and reach out to stop bullying.**

All of the ideas in this pack are designed to help schools and other settings for children and young people to celebrate and take part in Anti-Bullying Week. It is mainly targeted towards Key Stage 3 and 4. Although this year's resources are designed for delivery in a classroom and assembly setting, they can also be delivered online or in smaller groups.

The pack contains an **assembly plan, lesson plan and cross curricular activity ideas** that are designed to encourage pupils to think about how we can reach out to address bullying both online and offline.



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## WE NEED YOUR HELP

We rely on fundraising to be able to continue to provide you with these Anti-Bullying Week school resources, free, each year. We'd be grateful if you would consider donating or fundraising for the Anti-Bullying Alliance to ensure we can keep providing these resources.

- You can donate directly to us via our [Just Giving page](#).

**JustGiving™**

- Or send us a cheque: Cheques should be made payable to 'Anti-Bullying Alliance' and sent to the National Children's Bureau, 23 Mentmore Terrace, London, E8 3PN. Please make sure you include your name and email address as we like to acknowledge all funds raised wherever possible. **All donors that fundraise over £50 will receive a 'fundraising hero' certificate.**



## GETTING READY FOR ANTI-BULLYING WEEK

### INVOLVE YOUR PUPILS!



Anti-Bullying Week is a great way to get pupils involved in planning for their own learning. Why not ask them to get involved in planning for parts of the week, with adult support?

#### There are lots of ways you can get pupils involved in Anti-Bullying Week:

- Ask pupils what activities they'd like to see delivered during Anti-Bullying Week
- Ask pupils what they think about bullying in their school community, ask if they think it happens, ask where it happens, ask what they'd like to see their school do to prevent and respond to it?
- Allow a group of pupils to plan and deliver a school assembly or part of a lesson
- Review the school's current Anti-Bullying Policy and make recommendations
- Pupils could plan a fundraising event such as Odd Socks Day, a bake sale or fun run

### BE AWARE



Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some pupils Anti-Bullying Week can be hard, particularly those that might be being bullied or those bullying. Therefore, it's important to consider this during planning to ensure all lessons and activities are delivered sensitively.

#### As the adult delivering the session:

- Read through the contents of these resources, handouts and videos to ensure they are suitable for your school e.g. you may need to consider if case studies need names changing or if they should be adapted for some of your pupils
- Consider any pupils who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session
- Be aware of any changes in pupil behaviour during the session as this may highlight a bullying-related issue
- Try to avoid pupils disclosing personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards



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## REMINDER



During the session, make sure pupils are taught:

- How to report bullying or anything they are worried about
- That there are people who care and can help if they are struggling with a bullying-related issue
- Where to find their school's Anti-Bullying Policy



# Odd Socks Day

## MONDAY 14<sup>TH</sup> NOVEMBER

**This year we are holding Odd Socks Day** with the support of Andy Day, CBeebies and CBBC star and front man of Andy and the Odd Socks. Odd Socks Day is a chance for schools to celebrate Anti-Bullying Week in a positive way by asking pupils and staff to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. All you have to do to take part is wear odd socks, it could not be simpler!

Odd Socks Day will take place on the first day of Anti-Bullying Week, **Monday 14th November** to help raise awareness for Anti-Bullying Week.

It comes with a **school pack of lesson plans and activity ideas, which you can find [here](#).**



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# GUIDANCE AND THE CURRICULUM

## RELEVANT GUIDANCE FOR SCHOOLS IN ENGLAND

The following guidance is relevant for schools in relation to bullying in England:



- [Preventing and tackling bullying in schools](#) – Department for Education guidance for schools on preventing and responding to bullying.



- [Keeping Children Safe In Education](#) – Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Includes much information relating to bullying.



- [Behaviour in schools guidance](#) for head teachers and staff (revised in 2022)



- [What are Ofsted looking for in relation to anti-bullying work as set out in their Education Inspection Framework?](#)

The Anti-Bullying Alliance has a suite of **free CPD-certified anti-bullying courses** for anyone that works with children and young people.



[Find out more here!](#)

## SIGN UP TO BECOME A UNITED AGAINST BULLYING SCHOOL FREE TODAY

The **United Against Bullying (UAB) programme** is the Anti-Bullying Alliance's **FREE** whole-school anti-bullying programme. It supports schools to reduce bullying and improve the wellbeing of all children, focusing on those most at risk, including those with protected characteristics.



Sign up at: [www.anti-bullyingalliance.org.uk/uab](http://www.anti-bullyingalliance.org.uk/uab)



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## CURRICULUM MAPPING

The new [Relationships and Sex Education \(RSE\) and Health Education curriculum](#) was made compulsory from September 2021 for schools in England. The lesson plan, assembly plan and cross curricular activities within this pack could contribute to the following areas of the curriculum that pupils should know by the end of secondary school (ref: from page 27 in the guidance)

### Relationships Education - Secondary

#### Respectful relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

#### Online and media

- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.

### Health Education - Secondary

- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.



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# ASSEMBLY PLAN

## AIMS



- To understand what your school is doing for Anti-Bullying Week 2022: Reach Out
- To understand the theme of 'Reach Out'
- To understand what bullying is and the types of bullying
- To promote empathy and encourage people to reach out

## TIME



- 20-30 mins

## OUTCOMES

By the end of the assembly, pupils will:



- Have reflected on the issue of bullying
- Identified the ways in which they can help when they see bullying taking place
- Understand how to reach out to ask for help for themselves and others

## RESOURCES AND PREPARATION

Click the links to download the files. Please watch films prior to showing them to pupils.



-  [Anti-Bullying Week 2022 - Secondary Assembly PowerPoint](#)
-  [Anti-Bullying Week 2022 - Secondary School Film \(2 minutes\)](#)
-  [Reaching out in popular culture - short video of clips of times when someone has reached out to help others](#)

## INTRODUCING ANTI-BULLYING WEEK (5-10 mins)

Welcome the pupils to this year's Anti-Bullying Week Assembly and inform them of the school's plans for the week.

### Display slide 2 - Anti-Bullying Week 2022: Call to Action

Share the Anti-Bullying Week 2022 Call to Action with the pupils. Ask them to share their thoughts. How does it make them feel? Do they think that reaching out is a good way to help stop bullying?

### Display slide 3 - Show them the film (5 mins)



Play the official Anti-Bullying Week film for this year. It's two minutes long. We'd suggest watching it before you show it to ensure it's right for your pupils.

Ask them what they think of the message.

## IDENTIFYING BULLYING (5-10 mins)

### Display slide 4 - Read ABA's definition of bullying (you might have your own shared definition you'd like to use instead)

**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.**

Ask pupils to take a minute to think about the difference between bullying and an argument. When does an argument become bullying? Emphasise the 4 main components in ABA's definition of bullying 'repetitive, intentional, hurtful and involving a power imbalance', and how and when arguments could become bullying.

### Display slide 5 - types of bullying

Discuss the types of bullying listed on the slide. Ask if there are any types of bullying missing and note them down. After discussing the examples, ask the pupils to give some examples of the impact of bullying on an individual, such as being withdrawn or isolated, angry/aggressive, low self-confidence etc.



## TAKE A MOMENT... (5-10 mins)

[Show this video showcasing times in popular culture when people have reached out to others in need. There are descriptions in the YouTube which outline each video. Please read out each description before showing them the video.](#)

### Display slide 6

Ask pupils to take a moment of reflection to think about two times that someone has reached out to them at a time of need and two times they've reached out to someone in need. It doesn't have to be in school. Could be from friends, family or a stranger who helped them when they dropped something.

Make sure you have your own examples to share and perhaps some other staff can share their pre-prepared answers.

Ask pupils to share their examples if they feel comfortable.

### Show them the quote on slide 7



Ask them to tell you what they think Anne Frank meant by this quote. We all have the power to make small changes to improve our lives and the lives of others around us.

Give the pupils a few examples of how they could reach out to their peers. For example, asking; "I've noticed that they took that joke too far yesterday, are you ok?", "I want you to know that I'm around for a chat if you need to talk" and "Do you want to sit with us today?"

Tell pupils that they can also speak to a member of school staff if they have noticed a peer is having a hard time, or doesn't seem themselves.

Remind them that no one deserves to experience bullying. If you're experiencing bullying please reach out to someone you trust, a peer or a school staff member.

## ASK PUPILS TO GIVE EXAMPLES OF THE THINGS THAT 'BULLIES' DO? (5 mins)

### They will say things like

- 'calling people mean names'
- 'sending horrible WhatsApp messages'
- 'spreading rumours'

Note all of them down either electronically or on a whiteboard. Ask the pupils to put their hands up if they 'have done' and 'have not done' the things listed. Most people will put themselves in the 'have done' group if they are being honest.



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## KEY MESSAGE:

The message we are trying to get across to pupils is that we all have the power to make decisions about how we treat each other. Everybody makes mistakes. Everybody will make a bad decision at some point. What is most important is that we always reflect on how those bad decisions effect people. The smallest of actions can make a big difference to how someone's day goes.

Working together and reaching out to each other will bring about the biggest change in our effort to stop bullying. Although your actions may not always seem like they have impact, they can play a major part in someone's life.

## TO END

### Display slide 8

To end the session, remind the pupils of some of the Anti-Bullying Week activities in school they can get involved in. Share slide 8 and remind pupils that they can always reach out and share their concerns with school staff. And although they can speak to any staff member they feel comfortable with, the staff displayed on the slide have a particular role relating to student wellbeing.



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# LESSON PLAN

## AIMS



- To be able to define bullying
- To understand the roles we can all play in bullying
- To explore the different ways in which reaching out can help stop bullying
- To explore how the school can create a safer environment to reach out

## TIME



- 60 – 120 mins

This could be reduced or used as 2 separate lessons as you see fit.

## OUTCOMES By the end of the lesson, pupils will have



- Explored the many ways in which bullying can happen and how everyone can help stop it
- An understanding of the roles involved in bullying and especially the role of bystanders
- Contributed to the school's anti-bullying strategy

## RESOURCES AND PREPARATION (Click the links to download the files)



-  • [Anti-Bullying Week 2022: Secondary School Lesson PowerPoint](#)
-  • [Anti-Bullying Week 2022: Secondary School Film \(2 minutes\) – please watch this film prior to showing it to pupils](#)
-  • [Anti-Bullying Week 2022: Secondary Lesson Handout](#)
-  • [Lady Gaga Interview Clip](#)
-  • [Have your anti-bullying policy to hand and your shared definition of bullying or the ABA definition along with filling in Slide 9 of the PowerPoint presentation](#)
- [Markers, pencils etc, flipchart paper or poster paper](#)
-  • [You might want to watch this video ahead of delivering the lesson plan to understand better the 'roles involved in bullying'](#)

## ESTABLISH GROUND RULES (5 mins)

You can adapt this lesson plan to meet the needs of your classrooms. Before starting the lesson, establish ground rules the class should follow today to discuss issues about bullying and how we should treat each other.

### For example:

- Listen to all opinions
- Agree to stay respectful
- Only one person to talk at once in a whole class discussion
- No personal comments or naming of anyone in discussions
- Reminder to speak to you if they are worried about bullying

## EXPLORE THE ANTI-BULLYING WEEK 2022 THEME 'REACH OUT' (10 mins)

### Display slide 2 - Anti-Bullying Week 2022: Call to Action

Share the Anti-Bullying Week 2022 Call to Action with pupils on slide 2.

### Display slide 3 - Anti-Bullying Week 2022: 'Reach Out' Film

Share the Anti-Bullying Week video. After, ask them to share their thoughts on the theme 'Reach Out' that was presented in the call to action and the video. Do they think it's a strong message for Anti-Bullying Week? Do they think reaching out could change a situation?

## WHAT IS BULLYING? (20 mins)

### Display slide 4 - Definition of bullying

Here we have provided a definition of bullying but you could include your own school's definition and ask the pupils what their understanding of that definition is.

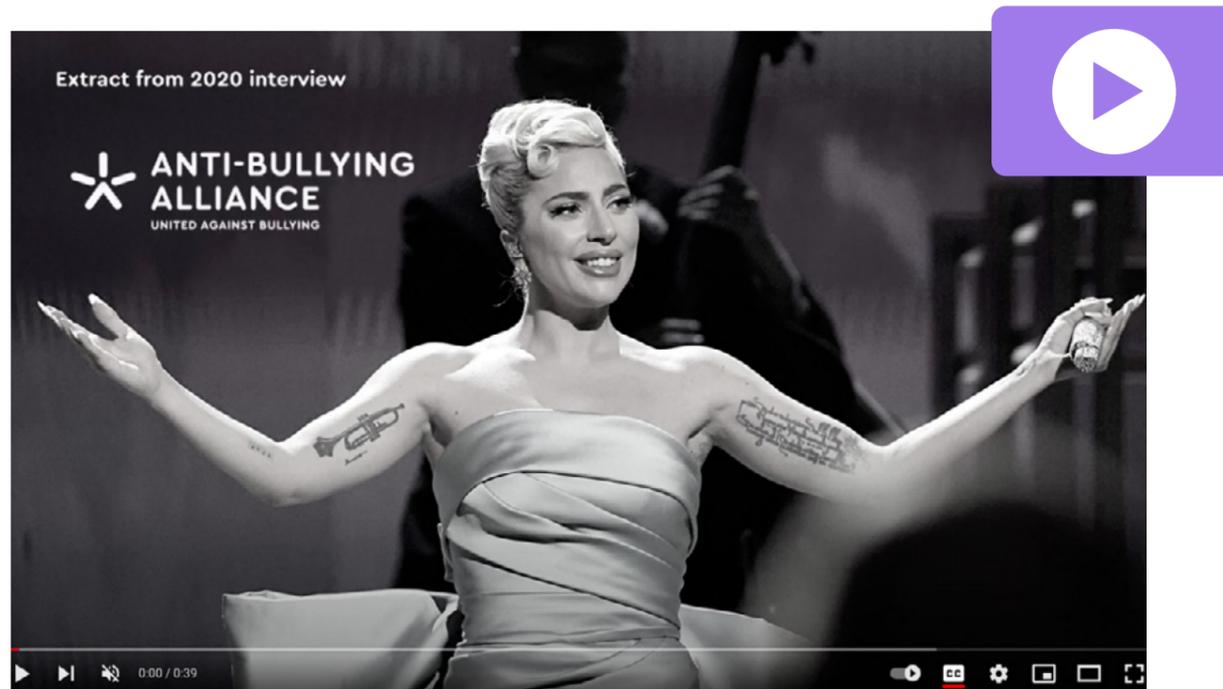
**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.**

## Display slide 5 - Bullying Quote

Read the quote shared on slide 5 and ask pupils to share their thoughts on it. What do they think Octavia E. Butler means by this? Do they think it's a fair statement? Do they agree?

## Display slide 6 - The power of the bystander (10 – 15 mins)

Show the short audio clip of Lady Gaga being interviewed in 2020 on The Project about her experiences of bullying as a child. Transcript below.



**Interviewer:** I know you were badly bullied in high school. I was too so I can really relate to a lot of your lyrics.

**Lady Gaga:** Stays with you your whole life.

**Interviewer:** It absolutely does. And I wonder what effect it has on Lady Gaga sitting opposite me now.

**Lady Gaga:** I remember things that my bullies said to me in front of other people and no one said anything. Nobody said to me "Are you ok?", "Are you fine?". In fact, if I were to speak up about a bully being mean to me it would just make it harder for me at school. Being bullied has taught me the importance of spreading kindness in the world because it's something we can fix.

Tell pupils that bullying can have a lasting affect and Lady Gaga's example shows that witnesses to bullying, or bystanders, can also impact the situations.

## BULLYING AS A GROUP BEHAVIOUR

(20-40 mins)

### Display slide 7

In this part of the lesson we want to encourage pupils to think about the roles we each play, or could play, in bullying.

Start by explaining that the Anti-Bullying Alliance believe that most cases of bullying involve more than 2 people. Name the roles below and ask pupils what types of behaviour each role may display. Then go through each and explain as below;

- **The ringleader ('Bully')** - Initiating and leading the bullying but not always the person 'doing' the bullying.
- **The target** - The person at whom the bullying is aimed.
- **Assistant(s)** - Actively involved in 'doing' the bullying.
- **Reinforcer(s)** - Supports the bullying, might laugh or encourage other people to 'collude'
- **Defender(s)** - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult.
- **Outsider/Bystander(s)** - Ignores any bullying and doesn't want to get involved.

There is also an activity on our website called the '[Incident at the School Gates](#)' that shows an illustration of these roles which might be more appropriate for some pupils.



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## Identifying the roles and how they can reach out activity

Give them the Lesson Handout. For this activity, you can either go through each scenario as a whole group or put pupils in smaller groups. Depending on time you could ask them to look at each scenario or just one per group. Ask them to identify the roles that each person is playing and how they might be able to help stop the bullying happening.

Leave time at the end for feedback and for each scenario the class can share their ideas and discuss. Remind them that in most of the situations there will be bystanders to think about even if they are not mentioned.

### Reminder:

Please review the scenarios in the handout before sharing them. Consider things like how age-appropriate they are for your classroom or if the names are the same as pupils in your classroom. You may want to consider tweaking them or perhaps adding your own.



## IS OUR SCHOOL ENABLING PUPILS TO REACH OUT? (20-30 mins)

### Display slide 8

In this part of the lesson, you will ask the pupils to think about how their school can best promote an anti-bullying culture with the theme 'Reach Out' in mind. Pupils will think about how the school staff can best help pupils reach out to ask for help.

Think about everything from the schools anti-bullying policy, what's displayed and how it's displayed, easy access to speak to staff, etc. Ask the pupils to also think about how the pupils themselves can help to create a better school environment that makes it easier to 'reach out'. Encourage pupils to think creatively.

Break the class up into different groups of any size. They can be as creative as they like, using materials to feedback or simply feedback orally. Allow the class 15-20 minutes to discuss and then feedback.

## CLOSING THE LESSON (5-10 mins)

### Display slide 9

The topic of bullying can be difficult for some young people to discuss. It's always good to end with a positive note and we recommend that you remind pupils that although it is a tough topic, there is always help at hand. Remind them that they can reach out and talk to anyone they trust but that the school staff shown on the slides are always around and ready to listen. Finish by asking them to share one positive thing about today's session and one positive thing about their school.



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## CROSS CURRICULAR ACTIVITIES

These cross curricular ideas take the theme further and help you weave Anti-Bullying Week throughout the curriculum.

### MEDIA/FILM/IT: CREATE YOUR OWN ANTI-BULLYING WEEK VIDEO



Ask pupils to create their own Anti-Bullying Week 'Reach Out' video.

Ask them to consider:

- The message behind 'Reach Out'
- The school anti-bullying policy
- Examples of 'Reaching Out'
- The importance of messaging and how they should consider what they include with others in mind.
- You could use the 'Reach Out' logo and concept of arrows to help – all images can be found on our website

### ENGLISH – WHAT'S IN A QUOTE?



Ask the pupils to research quotes relating to bullying, remembering the theme 'Reach Out' and chose one that means the most to them. Pupils could submit a written piece or prepare a speech.

Ask them to consider:

- Who is behind the quote? Tell us a little about that person.
- What message is the quote sending?
- What do you think motivated this quote?
- Why did you choose this quote?
- If you could speak to the person behind the quote, what would you say?

## CITIZENSHIP / RSE – 'WE ALL PLAY A PART IN BULLYING' DEBATE



This activity is most suitable for Key Stage 4 and post-16.

Show the class this 15-minute [TedTalk YouTube video](#)



We recommend you watch the video first as it contains some offensive content and may not be suitable for all your pupils. Warn pupils that there is some offensive content. It shows Megan Phelps-Roper who grew up in the Westboro Baptist Church – an American church that uses hate speech. She left the church after a person reached out to her to respectfully challenge her views on Twitter. She talks about the impact of showing respect even in the face of criticism and hostility.

Questions for the pupils:

- What do you think of the talk?
- Can you think of other examples in the media where people show empathy and compassion to people who are being offensive?
- She talks about four steps to engaging with people you don't agree with respectfully:
  - Don't assume bad intent
  - Ask questions
  - Pause: change the subject or walk away and come back to it later
  - Make the argument in a clear way
- Can you come up with your own list?

### IT: REACHING OUT ON SOCIAL MEDIA



Hold a class discussion on how social media has changed the way that people interact and decide whether social media has helped society to reach out when they need help or if it's made finding support harder. Encourage pupils to think about the social media platforms they use and how people behave online.



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## ART – 'REACH OUT' AND EXPRESS YOURSELF

Ask pupils to create a piece of art, using paper mache, based on the theme of 'Reach Out'. This could be a hand reaching out, with messages of encouragement on it, a mask designed with drawings, a globe etc. Ask the Head teacher to designate an area to display the artwork.

## PSYCHOLOGY – THE BYSTANDER EFFECT

This activity is for Key Stage 4 and post-16 pupils.

The bystander effect occurs when the presence of others discourages an individual from intervening in an emergency situation or against bullying.

[Get pupils to watch the clip](#)



Discuss the theory presented in the video that people are less likely to help when they are in groups? What does it say about human instincts? This is a light-hearted video but discuss bystanders in bullying situation. Discuss what the barrier to intervening in bullying situations are. Especially focus on how to be an upstander in a safe way.



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## OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2022

1. On Monday of Anti-Bullying Week we hold [Odd Socks Day](#) where we ask schools and organisations to wear odd socks to school to celebrate what makes us all unique.
2. Become a [United Against Bullying School](#): Embark on your school anti-bullying journey and sign up to our free whole-school programme for schools.
3. [Sign up to be a supporter of Anti-Bullying Week online](#) where you can download a certificate for your school to display.
4. Display the [Anti-Bullying Week Poster](#) up around school.
5. You can purchase a range of amazing [Anti-Bullying Week merchandise](#) including wristbands and stickers from our online shop.
6. You can share our [Anti-Bullying Week Pack for parents and carers](#) developed with Kidscape among parents and carers in your school.
7. We have [free CPD anti-bullying online training](#) available for all school staff on our website. It covers a range of topics including bullying and the law, what is bullying, online bullying and many others. Tens of thousands have accessed it so do not delay – complete today!
8. Anti-Bullying Week is not government funded so we need to raise funds to run it each year. If you are able to [fundraise for us or any of our member charities](#) during Anti-Bullying Week we are immensely grateful. You could do a sponsored race or hold a non-uniform day or a bake sale. You can find more ways to fundraise for us in Anti-Bullying Week [here](#).
9. [Review your anti-bullying policy](#) as a school. We have some handy tips to help with developing your anti-bullying policy. Anti-Bullying Week is a great opportunity to review you policy as a school.
10. Please share your activity with us on social media. Use the hashtag [#AntiBullyingWeek](#) and [#ReachOut](#). We love to see what you're doing. Share with us your videos, artwork and messages.



# VOTES FOR SCHOOLS

Ahead of Anti-Bullying Week 2022, VotesforSchools are developing exclusive Primary & Secondary debate resources on whether being a bystander counts as bullying.

To request your free 30-minute Primary or 15-Minute Secondary lesson, please click [HERE](#).



Twinkl have kindly created some [free resources](#) for secondary schools that you can use in addition to this content for Anti-Bullying Week 2022 and beyond



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## ABOUT THE ANTI-BULLYING ALLIANCE

Anti-Bullying Week is coordinated by the **Anti-Bullying Alliance (ABA) in England and Wales.**



We are a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn. We welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.

The ABA has three main areas of work:

1. Supporting learning and sharing best practice through membership
2. Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns
3. Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives

ABA is based at leading children's charity the National Children's Bureau.

We'd like to extend our thanks to the following:

- All the young people involved in developing the theme this year and the school films. Particularly those young people from John Cabot Academy, Bristol and Ysgol Glantaf (Ysgol Gyfun Gymraeg Glantaf), Cardiff, Wales.
- Unique Voice CIC, who developed the films for Anti-Bullying Week 2022, and all of the young people who participated. Unique Voice work in schools and the community with children, developing social and emotional skills through creative arts.



# #ANTIBULLYINGWEEK

Please share your 'Reach Out' activity with us online!



@abaonline



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