Parent and Carer Pack

Anti-Bullying Week 2025: Power for Good

Monday 10th to Friday 14th November 2025



POWER FOR GOOD

#ANTIBULLYINGWEEK

ANTI-BULLYING ALLIANCE

www.anti-bullyingalliance.org.uk

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INTRODUCTION

As parents and carers, we worry about our children, all we want is for them to be happy, healthy, and safe. With that in mind, it's only natural that we worry about bullying - particularly if we think our child may be more vulnerable to bullying, or we have experienced bullying ourselves. We're here to tell you, you don't have to go through it alone! The Anti-Bullying Alliance and its members are here to work with children, families, and schools to help keep children safe, and address bullying.

Every November schools right across the UK take part in Anti-Bullying Week. This is an opportunity to highlight bullying and consider the steps we can take together to stop it. Anti-Bullying Week 2025 takes place from Monday 10th - Friday 14th November with the theme 'Power for Good'. 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 children and young people up and down England, Wales and Northern Ireland to decide the theme.

This Anti-Bullying Week we urge adults and young people alike to come together to have discussions about how we can use the power we have for good, to bring bullying to an end. We are particularly focusing on how you can use your Power for Good if you witness bullying and want to understand how you can safely help.

ANTI-BULLYING WEEK 2025:

POWER FOR GOOD

CALL TO ACTION:

Every year, bullying impacts the lives of countless young people and silence helps it grow.

That's why, this Anti-Bullying Week, we're empowering young people to use their Power for Good to safely speak up and raise awareness when they see bullying, face to face or online.

Lasting change needs all of us. From playgrounds to parliament, our homes to our phones — we all have a part to play.

Together, we can use our Power for Good to end bullying - for good.

ABOUT THIS PACK

As a parent or carer, you are a vital piece of the puzzle in tackling bullying. You have a unique role to play in guiding and supporting your child through their school years and there are lots of positive steps you can take to help keep your child safe from bullying and harm. One of the steps is knowing when to ask for support. At the end of this resource, we have included details of organisations who can help.

This pack is designed to give you information about bullying, tips about what to do if you're worried about bullying, and the tools to help you talk to your children about bullying and take part in this year's Anti-Bullying Week 2025: Power for Good.

The Anti-Bullying Alliance has lots more tools and resources on our website to help you about bullying: www.anti-bullyingalliance.org.uk

Please share your Anti-Bullying Week activity with us on social media. Use the hashtag #AntiBullyingWeek and #PowerForGood. We love to see what you're up to for Anti-Bullying Week and Odd Socks Day. Our jam-packed social media toolkit will be available from our website in mid-October, providing lots of ways to get involved this Anti-Bullying Week.

PLEASE CONSIDER A DONATION

We rely on fundraising to be able to continue to provide you with free Anti-Bullying Week resources 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 JustGiving page.
- Or send us a cheque made payable to 'Anti-Bullying Alliance' and send 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.

To donate £1, text ABA to 70201
To donate £3, text ABA to 70331
To donate £5, text ABA to 70970
To donate £10, text ABA to 70191





Odd Socks Day

MONDAY 10TH NOVEMBER

Odd Socks Day is an opportunity to encourage people to express themselves and celebrate their individuality and what makes us all unique! There is no pressure to wear the latest fashion or buy expensive costumes. All you need to do to take part is wear odd socks, it could not be simpler!

To help you get involved, we've created a pack for schools & other youth settings, posters, a pack for workplaces and flyers. You can find them here.







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ALL ABOUT BULLYING

WHAT IS BULLYING?

Unfortunately, many children may experience or witness bullying during their school years: they may be the target of bullying, may be involved in bullying others, may stand by while others are being bullied, or may take positive action to stop bullying. When attempting to tackle bullying, it's important that we are all on the same page and understand exactly what bullying is (and isn't).

The Anti-Bullying Alliance defines bullying as:

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.

To watch a video explanation of the definition of bullying and its 4 key elements, click here

Children are influenced by the home, community, and society they grow up in, by the things they see, read, and hear, and the people around them.

As adults, we all have a role to play in creating communities where children feel safe and valued: where we use our Power for Good, stand up to prejudice and are united against bullying.

As a parent you have a vital role to play in helping your child recognise bullying and understand how you can help to stop it.

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What bullying isn't: 'falling out'

It's common for children to have arguments and friendship fall outs (often referred to as 'relational conflict') and they will need our guidance to resolve conflict, make amends, and move on.

Not all incidences of conflict can be understood as bullying. Relational conflict usually involves individuals who are friends, or a situation with no power imbalance involved. It is generally behaviour which happens occasionally, and offence might be accidental. An example might be an argument or falling out with a friend, or experimental 'banter' that unintentionally offended the person on the receiving end (see more about banter and bullying on page 5).

Knowing how to identify and respond to relational issues and conflicts are an important part of a child's development and preventing situations from escalating into potential bullying.

The roles involved in bullying:

We know from evidence and research that bullying tends to be a group behaviour, with several different roles involved, rather than being simply between a target and perpetrator. These other roles can have a significant influence on the outcome, intentionally or not.

Let's look at the roles that children might play in a bullying scenario:



The Outsider (or Bystander) ignores any bullying and doesn't want to get involved.

The Ringleader initiates and leads the bullying.

The Reinforcer isn't actively involved in 'doing' the bullying, but supports the behaviour (e.g. by laughing along, encouraging other people to 'collude', or filming it on their phone).







The Target is the person at whom the bullying is aimed.

The Defender knows that bullying is wrong and feels confident enough to do something about it (e.g. talking to an adult or asking the target if they are OK).





The Assistant is actively involved in 'doing' the bullying but does not lead it.

The roles involved in bullying (cont.)

These roles are not fixed, they are constantly shifting depending on who is present and the context: a person can be a 'ringleader' at one time and become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic. Understanding these roles can be a powerful reminder for children on the impact they can have by simply 'not laughing along', or 'checking in' after the incident to say they will help the target to report it. We can choose to use our Power for Good.

To watch a video explanation of bullying as a group behaviour, click here

Banter or bullying?

Banter is when friends tease each other in a fun and friendly way: it's playful, reciprocal, and can help to build relationships. However, from the outside banter may be misheard as unkind behaviour, even though there's no real intention to hurt feelings.

Since banter can be confusing, children will sometimes get it wrong as they experiment with it - even adults occasionally mess up with banter and say something more hurtful than they mean. The key thing to remember is that banter should never hurt the person on the receiving end. If it does, and the person continues the banter after being told to stop, it could be considered bullying (see definition on page 4).

It's okay to make mistakes, but it's important to know the difference between playful banter and intentional unkind behaviour that could turn into bullying. You can help your children understand these differences by talking to them about what banter and bullying are. Learn more on our website here.



SPOTTING THE SIGNS OF BULLYING

Unfortunately, it's common for children to choose not to tell anyone about the bullying they are experiencing. However, there are often signs we can look out for that may indicate bullying is occurring.

You know your child best so will be aware of any changes to their behaviour, or if something seems wrong. Some types of behaviour that might be an indication of bullying are:

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming quieter or more withdrawn than usual, or 'acting out' and getting in trouble more often;
- torn clothes or missing belongings;
- seeming upset after using their phone, tablets, computers etc;
- wanting to leave for school much earlier than necessary or returning home late; and
- you may also find that their sleep is disturbed, or they are showing other signs of sadness or anxiety.

If your child has been seriously harmed or is at risk of serious harm, either physically or mentally, this is a safeguarding issue and you should seek immediate help (e.g. call 999 and/or your local children's services team).

If your child has been on the receiving end of prejudicial behaviour because of their race or faith, disability, gender, sex or sexuality, even if this was a one-off incident and you don't consider it to be bullying, it's important to alert the school as it may point to a wider issue in the school that needs to be addressed.

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HOW TO SUPPORT YOUR CHILD

How can I help my child if they are being bullied?

If your child is being bullied, don't panic. Your key role is listening, calming and providing reassurance that the situation can get better when action is taken.

This is where an understanding of the definition of bullying, relational conflict, group roles and banter will be useful (see pages 4-5), so that you are able to discuss with your child what they have experienced and consider the best approach.

1. Listen and reassure them that coming to you was the right thing to do. Assure them that the bullying is not their fault and that they have family that will support them.



2. Try and establish the facts. It can be helpful to take notes of what your child says, particularly names, dates, what happened and where it happened. Keep any evidence such as pictures of injuries or screenshots of online messages.



3. Find out what your child wants to happen next. Help to identify the choices open to them; the potential next steps to take; and the skills they may have to help solve the problems.



4. Encourage your child to get involved in activities that build their confidence and esteem, and help them to form friendships both inside and outside of school.



5. Request a meeting to discuss the situation with your child's teacher or Headteacher - or the lead adult wherever the bullying is taking place. Remember, every child has a right to a safe environment in which to learn and play. See page 7 for more detailed information about working with the school or setting to resolve a bullying situation.



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What if my child has been bullying others?

Children are developing physically, emotionally, and socially and need our help to understand how to behave towards others and when they have crossed a line. For some children it may be particularly difficult to regulate their behaviour or actions, and they may need additional support. Others might be copying prejudicial or harmful behaviour they have learnt from others.

What is important is that we recognise this type of behaviour and endeavour to stop it, and where we have hurt others, learn to take action to put things right.

If you have been told by others that your child is showing bullying behaviour, it is important to:

1. Stay calm, and ask for examples of the things they have said or done, and the impact this has had on others.



2. Take time to listen to your child's side of the story, keeping an open mind.



3. Remember we are all capable of bullying behaviour: try not to see it as a permanent reflection of their character - but make clear the behaviour you would like to change. It may be useful to talk about the group roles to help them reflect on their behaviour (pages 4-5), and some of the activities (pages 9-12) might also help them think about how they could use their Power for Good in the future.



4. Talk about the impact this has had on others and encourage empathy.



5. Make sure they are not bullying others in retaliation for bullying they have suffered. Help your child to realise that no one has the right to pressure them into something they don't want to do - this includes bullying others.



6. Discuss whether there is anything that has upset or hurt them that might have led to that behaviour.



(Continued on following page)

7. Talk about what needs to change about their behaviour, and the actions they can take to show they are sorry.



8. Make it clear that you do not tolerate the use of disrespectful and hurtful language and behaviour as a family (it's vital that you model this as parents).



Many children who bully others are in a difficult place themselves and will need help to explore how they are feeling, what led to the behaviour, and what needs to change.

Ultimately you are not the first - and you will not be the last parent to have to face this. Don't blame yourself - today is the time for change.

HOW TO SUPPORT YOUR CHILD

It can be a worrying or daunting experience to contact your child's school about a bullying incident but remember that schools in the UK have a legal duty to prevent all forms of bullying and harassment. When approaching a school (or other setting) about bullying, here are our top tips:

1. **Familiarise yourself with the school's approach (and your legal rights):** Your child's school should have an anti-bullying policy or strategy (sometimes found within their behaviour policy) which should detail their general approach to bullying, including how to report it and their procedure for responding to it. You should be able to access this on their website or you can contact them to send it, which they must provide you with by law. Familiarise yourself with this document so that you know what to expect.

2. **Prioritise working together to address the bullying:** While it's natural to feel upset and angry, it's crucial to approach the school or setting with a calm demeanour and concentrate on collaborating to resolve the issue. This may be the first time they become aware of the problem, so be realistic about what you want them to do depending on the context of the situation. Remember that they may have a different view of the situation and it is important to keep an open mind. The school or setting should investigate the report, take reasonable steps to stop the bullying and support those involved.

3. **Keep a record:** It is advisable to keep a record or log of what your child has told you – if you have this, bring it to the meeting. At the meeting, ask for a timeframe for action to take place, and make notes of what you do, the date, to whom you speak and what they say and do.

4. **Include your child:** It is vital for your child to feel included in any discussions that have happened or actions that have been agreed, even if they aren't present at meetings. Prior to any meetings, ask your child what they would like to happen next, and bring that information to the meeting. If your child isn't present at the meeting, reassure them afterwards of what was discussed, and make sure they are aware of any actions that were agreed and any timeframes. If they are the target of the bullying, they may need to be reminded that what happened to them is not OK, and that they have done the right thing in reporting the bullying. If they are the person bullying others, they may need support in exploring how they are feeling, what led to the behaviour, and what needs to change.

5. **Check in:** You may be able to tell from your child's behaviour whether the issue has been resolved or if it might be continuing after you have reported it. Check in with your child to find out if they are happy with how things have been resolved, or if they still have any worries. The school or setting may contact you to check in in the months following the incident. If they don't and you are still concerned about your child, you may want to contact them to ensure agreed actions have been completed, and that there have been no further issues.

What should schools be doing?

Schools in the UK are required by law to determine measures to encourage and promote good behaviour and prevent all forms of bullying. Headteachers also have powers to respond to bullying outside of school premises. If you have concerns with the way you child's school handles bullying, it might be helpful to refer to government guidance about bullying: click to view for England, Wales or Northern Ireland.

Most of the time schools are willing and able to manage concerns about bullying but sometimes children and their parents and carers feel that the school are not listening and that they need to take further action. See our website page about making a complaint about bullying.

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HOW TO USE YOUR POWER FOR GOOD AS A FAMILY THIS ANTI-BULLYING WEEK

For this year's Anti-Bullying Week theme, Power For Good, we focus on the importance of using our power responsibly. The definition of bullying (page 4) involves a clear power imbalance, where one person uses their power as an advantage to harm another. As a parent, you can encourage your children to understand that power, when used positively, can be a force for good—encouraging kindness, support, and standing up for others.

However, it's equally important to teach children that power needs to be used carefully: it should never be used to dominate or manipulate others, but rather to empower those around us, promote respect and foster kindness.

And don't forget, as adults, we play a crucial role in modelling respectful behaviour for children and young people who look up to us: they observe and learn from our actions every day. One young person told us that they felt expected to behave better than the adults around them, which highlights the importance of reflecting on our own behaviour: are we consistently using our Power for Good, both in person and online? Let's challenge ourselves to set the best example possible for our children this Anti-Bullying Week and beyond.

We encourage you to use Anti-Bullying Week to help your child recognise power dynamics, encourage respect for each other's rights, and start conversations with your family about the ways in which we can use our Power for Good. Use the conversation starters and activities within this pack to get you started!



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CONVERSATION STARTERS

Use these conversation starters to help you talk your child about bullying and using their power for good. We have lists for both younger and older children.

For younger children

- What do you think makes a good friend?
- How would you describe what bullying is?
- Why do you think some people bully others?
- What does being kind look like?
- Do you think being kind makes you strong? Why?
- Have you ever seen someone being left out? What did/would you do?
- What does the word 'power' mean to you?
- Can you think of a superhero or character who uses their power to help others?
- Can you think of some small kind actions that might make others feel good? How might these actions help other people be kind, too?
- If you upset a friend, what could you do to make it right?
- If you saw someone being treated unfairly, what could you do to use your Power for Good?
- Can you think of someone at school / at home / at football club etc who makes others feel included or safe? What do they do that makes a difference?
- If you saw someone being brave and helping a friend, what would you say to them?

For older young people

- What do you think when you hear the word 'bullying'?
- What are the different roles people have in a bullying situation? Does this change if it happens online?
- What does the word 'power' mean to you?
- What does it mean to have power in a group—like at school or online?
- Do you think silence can make bullying worse? Why or why not?
- Have you ever seen someone being bullied? What do you think made it hard or easy for others to step in and use their Power for Good?
- What are the qualities you look for in a friend?
- What might be some reasons someone might choose to be unkind or bully others? What might help them to change their behaviour?
- If you realise you're hurting someone, what can you do to fix it and change your behaviour?
- Do you think being kind can inspire others to be kind too? Why or why not?
- Why do you think some people use their power to hurt others instead of helping them?
- What are some actions or words that show respect in everyday interactions? What about online?
- How would you use your voice or platform if you had more influence—like as a sports team captain or social media influencer?
- When you're in a group, how can you make sure everyone feels like they belong?
- What advice would you give to younger children about bullying?

ACTIVITIES TO DO WITH YOUR CHILD DURING ANTI-BULLYING WEEK

It is a fact of life that your child will occasionally experience or witness conflict within the social groups they find themselves in – whether that be falling out with a friend, unintentionally upsetting someone, or even witnessing a fellow classmate being unkind. It's important to prepare them for this and work through strategies for handling such situations, as well as talk about what healthy relationships look and feel like.

The activities below aim to provide you with more opportunities to open up discussions with your child about bullying, self-confidence, kindness, navigating conflict and using our 'Power for Good'. You can adapt them as needed or take inspiration to create your own ideas!

Activities with younger children

1. Kindness Superpowers Poster

Materials needed: paper, colourful markers or pencils, any other collage/craft supplies to decorate (if desired)

Ask your child: What are your kindness superpowers? Help them draw themselves as a superhero with powers like "Helping Hand," "Listening Ears," or "Supportive Hug." Talk to them about why they think each one is a 'Power for Good' and what's the impact of that superpower on others. Display the poster at home to remind them how they can use their 'Power for Good' every day.

2. My Safe Grown-Ups

Materials needed: paper, something to write with, colourful markers or pencils

Draw a simple outline of places your child spends time (home, school, clubs). In each space, help them write or draw trusted adults they can talk to if something upsets them or if they feel worried about something. Ask them what makes these adults feel safe for them. Reassure them that speaking up is a way to use their 'Power for Good'.

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3. Story Time Reflection

Materials needed: a story book, tv show or film that includes a storyline where a character experiences unkindness, bullying or exclusion (we have some suggestions on our website)

Choose a book or short video and read or watch it together. You could either pause the story at different points, or sit down and discuss it after finishing it (or both!). Discuss with your child what they think about the impact of characters' behaviour on other characters. Ask questions to get them thinking and encourage empathy, such as:

- How did the characters feel at different points in the story? Why did they feel that way?
- Did any of the characters use their Power for Good? How? If they didn't, how would things be different if they used their Power for Good?
- What would you do differently if you were in the story?
- Can you identify the different roles involved in bullying within the story? (See pages 4-5)

4. Power for Good Performance

Materials needed: Paper, something to write with, a phone or camera to record (if desired)

Make up a dance or song together with your child about what it means to use your Power for Good. It can be as silly, funny and creative as you like! It could be about being kind, standing up for others, or being a good friend – and emphasising how using your Power for Good makes you and those around you happy. Perform it to family and friends, or you could record it to share with friends and challenge them to do the same!

If you want to share your Power for Good performances with us, tag us on social media or email us at aba@ncb.org.uk! Please find our social media handles at the end of this document.

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5. Kindness Bingo

Materials needed: paper, something to write with, colourful markers or pencils, ruler

Create a bingo card by drawing a 3x3 grid for each person taking part (or download and print this template). Inside each box, add 'Power for Good' actions like:

- Helped a friend
- Shared a snack
- Gave someone a compliment
- Included someone in a game or activity
- Held the door open for someone
- Offered someone a hug when they needed one
- Told someone why they are special to you
- Encouraged someone to do well in something
- Talked to someone new at school

Ask your child if they can come up with their own, too. See how many your child can do during the week. If you like, you could offer a reward or treat for completing a row or the full card!



Activities with older children

1. "What Would You Do?" Dilemmas

Materials needed: example scenarios (see below and/or create your own)

See below some example scenarios and questions to get your child thinking about the impact that small actions can have, and how we can use our Power for Good when we see unkindness (you may also want to come up with some of your own). Read and discuss them with your child, and explore ways that others could act with empathy and confidence, using their Power for Good and not contribute to unkind or bullying behaviour. You may also want to see if they can recognise the different roles in a group situation (see pages 4-5):

Scenario 1: Layla records a video of herself singing and posts it online. Some people respond by posting mean comments on the video. Tom doesn't join in with the mean comments, but he does 'like' them and shares the post with a '😬' emoji.

Discussion Questions: How do Tom's actions encourage bullying? How might Layla feel when she sees the comments, likes and shares? How could Tom have used his Power for Good instead? How would you respond if you were Tom?

Scenario 2: During lunch, Zara opens her packed lunch, which includes a home-cooked meal from her family's culture. It looks different to what most of the others are eating. One pupil says, "Ewww what is that smell" and "What even is that?". A few people nearby laugh. Zara stays quiet and quickly closes her lunchbox. No one challenges the comments, and the same kind of thing happens again the next day.

Discussion Questions: How do you think this makes Zara feel? How does the group's reaction — laughing or saying nothing — reinforce the bullying? What would you do to show support for Zara? What are the different ways the group could have used their Power for Good instead?

Scenario 3: When Liam approached Lydia's table at youth club, she told him that he can't sit at the same table as her because she doesn't like his shoes. Other children said nothing, but they giggled when Liam was turned away, and he sat at a table on his own instead.

Discussion Questions: How would you feel if this happened to you? How could the other children have used their Power for Good instead of laughing along? What would you do in this situation?

2. Power for Good Playlist

Materials needed (for online activity): mobile phone or laptop, music app to create a playlist (for offline version of activity): paper and something to write with

Ask your child to create a playlist of songs that boost their confidence, calm them down, or make them feel strong. You could do this together as a family and have a joint 'Power for Good Playlist', or each family member could create their own. Make time to listen to the songs together (when you're getting ready for school in the morning, while eating dinner together, while driving in the car), and talk about how you can use – or have used – your Power for Good that day. Your child might also want to share the playlist with friends or other family members!



We want to hear your Power for Good playlists! Share them with us on social media - our handles are at the end of this doc!

3. Letter to My Younger Self

Materials needed: paper, something to write with

Ask your child to write a letter to their younger self, giving advice about dealing with friendship issues, confidence, or bullying. Reflect together on what they've learned and how they'd use their Power for Good to support someone else in a similar situation.



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4. Power for Good 7 Day Jar

Materials needed: paper, something to write with, repurposed jar

Each day during the week, ask each person in the family to write down or draw one act of kindness they did or saw someone else do, and pop it in a jar. At the end of the week, read them together and talk about how small actions can have a big positive impact, and how that's a real way to use our Power for Good. This activity can also encourage older children to be a positive role model for any younger family members.

5. Confidence Collage

Materials needed: paper, something to write with, old magazines, scissors, colourful markers, glue

Help your child make a collage that represents what makes them feel good about themselves - strong, happy, and confident. These can be their traits, achievements, aspirations, or interests. They could draw pictures, write words, or use images cut out of magazines, and make it colourful and personal. Once the collage is complete, use it as a springboard to talk about self-worth and how confidence helps us handle tricky situations and treat others well. Refer back to the collage regularly to remind them of their feel-good attributes, and ask them how they can encourage others to focus on what makes them feel good about themselves.



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SOURCES OF ADVICE AND SUPPORT

FOR PARENTS AND CARERS

We have advice for parents and carers on our website, including an information toolkit and an interactive anti-bullying information tool. This includes what bullying is, how to work with your school in relation to bullying and how to support your child.

See our website for more: https://anti-bullyingalliance.org.uk/tool-information/advice-parents

Other organisations across the anti-bullying sector also have lots of tools and resources that can help you:

- **NSPCC** has a free helpline for parents and carers / 0808 800 5000 / www.nspcc.org.uk
- **Kidscape** provide workshops for children that need support with bullying issues as well as a helpline for parents and carers / 0300 102 4481 / www.kidscape.org.uk
- **Family Lives** gives support and advice for parents on any aspect of parenting and family life, including bullying / 0808 800 2222 / www.familylives.org.uk
- **Contact** has a helpline for families with disabled children - they can give advice on bullying issues / 0808 808 3555 / www.contact.org.uk
- **Red Balloon Learner Centres** provide intensive, full-time education for children aged between 9 and 18 who feel unable to return to school because they have been severely bullied. There are Red Balloon Centres all over England, and they also have a programme of online support / www.redballoonlearner.org
- **YoungMinds** provides advice and information about young people's mental health and have a parent helpline / 0808 802 5544 / www.youngminds.org.uk
- **Papyrus UK** provide suicide prevention support for young people and have a helpline / 0800 068 4141 / www.papyrus-uk.org
- **Childnet** gives advice for parents and carers to help support children and young people in their safe and responsible use of the internet / www.childnet.com
- **Internet Matters** provides regularly refreshed content to support parents and carers with all aspects of e-safety. Includes lots of advice on technology that can help you to protect your child online and helpful content relating to cyberbullying / www.internetmatters.org
- **The Child Exploitation and Online Protection Centre (CEOP)** provides help and advice on cyberbullying / www.ceop.police.uk
- **Report Harmful Content Online** (provided by the UK Safer Internet Centre and South West Grid for Learning) have a website which has support about reporting harmful online content: www.reportharmfulcontent.com

FOR CHILDREN AND YOUNG PEOPLE

- **Childline** is a free, confidential helpline for children and young people available any time, day or night / 0800 1111 / www.childline.org.uk
- **The Mix** provides support for under 25s for a range of issues, including bullying / text THEMIX to 85258 / www.themix.org.uk
- **Kidscape** has information for young people about what to do if they are being bullied / www.kidscape.org.uk/advice/advice-for-young-people/what-should-i-do-if-im-being-bullied
- **The Diana Award** has tips and advice on what to do about bullying on their anti-bullying website / www.antibullyingpro.com
- **Think U Know** (from the Child Exploitation and Online Protection Centre) is a website for children and young people about staying safe online / www.thinkuknow.co.uk
- **Childnet** has advice and support for young people about online harms / www.childnet.com/young-people
- **Papyrus UK** provide suicide prevention support for young people and have a helpline / 0800 068 4141 / www.papyrus-uk.org

POWER FOR GOOD #ANTIBULLYINGWEEK

ANTI-BULLYING ALLIANCE ORGANISER

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ABOUT THE ANTI-BULLYING ALLIANCE

Anti-Bullying Week is coordinated by the Anti-Bullying Alliance (ABA) in England, Wales and Northern Ireland. 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:

- Supporting learning and sharing best practice through membership
- Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns
- 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 a massive 'thank you' to all the young people involved in developing the theme this year and the school films. Particularly those young people from the 'Young Anti-Bullying Alliance'.

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Please share your 'Power for Good' activity with us online!

@ABAonline | @anti-bullying alliance.org.uk | AntiBullyingAlliance | Anti-Bullying Alliance | Anti-BullyingAlliance | @antibullyingalliance | @antibullyingalliance

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