

ANTI-BULLYING WEEK 2023: AN ANALYSIS

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February 2024



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CHILDREN'S
BUREAU**
Part of the family

EXECUTIVE SUMMARY

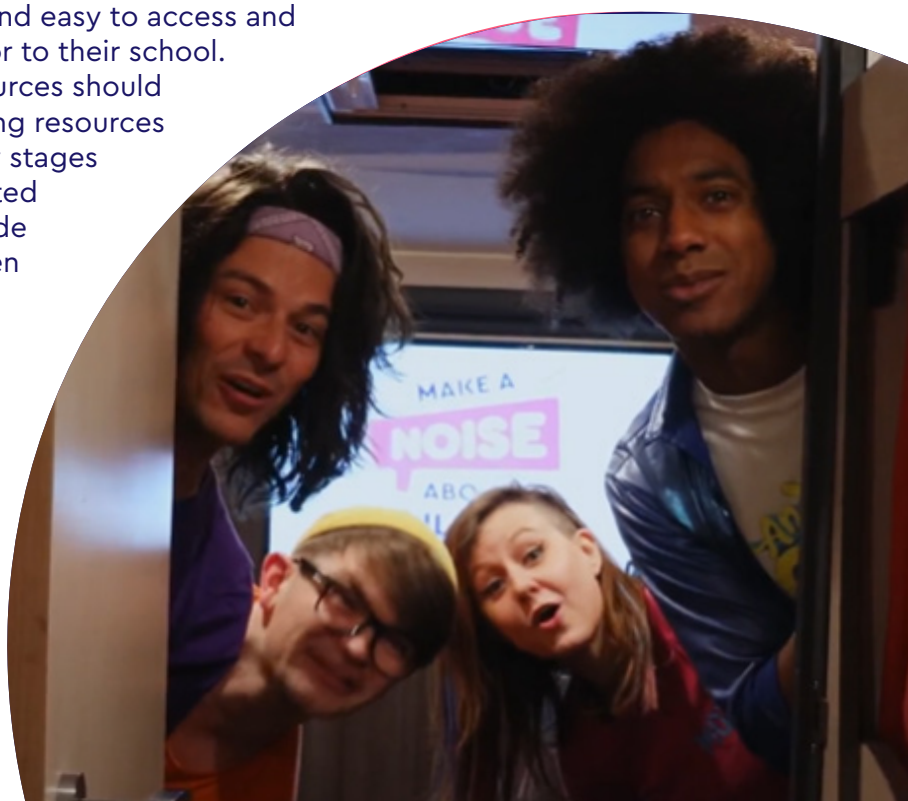
This report contains an analysis of the Anti-Bullying Alliance's (ABA) Anti-Bullying Week (ABW) 2023 Survey Results. The theme for ABW 2023 was 'Make A Noise About Bullying' with a focus on speaking out about bullying, and understanding the differences between banter and bullying. After ABW 2023, a survey was distributed by the ABA to those who sign up to their newsletter. The survey contained a mixture of forced-choice questions, and open-ended. In total 81 responses were received for the survey; 72 respondents were members of school staff (majority from England with 1 from Northern Ireland and 2 from Wales) and 9 were children and young people (all from England).

The majority of respondents participated in ABW and Odd Socks Day (78%), nearly all respondents knew what the theme was (99%) and were aware that the ABA was responsible for organising ABW (93%). Additionally, the majority of participants reported that they 'agree' that ABW helps to raise awareness of bullying (98%) and reduce bullying (84%), and that they enjoy taking part in ABW and/or Odd Socks Day (95%). Furthermore, just over half of respondents reported that they used the resources from the ABA website (53%), amongst those who used them, a large portion reported they were 'excellent' (56%).

Open-ended responses allowed for written feedback from members of school staff about the resources, the impact of ABW, and any further comments. Content Analysis (Krippendorff, 2018) was used to analyse the responses to each question individually. The feedback was overwhelmingly positive with many respondents reporting that they and their pupils enjoyed ABW and Odd Socks Day; noticing an increase of awareness and understanding around bullying amongst their pupils. In turn, this led to positive discussions with their pupils, an increase in prosocial behaviour and attitudes amongst pupils, and empowered pupils to speak out against bullying. Whilst the majority was positive about Odd Socks Day, a few respondents suggested that an equivalent to Odd Socks Day that is more appealing to older pupils is needed.

Respondents also liked the fact that ABW integrated well with wider school events and assisted schools in their anti-bullying policies, future lesson plans and events. Conversely, some respondents felt that ABW could be timed better, so it is not happening during the same time as another event. They also felt the resources could be made available earlier to allow for integration in their planning. Despite this, respondents were generally positive about the resources noting that they and their pupils liked the PowerPoints and videos, which they found easy to access and appreciated that they could edit to tailor to their school. A few respondents suggested that resources should be distinguishable by key stage, including resources that are more accessible to younger key stages such as EYFS. Respondents also suggested that they would like more resources made available all year round to ensure children are reminded of their learning in ABW 2023.

Overall, it appears that ABW 2023 was successful in raising awareness and understanding around bullying. Both members of school staff and pupils appeared to enjoy the week and utilising the resources.



BACKGROUND

On Monday 13th November 2023, schools around the UK supported Anti-Bullying Week (ABW) 2023 which is organised by the Anti-Bullying Alliance (ABA). This year, the theme was 'Make A Noise About Bullying'. Underpinning this theme was a focus on speaking out about bullying, and understanding the differences between banter and bullying. On the 20th November 2023, after ABW a survey was distributed by the ABA to its members asking for members of school staff and children and young people to respond to their online survey asking for their thoughts and perceptions on ABW 2023. What follows is an analysis of the survey responses.

DEMOGRAPHIC DATA ABOUT THE RESPONDENTS

In total 81 responses were received for the survey; 72 respondents were members of school staff and 9 were children and young people. The majority (96%) of members of school staff were from England, with only 2 from Wales and 1 from Northern Ireland. Conversely, all the children and young people were from England.

You can find out more about the reach and impact of Anti-Bullying Week via our 'Anti-Bullying Week: What is it and what does it achieve?' report, [here](#).



ABOUT ANTI-BULLYING WEEK

WHAT IS ANTI-BULLYING WEEK?

Anti-Bullying Week is an annual UK event, held in the third week in November which aims to raise awareness of bullying of children and young people, in schools and elsewhere, and to highlight ways of preventing and responding to it. It started in 2002 and has since grown to become a significant event in the calendars of children, families and schools with an estimated

80% of schools in the UK taking part, reaching over 7.5 million children and young people.

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

WHAT IS ODD SOCKS DAY?

Odd Socks Day forms part of our Anti-Bullying Week campaign and normally takes place on the Monday of Anti-Bullying Week. Fronted by the Anti-Bullying Alliance patron and CBeebies presenter, Andy Day and his band Andy and the Odd Socks, millions of children and adults go to school or work in odd socks to highlight what makes us all unique and help prevent bullying.

Each year Andy and the Odd Socks write a toe tapping song around the Anti-Bullying Week theme and we know that **56% of schools take part in Odd Socks Day, reaching over**

5 MILLION children and young people.

ANTI-BULLYING WEEK ONLINE

In Anti-Bullying Week 2022 we:

TRENDED N°1 ON TWITTER



across all three hashtags

had almost **300,000 VIEWS** 

of Anti-Bullying Week and Odd Socks Day videos on YouTube

reached over **9.5 MILLION REACHED ON TIKTOK** 

with #AntiBullyingWeek

reached over **87 MILLION USERS ON TWITTER** 

with #AntiBullyingWeek and 20 million with #OddSocksDay

had over **315,000 VISITS** 

to the ABA website

saw **165,000+ USES** of our Giphys

"Anti-Bullying Week literally saved my life" – A young person

"Anti-Bullying week is extremely helpful to us and helps us see each others as equals so, thank you for sticking up for this." – Young person

OVERVIEW OF THE SURVEY RESPONSES

What follows is the analyses of responses from the ABW 2023 survey. Based on the type of survey question it is split into two sections. The first section contains an analysis of questions that required forced-choice responses from participants (i.e., where respondents were asked to indicate how much they agreed with the statements). The second section contains an analysis of questions that allowed open-ended responses for members of school staff to give their feedback.

SECTION 1: RESPONSES TO QUESTIONS CONTAINING FORCED-CHOICE RESPONSES FROM RESPONDENTS



PARTICIPATION IN ANTI-BULLYING WEEK AND/OR ODD SOCKS DAY

As shown in Figure 1, when asked 'Did you/your school hold Anti-Bullying Week and/or Odd Socks Day this year' the majority of all respondents (78%) reported that they participated in ABW and Odd Socks Day, with a small portion (20%) reporting that they participated in ABW only, and only a few (2%) reporting that they took part in neither event.

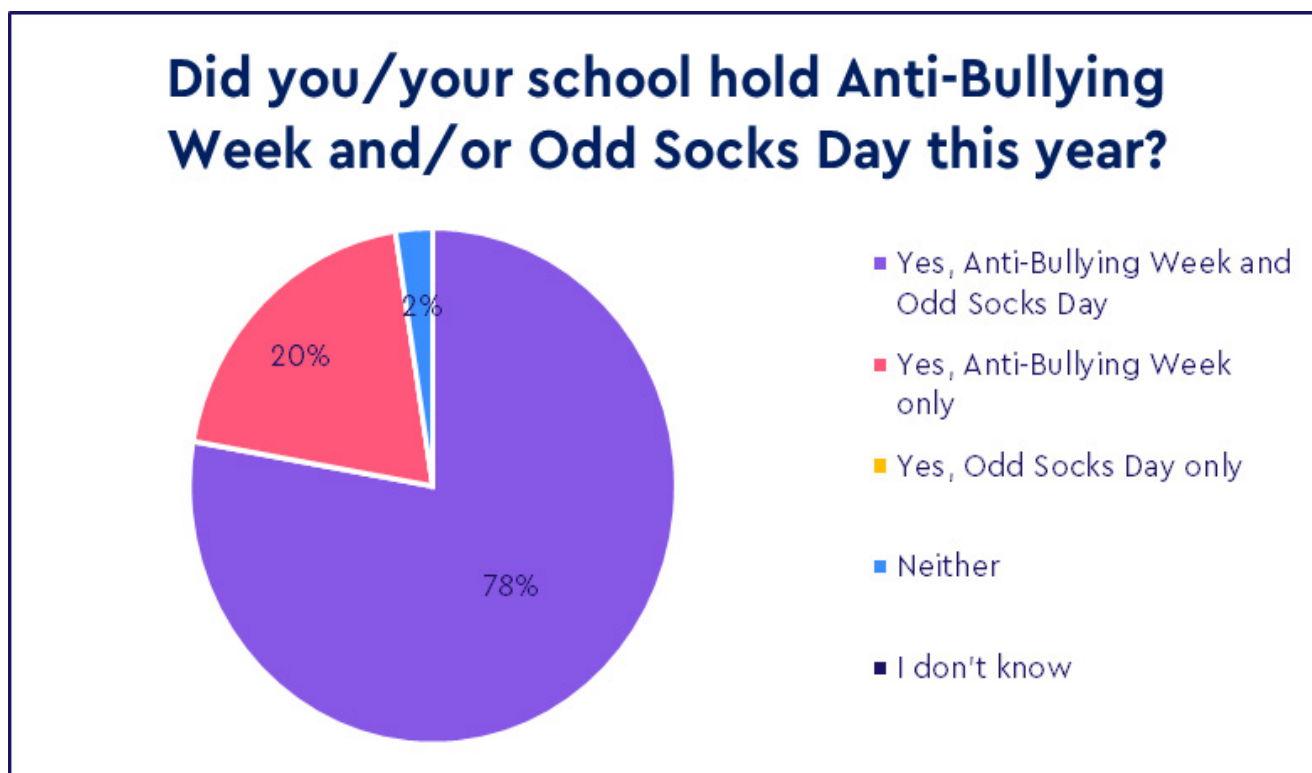


Figure 1: Pie chart showing the activities all respondents participated in (n=81).

When considering responses from school staff only, a similar pattern emerged (see Figure 2).

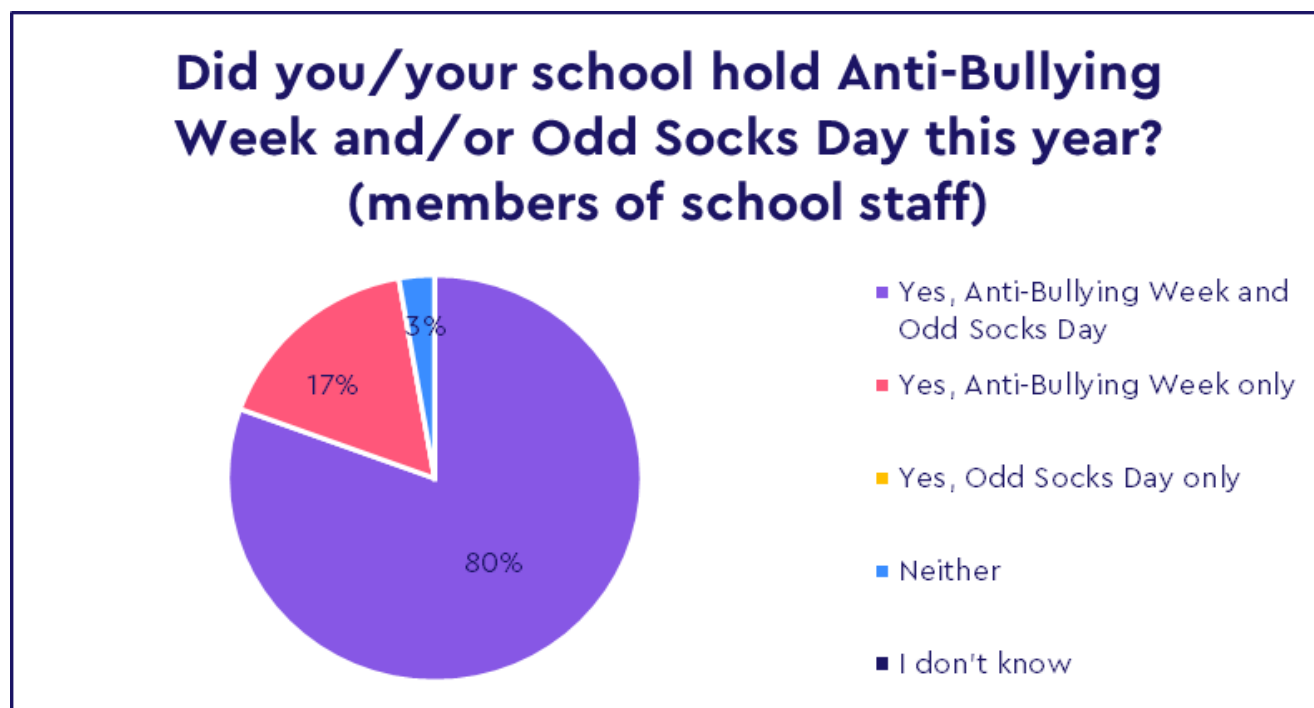


Figure 2: Pie chart showing the activities members of school staff participated in (n=72).

Conversely, for children and young people (see Figure 3), just over half reported that they participated in ABW and Odd Socks Day (56%), whilst just under half (44%) reported that they participated in ABW only.

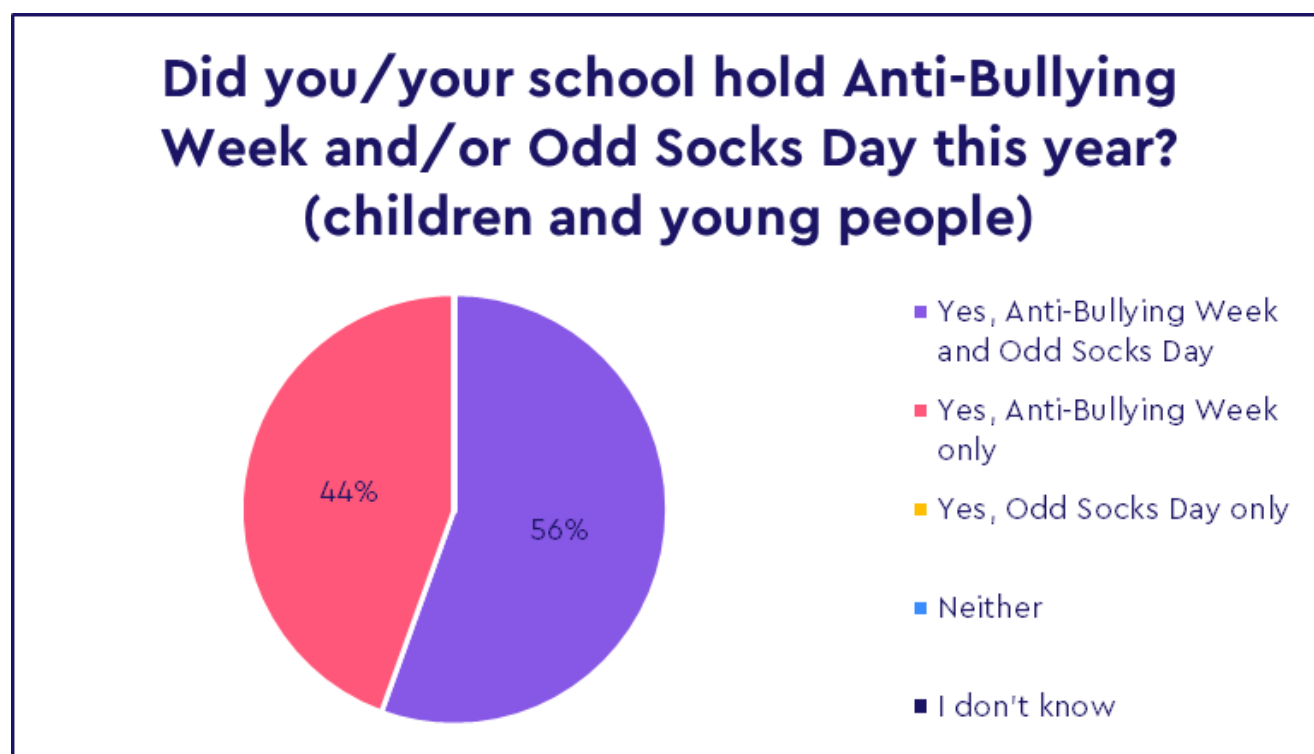


Figure 3: Pie chart showing the activities children and young people participated in (n=9).

Together, the results show that the majority of respondents agree that they had participated in ABW and/or Odd Socks Day 2023.

KNOWLEDGE OF THE THEME OF ANTI-BULLYING WEEK [1]

As shown in Figure 4, when asked 'Did you know the theme for this year was 'Make A Noise About Bullying'?' almost all of the respondents (99%) reported that they did know the theme, with only 1 respondent reporting that they did not know the theme.

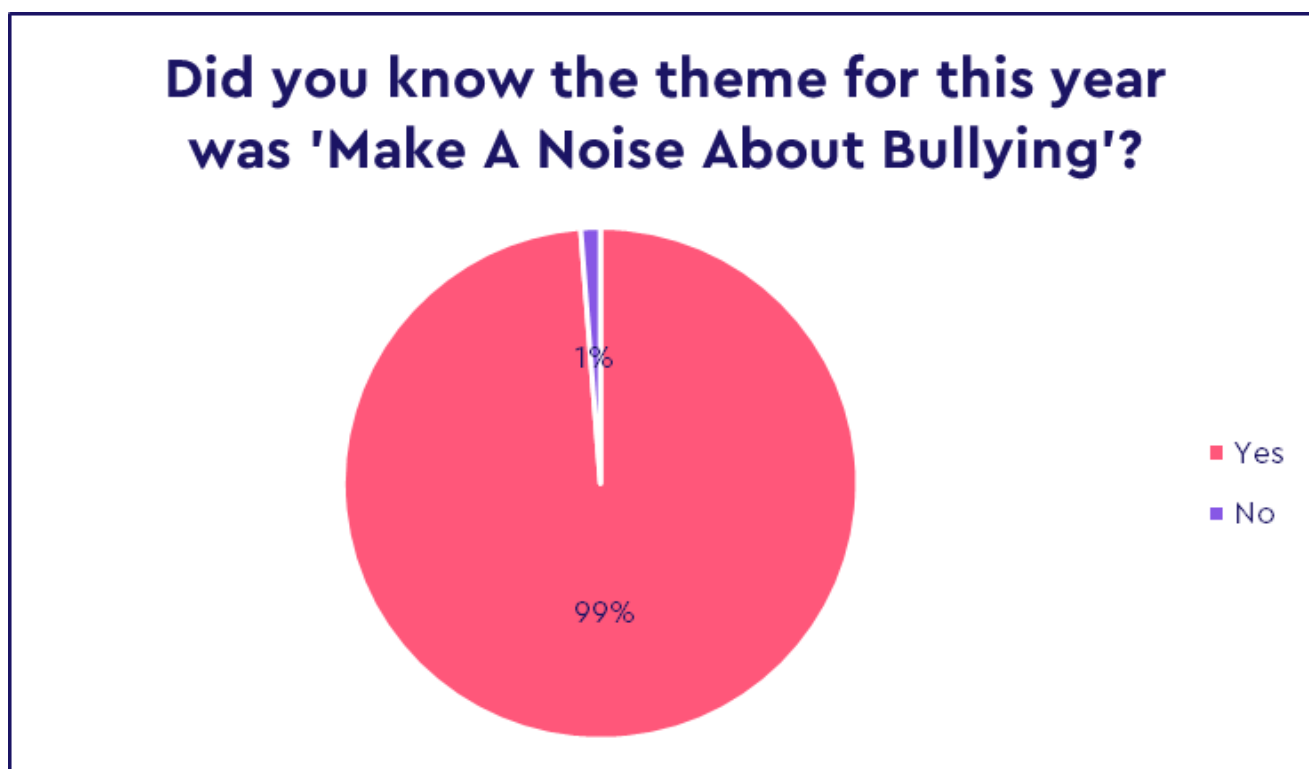


Figure 4: Pie chart showing whether all respondents knew the theme for ABW 2023 (n=81).

[1] This question was repeated for members of school staff. Due to this, we have selected the first response for analysis.



This pattern of responses was similarly found for children and young people, with some young people indicating that they were not aware of the theme for ABW 2023 (see Figure 5).

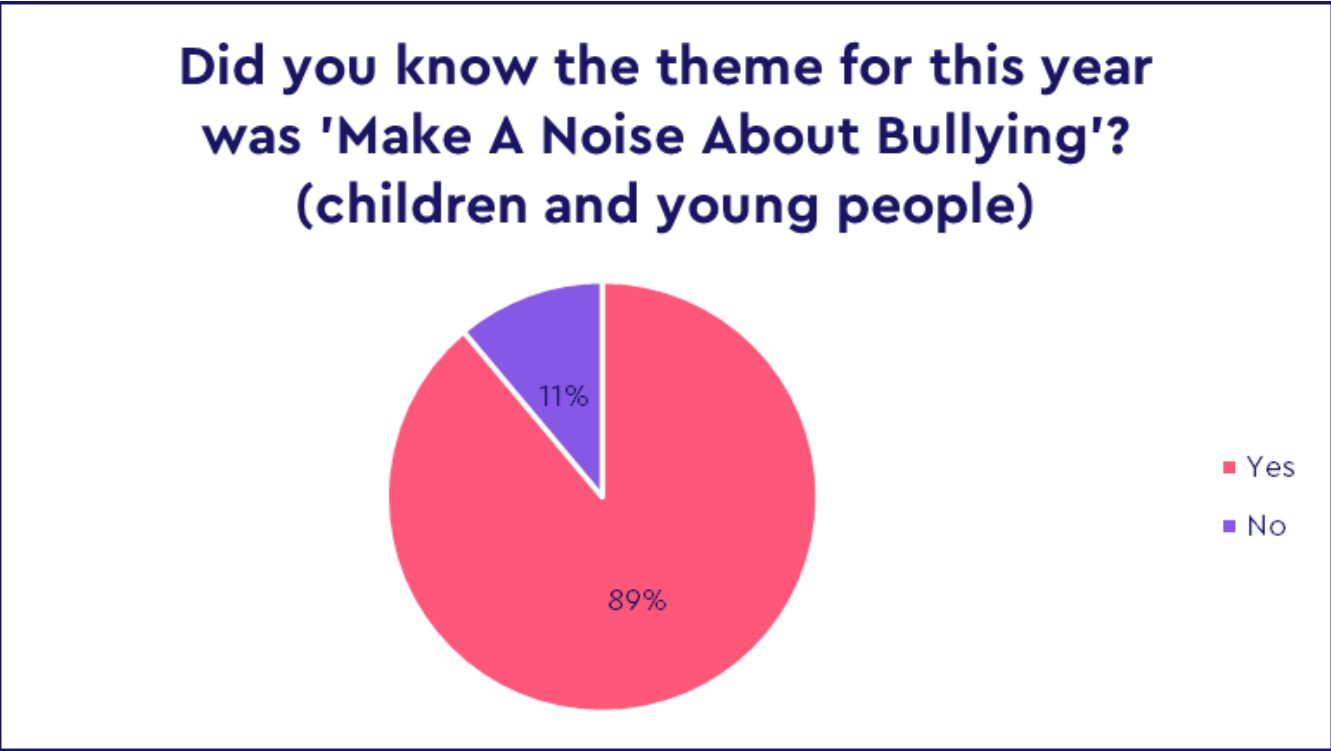


Figure 5: Pie chart showing whether children and young people knew the theme for ABW 2023 (n=9).

Conversely, all members of school staff reported that they did know the theme (see Figure 6). Together, these results indicate the effectiveness of promoting the theme, especially for school staff.

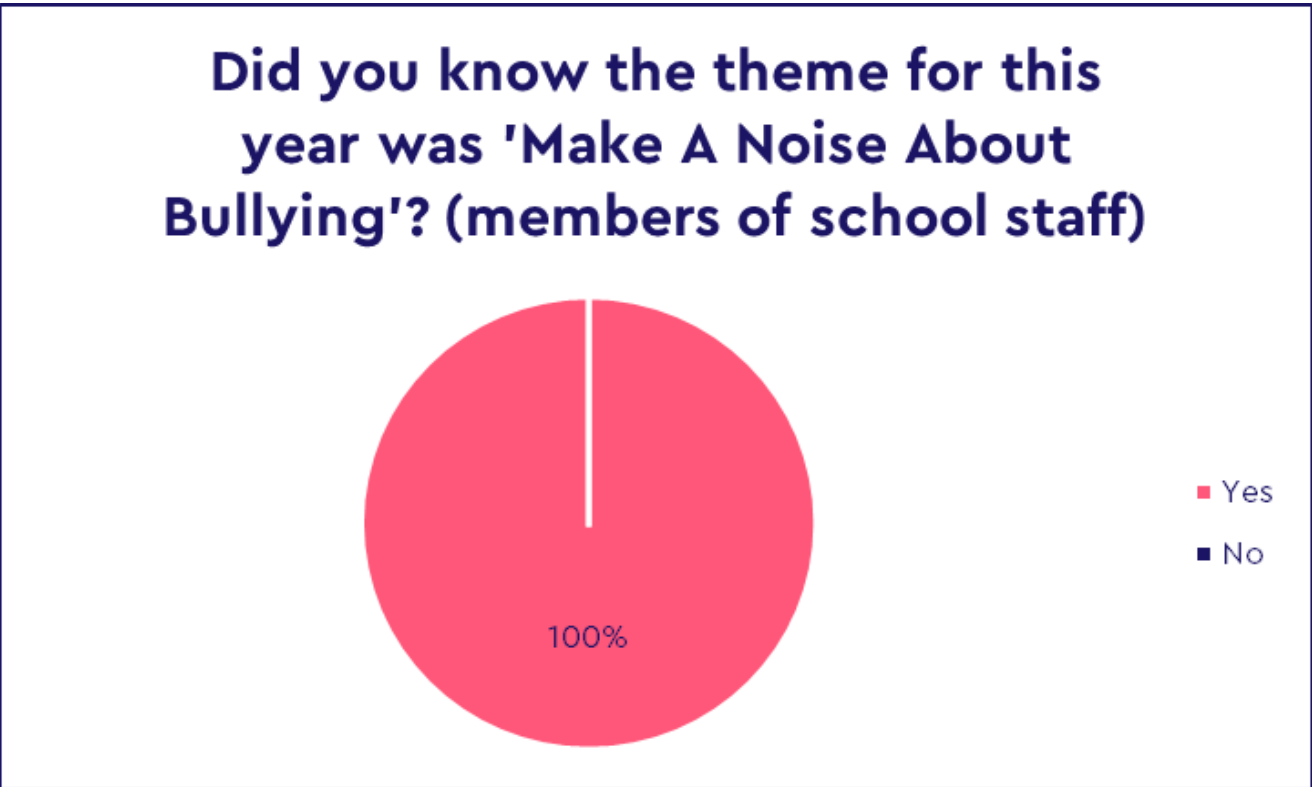


Figure 6: Pie chart showing whether members of school staff knew the theme for ABW 2023 (n=72).

KNOWLEDGE OF WHO CO-ORDINATES ANTI-BULLYING WEEK

This question was only asked to members of school staff. As shown in Figure 7, when members of school staff were asked 'Do you know that the Anti-Bullying Alliance coordinate Anti-Bullying Week and Odd Socks Day each year?' the majority (93%) responded with 'Yes', whilst only 3 responded with 'No'. One person responded that they did not know who coordinated it, and one person thought that it was coordinated by someone else but when asked who they thought coordinated ABW they said they were not sure.

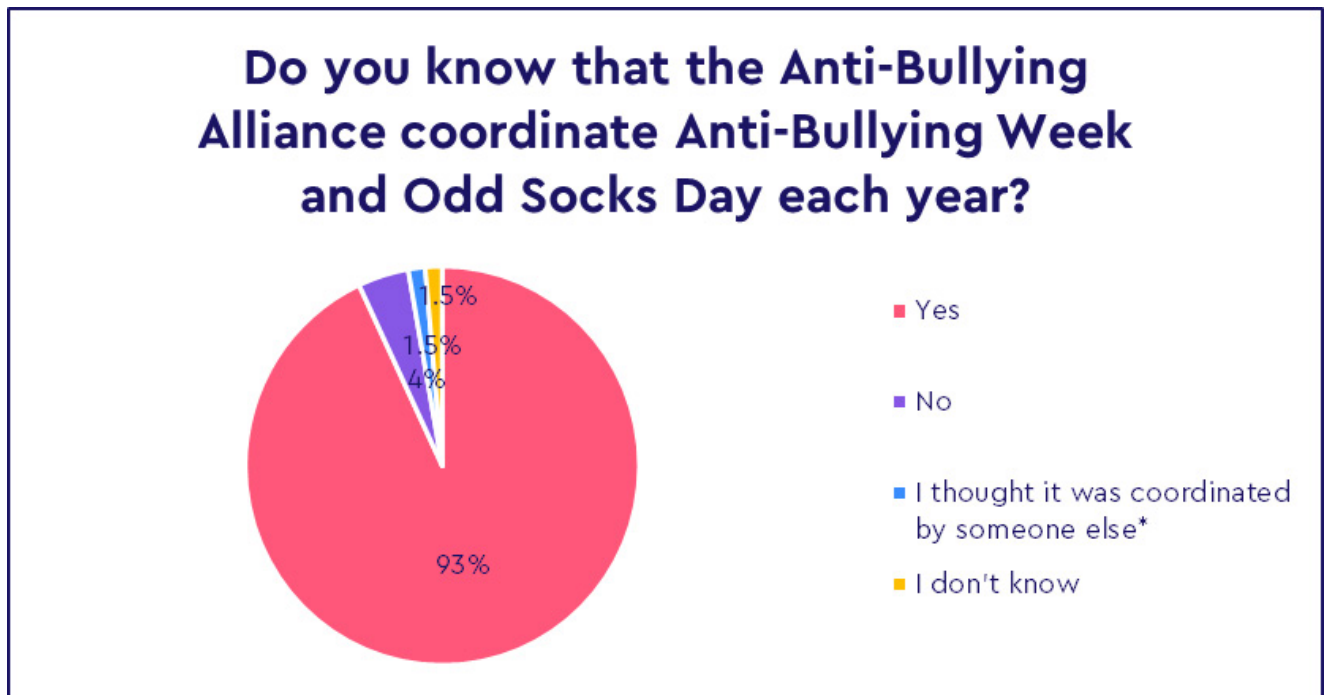


Figure 7: Pie chart showing whether members of school staff know who coordinates ABW and Odd Socks Day (n=72).

*This participant was asked this follow-up question: "Who did you think coordinates Anti-Bullying Week?". They responded: "Not sure".

PERCEPTIONS OF ABW AND THE IMPACT OF ANTI-BULLYING WEEK [2]

Questions 4-6 asked respondents to indicate their agreement with a statement using a five-point scale: 'strongly agree', 'somewhat agree', 'neither agree or disagree', 'somewhat disagree' and 'strongly disagree'. To give an indication of overall agreement for each statement, responses have been recoded to 'disagree' (combining disagree and strongly disagree responses), 'neither agree or disagree' and 'agree' (combining agree and strongly agree responses) in the bar graph below (see Figure 8).

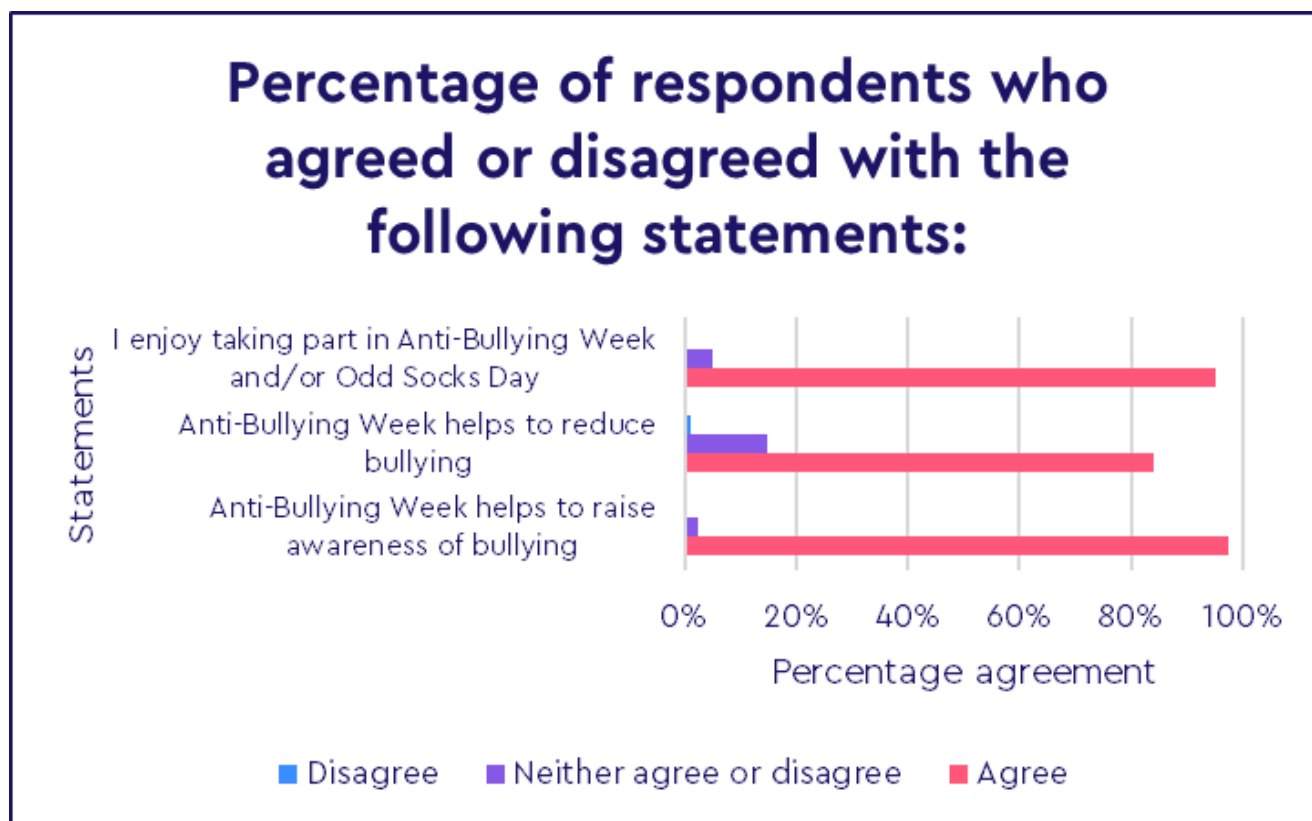


Figure 8: Bar graph showing the percentage agreement by respondents for different statements.

As shown in Figure 8, for the statement 'Anti-Bullying Week helps to raise awareness of bullying', the vast majority of participants (98%) reported that they 'agree', with a small portion (2%) reporting that they 'neither agree or disagree'. No one reported that they 'disagree' with the statement.

Additionally, for the statement 'Anti-Bullying Week helps to reduce bullying', again the majority of participants (84%) reported that they 'agree', with some participants (15%) reporting that they 'neither agree or disagree'. Conversely, only a small portion (1%) reported that they disagreed with this statement.

Finally, for the statement 'I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day', again the vast majority of participants 'agree' (95%) with a few (5%) responding that they 'neither agree or disagree'. No one reported that they 'disagree' with this statement.

A more specific breakdown for the responses to Question 4-6 follows.

98% of participants agree that Anti-Bullying Week helps to raise awareness of bullying

ANTI-BULLYING WEEK HELPS RAISE AWARENESS OF BULLYING

As shown in Figure 9, when asked 'Tell us how much you agree or disagree with the following statement: Anti-Bullying Week helps to raise awareness of bullying' the majority of all respondents (79%) responded with 'strongly agree', with a small portion (19%) responding with 'somewhat agree' and an even smaller portion (2%) responding with 'neither agree or disagree'.

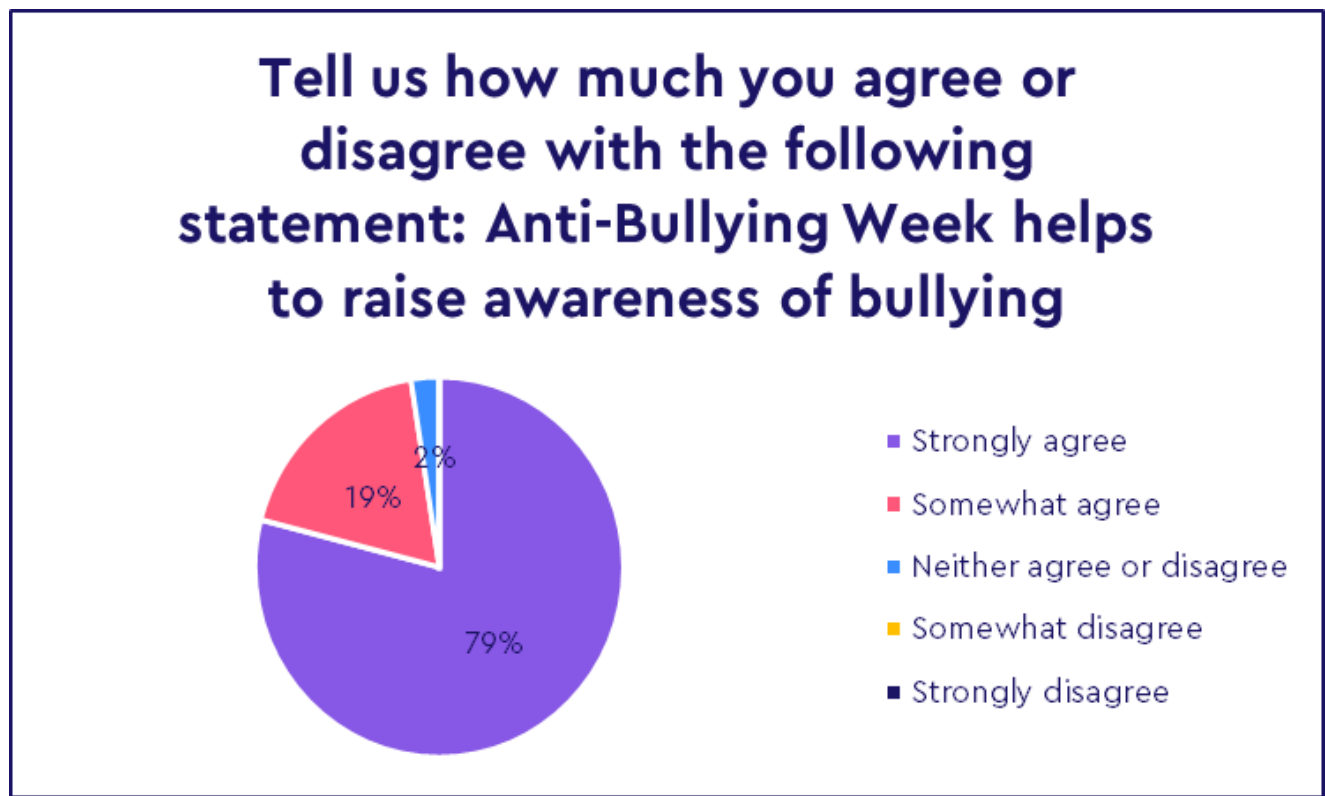


Figure 9: Pie chart showing the extent all respondents agreed or disagreed with the statement 'Anti-Bullying Week helps to raise awareness of bullying' (n=81).

This pattern of responses was similarly found for members of school staff (see Figure 10).



Tell us how much you agree or disagree with the following statement: Anti-Bullying Week helps to raise awareness of bullying

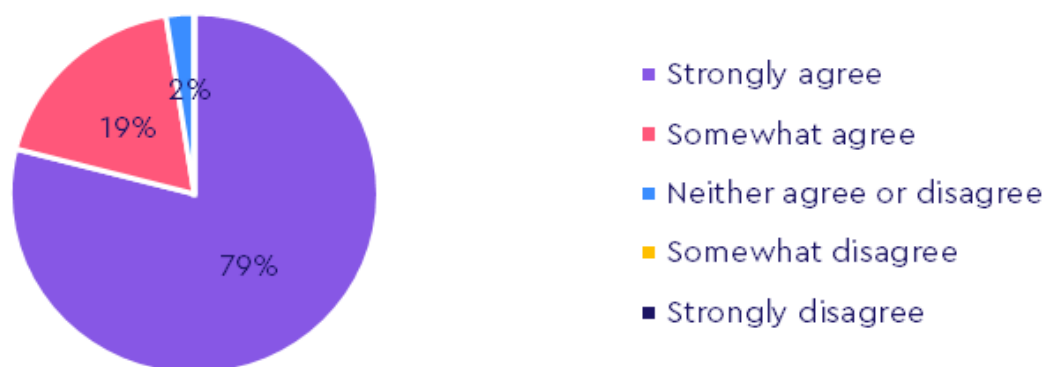


Figure 10: Pie chart showing the extent members of school staff agreed or disagreed with the statement 'Anti-Bullying Week helps to raise awareness of bullying' (n=72).

Conversely, children and young people were evenly split (44.5%) between the responses 'strongly agree' and 'somewhat agree', with only 1 person reporting that they 'neither agree or disagree' (see Figure 11).

Tell us how much you agree or disagree with the following statement: Anti-Bullying Week helps to raise awareness of bullying (children and young people)

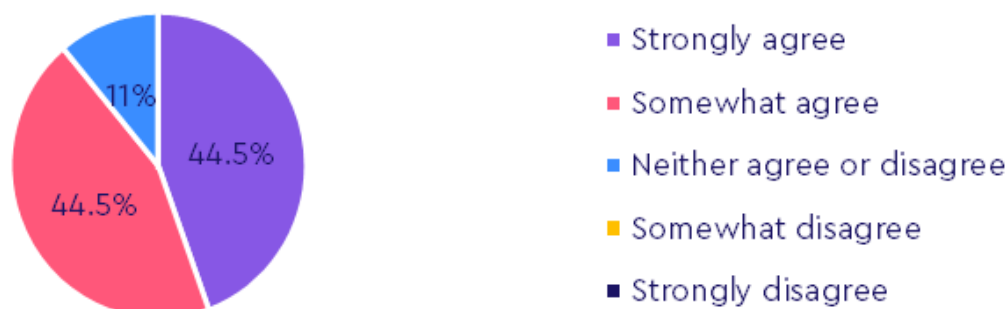


Figure 11: Pie chart showing the extent children and young people agreed or disagreed with the statement 'Anti-Bullying Week helps to raise awareness of bullying' (n=9).

Together, it is important to acknowledge that no one reported that they disagree with the statement that ABW helps to raise awareness of bullying suggesting that ABW has a key awareness raising role.

ANTI-BULLYING WEEK HELPS TO REDUCE BULLYING

As shown in Figure 12, when asked 'Tell us how much you agree or disagree with the following statement: Anti-Bullying Week helps to reduce bullying' the majority of all respondents (61%) responded with 'somewhat agree', with almost a quarter (23%) responding with 'strongly agree' and a small portion (15%) responding with 'neither agree or disagree'. Only 1 person responded that they 'somewhat disagree'.

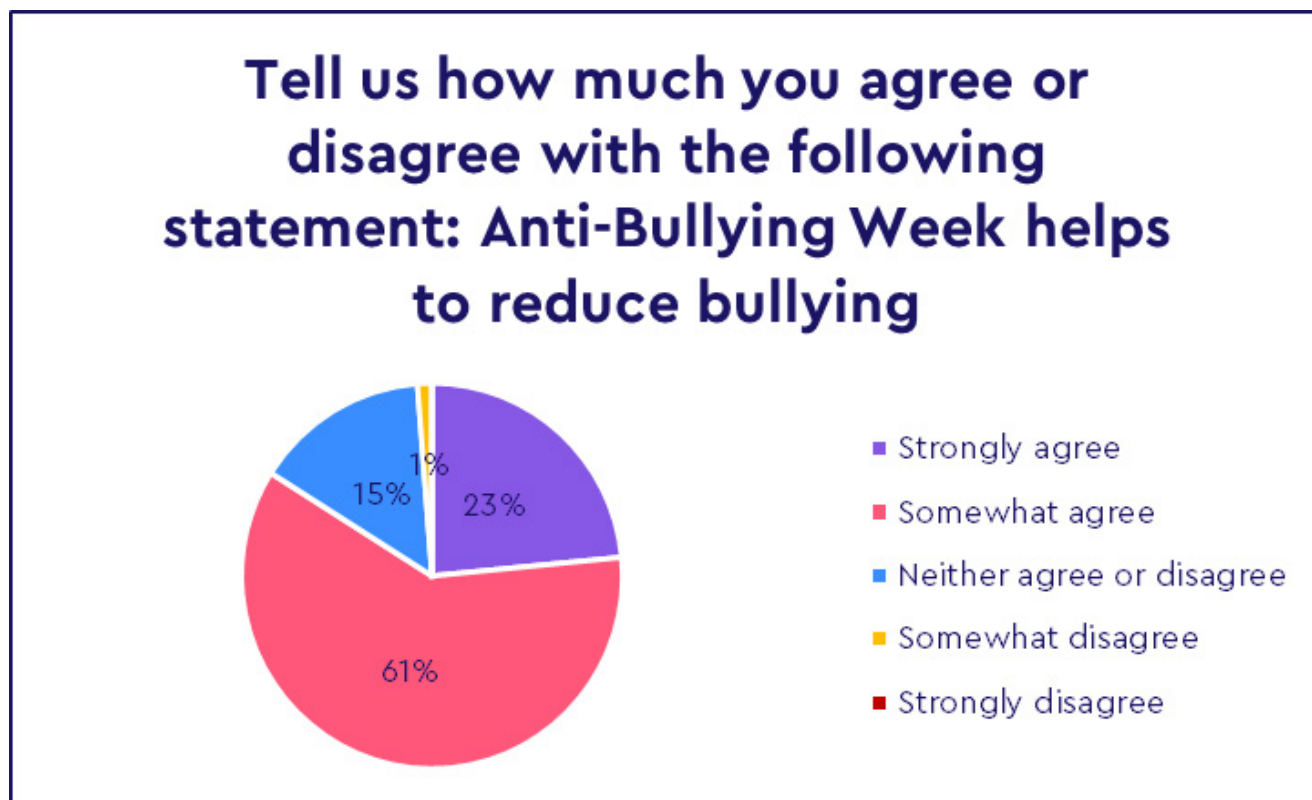


Figure 12: Pie chart showing the extent all respondents agreed or disagreed with the statement 'Anti-Bullying Week helps to reduce bullying' (n=81).

This pattern of responses was similarly found for members of school staff (see Figure 13).

84% of respondents agree that Anti-Bullying Week helps to reduce bullying

95% of participants enjoy taking part in Anti-Bullying Week and/or Odd Socks Day

Tell us how much you agree or disagree with the following statement: Anti- Bullying Week helps to reduce bullying (members of school staff)

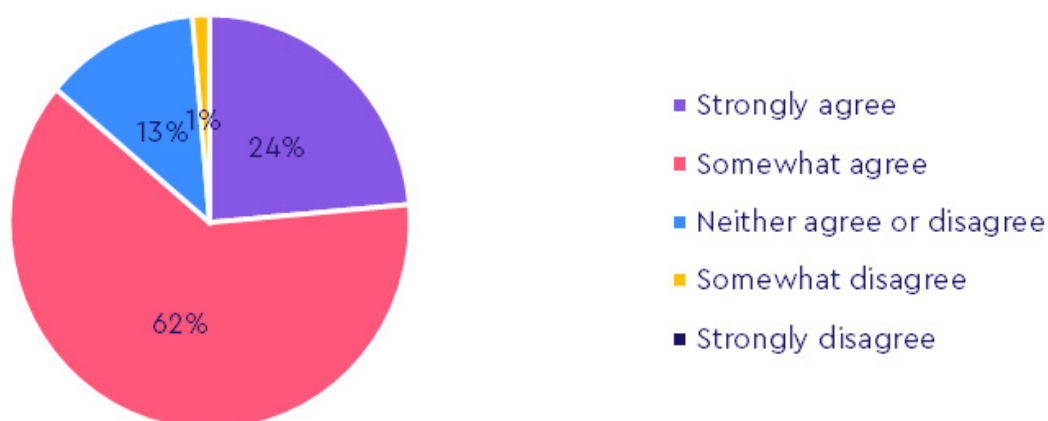


Figure 13: Pie chart showing the extent members of school staff agreed or disagreed with the statement 'Anti-Bullying Week helps to reduce bullying' (n=72).

Conversely, the responses of children and young people was split, with a small majority (45%) reporting that they 'somewhat agree', and a few reporting (33%) that they 'neither agree or disagree'. Only 2 children and young people responded with 'strongly agree' (see Figure 14).

Tell us how much you agree or disagree with the following statement: Anti- Bullying Week helps to reduce bullying (children and young people)

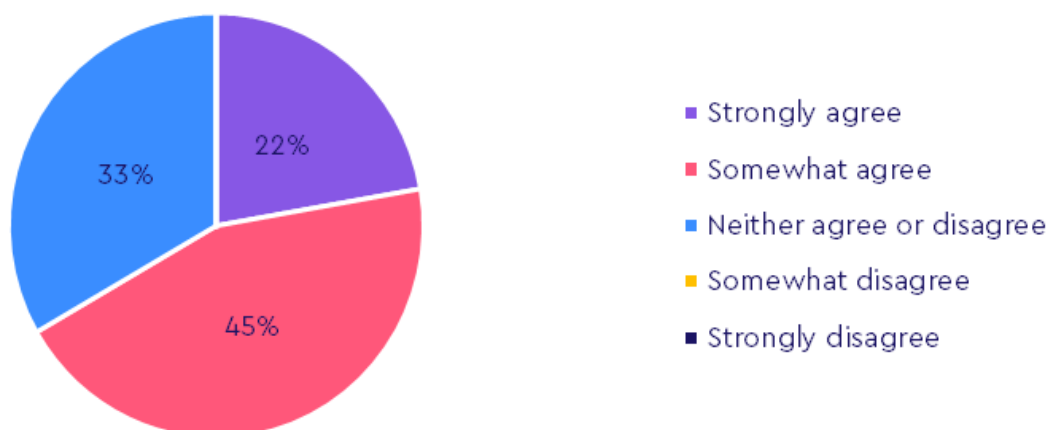


Figure 14: Pie chart showing the extent children and young people agreed or disagreed with the statement 'Anti-Bullying Week helps to reduce bullying' (n=9).

ENJOYING ANTI-BULLYING WEEK

As shown in Figure 15, when asked 'Tell us how much you agree or disagree with the following statement: I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day' the majority of all respondents (78%) responded with 'strongly agree', with a small portion (17%) responding 'somewhat agree' and an even smaller portion (5%) responding 'neither agree or disagree'.

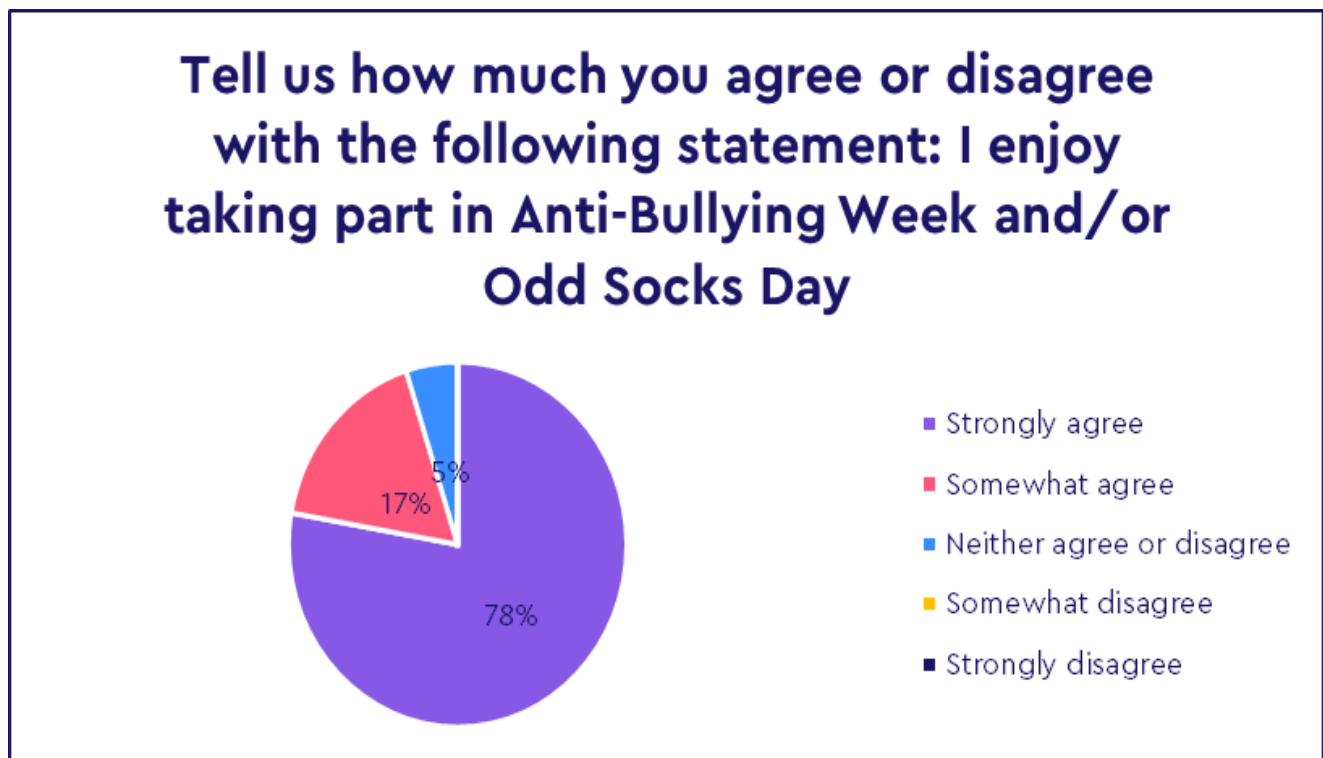


Figure 15: Pie chart showing the extent all respondents agreed or disagreed with the statement 'I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day' (n=81).

This pattern of responses was similarly found for members of school staff (see Figure 16).



Tell us how much you agree or disagree with the following statement: I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day (members of school staff)

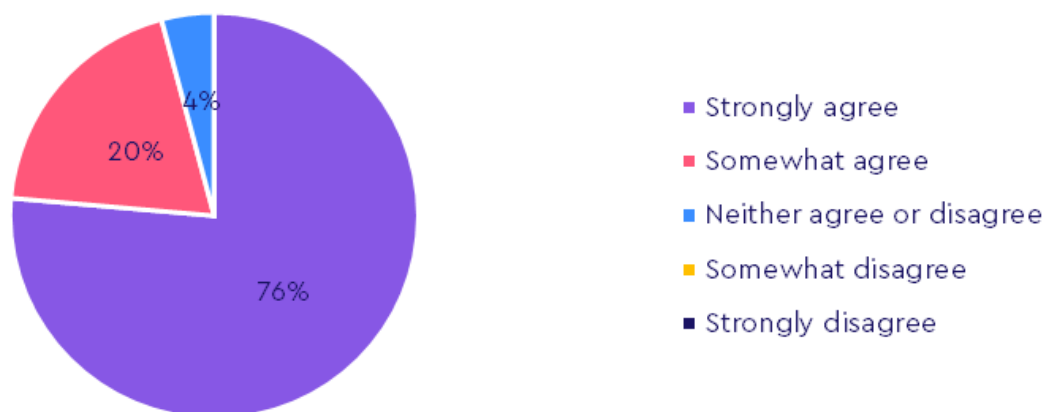


Figure 16: Pie chart showing the extent members of school staff agreed and disagreed with the statement 'I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day' (n=72).

Conversely, almost all (89%) children and young people responded with 'strongly agree', with only 1 responding with 'neither agree or disagree' (see Figure 17).

Tell us how much you agree or disagree with the following statement: I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day (children and young people)

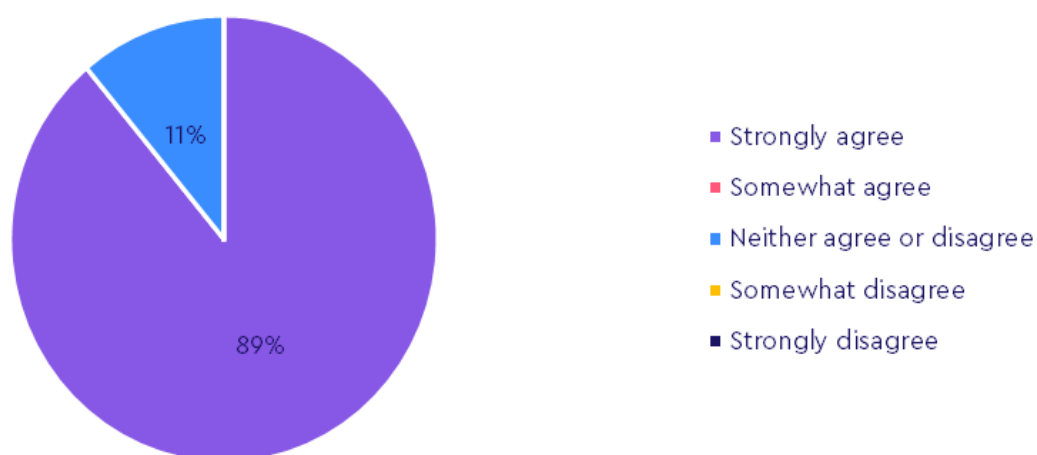


Figure 17: Pie chart showing the extent children and young people agreed and disagreed with the statement 'I enjoy taking part in Anti-Bullying Week and/or Odd Socks Day' (n=9).

Across the responses for enjoy taking part in ABW, it is important to note that no one reported that they disagreed with this statement.

RESOURCE ACCESS (ONLY ASKED TO MEMBERS OF SCHOOL STAFF)

Only school staff were asked about their access to resources. As shown in Figure 18, when members of school staff were asked 'Did you access any of the following resources to help with your activity for Anti-Bullying week and/or Odd Socks Day? [please tick all that apply]' the majority (53%) reported that they used the free resources from the Anti-Bullying Alliance, followed by a few (27%) who used resources from another organisation and a small portion (19%) who reported that they created their own resources. Only 1 respondent reported that they did not use any resources.



Figure 18: Pie chart showing resources that members of school staff reported accessing.

*On closer inspection, this respondent also reported that they did not partake in Anti-Bullying Week and/or Odd Socks Day and reported that they were going to cover the topic 'bullying' the week they completed the survey.

PERCEPTIONS OF THE RESOURCES:

School staff were also asked to indicate their perceptions of the resources. As shown in Figure 19, when asked 'If you used the resources provided free by the Anti-Bullying Alliance, please rate them' the majority (58%) of respondents reported that they were 'excellent', with several (36%) also reporting that they were 'good' and 4 people reporting that they were 'ok'. It is important to note that no one reported that the resources were 'poor'.

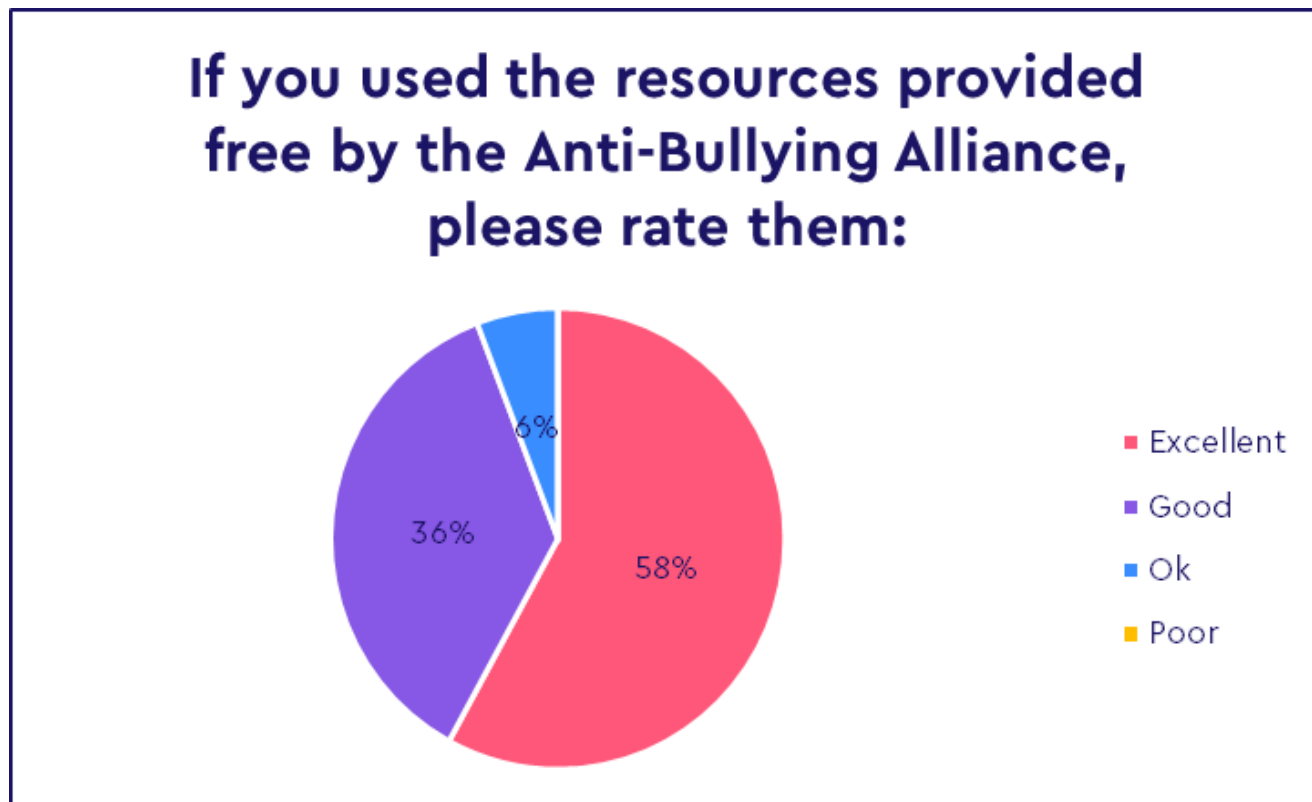


Figure 19: Pie chart showing how members of school staff rated the resources provided by the ABA (n=69).



SECTION 2: RESPONSES TO QUESTIONS CONTAINING OPEN-ENDED RESPONSES FROM PARTICIPANTS

Members of school staff had the chance to provide written responses to three additional open-end questions about the resources, the impact of ABW, and any further comments. Content Analysis (Krippendorff, 2018) was used to analyse the responses to each question individually to identify common perceptions in the feedback. For this, participant responses were coded into categories and subcategories by one researcher, and another researcher checked the identified codes for accuracy.

THE ABA RESOURCES

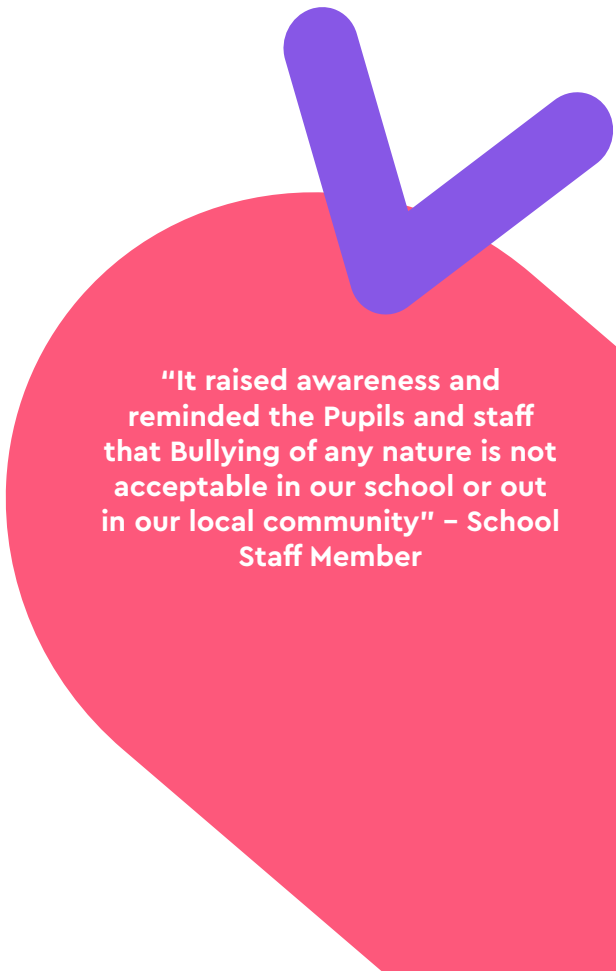
Forty-one school staff responded to the question 'Do you have anything to tell us about the Anti-Bullying Alliance Resources. Five different categories were identified in the responses. These include: 1) timing of when the resources are made available, 2) variety of resources, 3) accessibility of resources, 4) positive views of specific activities and 5) positive views of resources overall. Table 1 indicates the frequency of responses for each category and subcategory.

As indicated in Table 1, responses to the question 'Do you have anything to tell us about the Anti-Bullying Alliance resources?' were mostly positive, with only a few suggested improvements.

TIMING OF RESOURCES:

A small portion of respondents mentioned that the timing of when the resources are made available could be altered. A couple of respondents felt that resources should be released earlier to coincide with the school planning with one commenting that "due to standard timescales in school, the resources are always released a bit too late as we have already done our planning for this term". Similarly, another said "The resources in collaboration with VFS [VotesForSchools] needed to be circulated earlier". Additionally, one respondent felt that ABW should have been held in a different week due to its clash with another event commenting "Its [sic] a shame it is this particular week as all our assemblies focussed on Remembrance instead of bullying. We are covering bullying this week, which is out of sink [sic] with your event".

Frequency tables are utilised in this section to highlight how often members of staff raised the same thought and opinion. These thoughts and opinions are indicated in the category and subcategory columns in these tables. For the majority of cases, these categories and subcategories were noted when two or more members of school staff reported them. On some occasions, some subcategories may only show a frequency of one member of school staff; however, we felt it was important to include in order to paint a full picture for each category.



"It raised awareness and reminded the Pupils and staff that Bullying of any nature is not acceptable in our school or out in our local community" – School Staff Member

CATEGORY	SUBCATEGORY	FREQUENCY	OVERALL FREQUENCY
Timing of when the resources are made available	Resources need to be released earlier	2	3
	Resources need to be released at a different week	1	
Variety of resources	More resources for lower Key Stages	2	5
	Resources need to distinguish between different Key Stages	3	
Accessibility of resources	Age appropriate	3	7
	Easy to access	2	
	Liked ability to edit resources	2	
Positive views of specific activities	Liked the assemblies	6	11
	Liked the lessons	1	
	Enjoyed the ABW activities (e.g. Odd Socks Day, parade)	4	
Positive views of resources overall	Generally liked the resources	4	19
	Positive engagement from pupils	7	
	Found resources helpful/ useful	8	

Table 1: feedback from members of school staff when asked 'Do you have anything to tell us about the Anti-Bullying Alliance resources?' (n=41).

VARIETY OF RESOURCES:

A small portion of respondents also felt improvements could be made to the variety of resources. A couple of respondents felt that more resources are needed that are appropriate for lower key stages in primary, with one member of school staff commenting that "More resources are needed for EYFs and KS1" and another suggesting that "We need resources that work for early years from 2-6 years. It could be about spread kindness and good manners".

Furthermore, some respondents felt that the resources needed to distinguish between the different key stages due to different levels of understanding between key stages, and the desire for focused activities for each key stage. One respondent said, "we make different PowerPoints for EYFS, KS1 & KS2 rather than just "Primary" as their needs & level of understanding of the content is so vastly different". Similarly, another commented saying "Age range too large, would be good to have more KS1/ KS2 focused activities". Moreover, one respondent felt the packs did not fit their school phase stating that "They are great but categorized "Primary" or "Secondary" and we are a middle school", subsequently, categorising by key stages may resolve these instances.

ACCESSIBILITY OF RESOURCES:

Although some respondents felt that the resources could be catered more specifically to different key stages (as stated above), other respondents felt that the resources were age appropriate. One commented that "they are age appropriate and appealing to all the ages within our Primary school", and another stated "They were perfectly tailored to our age group. They were thought provoking and engaging". As well as being accessible to different ages, a couple of respondents felt the resources were generally easy to access stating they were "easily accessible" and "easy to download".

Furthermore, some respondents found it helpful that the resources were editable as it allowed them to tailor the content to the school. One staff member commented "being able to edit the assembly to meet the

individual school needs was very useful" and another stated "Great resources, helpful that they're editable".

POSITIVE VIEWS OF SPECIFIC ACTIVITIES:

Many respondents had positive views of the specific activities that occurred during ABW. Quite a few of the respondents liked the assemblies and found them useful with one commenting "The pre recorded assembly was good and the children enjoyed it and found it useful". Similarly, other respondents felt the content contributed to the success of the assembly with one stating "The assembly powerpoint and video f [sic] children giving the Make a Noise Message were very powerful" and another commenting that "It is great to have the assembly powerpoints to use and to have the slide with the slogan available to print to use around school to reinforce the message". As well as the assemblies, one respondent also mentioned that they liked the lessons stating "Super resources, particularly the lessons and [sic] assembly slides".

In addition to the lessons and assemblies, respondents also reported that they enjoyed the Anti-Bullying Week activities with one commenting "Love the videos and odd socks day" and another mentioning "Odd socks day a winner with the kids!". In addition to enjoying Odd Socks Day, another respondent mentioned that they "had a Noisy Anti-bullying Parade and it was awesome. Days after parade the children were talking".

POSITIVE VIEWS OF RESOURCES OVERALL:

Many respondents had positive views of the resources overall. A few of them generally liked the resources with comments stating that "They were brilliant", "They were great", and "Super resources". A common perception was that the resources were engaged with positively by pupils leading to positive discussions and enjoyment from them. One member of school staff commented "The powerpoint resources prompted great discussion from our children and were used throughout the week". Similarly, another school staff member mentioned that the

resources "were really supportive and the children enjoyed the associated learning".

Furthermore, one respondent allowed a pupil to provide feedback on the resources, the pupil states "I learnt a lot about the consequences of bullying because of the workshop. It taught me how not to show disrespect to other people. It was inspiring and we were encouraged to do the right thing. I think it was good because bullying is wrong; we learnt about the differences between mental and physical bullying." This final quote indicates positive

engagement from a pupil, demonstrating how it increased their understanding of bullying, the consequences of bullying and how to respond to bullying.

Finally, many staff members reported that the resources were helpful and useful, with one member of staff stating, "Thankyou for the support, the resources support all aspects of education" and another commenting "I found the suggestions really helpful and the resources for teachers and parents were useful too".

IMPACT OF ANTI-BULLYING WEEK AND/OR ODD SOCKS DAY

Sixty-three members of school staff responded to the question 'please tell us what impact you think Anti-Bullying Week and/or Odd Socks Day had in your School'. Four different categories were identified in the responses. These include: 1) increased awareness and understanding of bullying, 2) school-wide benefits, 3) positive engagement and 4) promoting prosocial behaviour. Table 2 indicates the frequency of responses for each category and subcategory.

As indicated in Table 2, responses to 'Please tell us what impact you think Anti-Bullying Week and/or Odd Socks Day had in your school' highlights that Anti-Bullying Week had a positive impact in a variety of areas.

CATEGORY	SUBCATEGORY	FREQUENCY	OVERALL FREQUENCY
Increased awareness and understanding of bullying	Raises awareness	31	52
	Pupils understand what bullying is	9	
	Pupils understand ways to resolve bullying	7	
	Pupils understand consequence of behaviour	3	
	Pupils understand what banter is	1	
School-wide benefits	Assists school's anti-bullying learning/ policies	9	13
	Reinforces whole school approach	4	

Positive engagement	Gets pupils talking about bullying	11	22
	Empowers pupil/pupil voice	8	
	Pupils enjoy the activities	3	
Promoting prosocial behaviour	Accepting differences and promoting individuality	4	8
	Being kind/positive	4	

Table 2: feedback from members of school staff when asked 'Please tell us what impact you think Anti-Bullying Week and/or Odd Socks Day had in your school' (n=63).

INCREASED AWARENESS AND UNDERSTANDING OF BULLYING:

Most of the respondents felt that ABW/Odd Socks Day had led to an increased awareness and understanding of bullying. Almost half of respondents felt that ABW/Odd Socks Day had helped raise awareness of bullying with one commenting "The children show a good awareness of Anti-Bullying". Others stated that ABW/Odd Socks Day helped children recognise negative behaviour and assists them in knowing where to seek help with one respondent commenting that it "Raises awareness of behaviour that is wrong" and another mentioning that it "Raised awareness of reporting in school, where to go for help and how to be an ally". Some respondents recognised that awareness also increased for staff and parents, with one stating "It raised awareness and reminded the Pupils and staff that Bullying of any nature is not acceptable in our school or out in our local community" and another commenting "Positive, raised awareness for parents".

As well as raising awareness, many respondents felt ABW/Odd Socks Day increased pupil understanding. A common perception from respondents was that it increased pupil understanding on what bullying is with one stating "More children

in the school understand what bullying is". Furthermore, one respondent let their pupil provide feedback, this pupil stated that "I learnt three types of bullying: verbal, physical and mental[...]I learnt how to use my drama skills to understand better about bullying". This quote highlights that a pupil themselves could identify that their understanding and knowledge increased as a result of ABW/Odd Socks Day.

Other respondents specifically mentioned how ABW/Odd Socks Day assisted children in recognising bullying behaviours with one respondent commenting "if we maintain momentum young people will be begin to 'join the dots' and start to make links between the behaviours they see and that it is in fact bullying behaviour", another similarly saying "Students are aware of and they can identify easier the bullying actions towards them" and another mentioning "Raises awareness of behaviour that is wrong".

In addition to understanding what bullying is, respondents also commented that ABW/Odd Socks Day helped pupils to understand ways to resolve bullying with one respondent mentioning that "our pupils are very knowledgeable about bullying and strategies to prevent and cope". Additionally, it seemed that it led to some respondents having positive discussions with pupils

"More students are now starting to open up about bullying.. bystanders are actually telling stories of what they have witnessed" – School Staff Member

about ways to resolve bullying with one stating that "Children were discussing bullying from a positive and prevention-based viewpoint" and another mentioning that during discussions with pupils about bullying "a large number [of pupils] focused on resolution".

A few respondents also highlighted that ABW/Odd Socks Day helped pupils to understand the consequence of their behaviour, with one teacher mentioning that it "made students consider their actions" and another stating "It helps to remind the children about the effects and consequences of behaviour on themselves and others". Finally, one respondent specifically mentioned that "Children understand what banter is" demonstrating that this increased understanding was not limited to bullying.

SCHOOL-WIDE BENEFITS:

Several respondents mentioned the school-wide benefits as a result of ABW/Odd Socks Day. A common perception was that it assisted school's pre-existing anti-bullying learning and policies. One respondent commented that "It really builds on the team building & anti-bullying activities we do in Term 1 when they have just moved into their new classes. Doing it in Term 2 seems to really solidify that learning & resonate with the children in a meaningful way" with another mentioning that it "reinforces the messages our school delivers and allows all children to be involved not simply the Anti-bullying team members". Furthermore, it appears to assist respondents in their school's next steps to addressing bullying with one respondent stating that it "made me realise what the next step in our anti-bullying action plan is" and another mentioning that "Keeps the subject of anti

bullying on the agenda. Kids feel more able to talk about it. The school council then take it on and revisit it during the year so it is a great springboard for them".

Additionally, a few respondents mentioned that ABW/Odd Socks Day reinforces the whole school approach, which was viewed positively, with one stating that it "Created a good whole school focus" and another saying "Good that whole school on board". Similarly, other respondents specifically mentioned that it led to the involvement and conversations with everyone in school with one commenting that it "allows all children to be involved not simply the Anti-bullying team members" and another stating that it involved "Whole school conversation and activities".

POSITIVE ENGAGEMENT:

Many respondents commented on the positive engagement ABW/Odd Socks Day received from pupils. A popular perception was that it got pupils talking about bullying, with respondents mentioning that it led to helpful discussions. One respondent stated that it "Created a lot of helpful conversations", and another similarly mentioned that it was "Very positive and a chance to have great conversations and debates". Additionally, some respondents mentioned how ABW/Odd Socks Day led to an increase in pupils wanting to openly talk about bullying with one commenting that "More students are now starting to open up about bullying.. bystanders are actually telling stories of what they have witnessed", and another stating that "The days following the assembly and activities saw a large increase of students through my door wanting to talk openly about issues". Respondents also mentioned how the pupils discussed content from ABW outside of the activities, with one respondent mentioning that "We hear children referencing the content afterwards" and another commenting that "We used the idea of building up saying Make a Noise in assembly which the children will remember. They were certainly talking about it during the day".

Another common perception was that ABW/Odd Socks Day empowered pupils with one respondent stating that "It makes learners

Anti-Bullying heroes not Bystanders", another mentioning that it "gets children to speak out and be proactive to stop it" and one commenting that "It raises awareness for some children to speak up". Additionally, multiple respondents explicitly mentioned that it gave pupils a voice with one stating that it "Raises awareness of behaviour that is wrong, gives children a voice" and another mentioning "Gave younger children a voice to talk about bullying and kind hands".

Additionally, a few respondents mentioned that pupils enjoyed the specific activities therefore engaging positively with them. One respondent stated that "They love to engage with the Anti-Bullying Week display outside the school hall the following week & find their class's work & pictures. Our children really enjoy Odd Socks Day so we always do this on the Friday instead of the Monday" and another repeating the sentiments about Odd Socks Day, stating that "Odd socks day starts the week off with some fun whilst we deliver a serious message". Furthermore, one respondent allowed one of their pupils to give feedback, this pupil mentioned "I enjoyed the drama activity where we had to use our bodies to make different objects in teams, like boats and planes. I enjoyed recreating different scenarios for the book, 'The Boy at the Back of the Class.'". This quote highlights lots of specific activities that they enjoyed from ABW.

PROMOTING PROSOCIAL BEHAVIOUR:

A few respondents mentioned how ABW/ Odd Socks Day promoted prosocial behaviour amongst pupils. Some respondents commented how it led to pupils accepting and embracing their differences with one respondent stating that "The children now appreciate their differences more than before" and another similarly mentioning that it "Made us consider our differences and promoted acceptance". Additionally, respondents also commented that it made children think about individuality, with one respondent saying that it "Opened up discussions about individuality and everyone being unique", and another echoing this stating that it "Hopefully made pupils think about individuality".

Some respondents also felt that ABW/ Odd Socks Day led to discussions around being kind to others with one respondent mentioning that "Anti-Bullying Week refreshed our resolve to be kind to one another" and another referencing the discussion of using of "kind hands" with younger pupils. Furthermore, it also led to discussions around positive actions towards others, with one respondent stating "It was a positive week and we also focussed on positive relationships" and another similarly mentioning that it "Really highlighted the importance of looking after/out for each other".



OTHER FEEDBACK

Forty-one respondents took the opportunity to give other feedback by providing a response to the question 'Do you have any other feedback about Anti-Bullying Week and/or Odd Socks Day'. Four different categories were identified in the responses. These include: 1) generally positive about ABW and resources, 2) benefits for pupils, 3) benefits for school and 4) suggestions for the future. Table 3 indicates the frequency of responses for each category and subcategory.

As indicated in Table 3, responses to the question 'Do you have any other feedback about Anti-Bullying Week and/or Odd Socks Day?' were mostly positive, with only a few suggested improvements.

CATEGORY	SUBCATEGORY	FREQUENCY	OVERALL FREQUENCY
Generally positive about ABW and resources	Generally positive about event	9	18
	Keep doing what you're doing	5	
	Liked the resources	4	
Benefits for pupils	Enjoyed Odd Socks Day and the meaning behind it	5	13
	Good way to promote individuality and differences	4	
	Pupils enjoyed the activities	4	
Benefits for school	Resources contributed to wider school events/ lessons	4	4
Suggestions for the future	ABW should be held on a different week so it does not clash with another event	3	12
	Resources need to be released earlier	1	
	More resources/ reminders throughout the year needed	2	
	Make more appealing to older pupils	3	
	Suggested future topics/ activities	3	

Table 3: feedback from members of school staff when asked 'Do you have any other feedback about Anti-Bullying Week and/or Odd Socks Day?' (n=41).

GENERALLY POSITIVE ABOUT ANTI-BULLYING WEEK AND RESOURCES

Many respondents were generally positive about ABW and resources. A large portion were generally positive about the event, with lots of positive comments and praise such as "An excellent event for all, students-teachers-parents", "Its [sic] a great idea & event" and "We enjoyed it. Thank you!". Another respondent echoed these sentiments mentioning the impact it had "Great week that reinforces messages and brings bullying to the forefront of peoples minds", and one respondent highlighted how it was received positively stating "It was well received in our school".

Similarly, a common perception amongst respondents was for the Anti-Bullying Alliance to keep doing what they are doing in regards to ABW. One respondent explicitly commented "keep doing what you're doing", and another stated "Keep up the amazing work on awareness". One respondent expanded mentioning that they like the fact that there is a new theme every year, saying "Good to have a different theme and strap line each year keeps it fresh for children".

A few respondents also mentioned that they liked the resources with one respondent stating "Great resources, lesson plans and assemblies", and another echoing this with "The resources were great". Another respondent was similarly grateful for the resources and how it gave them new ideas saying "Thank you for all the materials and ideas" and another mentioned specific parts of the resources that they liked and had a positive impact saying "The children enjoyed the video and Andy and the Odd Socks song. This made it more visual for them".

BENEFITS FOR PUPILS

Several respondents mentioned different benefits for pupils as a result of ABW/Odd Socks Day. A few mentioned that they enjoyed Odd Socks Day and the meaning behind it with one stating that "Our children know that Odd Socks Day is a way to celebrate us all being unique. They enjoy the activity but understand the meaning behind it" and another echoing this saying "I like


how the different socks explains to children it is okay to be different and to celebrate being unique". Furthermore, as suggested by these quotes, respondents also commented that ABW is a good way to promote individuality and differences with one respondent also saying that it is an "Excellent way of promoting acceptance and showing that differences are good".

Additionally, respondents commented that pupils enjoyed the activities with one respondent stating that it was "Fun, [and the] children enjoyed it" another mentioning that it was a "great campaign, students really enjoyed as it was a new thing for them" and another highlighting that "The children show a good awareness of Anti-bullying and enjoy the activities carried out".

BENEFITS FOR SCHOOLS

A few respondents mentioned that the resources contributed to wider school events beyond the formal plan for ABW. One respondent commented how they "did a whole school family day where children mix up in ages too and accessed the materials/activities" and another said how they "held our first inter house activity morning within the week which brought all ages together to work on an anti bullying project. The inspiration each year from the resources led us to do an amazing project". Furthermore, others mentioned how it inspired changes in their school policy, commenting "We had an amazing Blue Friday. We are still working on activities this week: reading of our anti-bullying policy and doing a whole school activity: students and staff" and another

"Anti-Bullying Week refreshed our resolve to be kind to one another." – School Staff Member



"Our children know that Odd Socks Day is a way to celebrate us all being unique. They enjoy the activity but understand the meaning behind it." – School Staff Member

mentioned how it inspired other activities in their school day, saying "As a school we have a constant focus on MH and Wellbeing and are not able to follow all the day/events, but we use ideas as part of our daily promotion of Wellness".


SUGGESTIONS FOR THE FUTURE

Some respondents provided helpful suggestions for the future. A few of these respondents commented on the timing of the resources. Some felt that ABW should be held on a different week as it clashed with another event, with one respondent highlighting that it "Would have been better if Children in Need had been a different week, we didn't want to ask parents to contribute to both" and another echoing this saying "It was a shame that it clashed with Children in Need in the same week!". Another respondent felt similar, and also highlighted that they would want resources available earlier, commenting "Its [sic] a great idea & event, we would prefer it to not be in the same week as Children In Need & to have the resources made available much sooner but otherwise it seems well run & we appreciate it.". A couple of respondents also felt that having more resources and reminders throughout the year would be useful to them and pupils, with one stating "more resources to remind the children further throughout the year would be useful" and another similarly saying "It

would be great to have a reminder during the year with the slogan so not confined to just Anti-bullying week".

Additionally, a few respondents also felt that some of the activities need to be more appealing for older pupils, specifically Odd Socks Day, with one saying "Could we have something which appeals more to Ks4? Odd socks is a bit dated" and another echoing this stating "Odd socks resources aimed more at Primary education". One respondent commented on the activities in general, mentioning that "From a secondary perspective year 7 were keen to be involved but it is hard to engage older year groups as they feel 'silly' taking part". This suggests that some of the activities do not always engage the older year groups.

Finally, a small number of respondents made suggestions for future topics with one saying "Have a lesson on Odd Socks to elevate status. How to protect against becoming a target of bullying behaviour", and another suggesting "We could add self-confidence resources to be used for free starting next year". One respondent also suggested the future activity of involving parents saying "This year we have involved parents. It would be fantastic if this could be a wow thing for next year".



"It helps to remind the children about the effects and consequences of behaviour on themselves and others." – School Staff Member

SUMMARY

Overall, responses to the survey questions were overwhelmingly positive. Many respondents appeared to enjoy ABW and Odd Socks Day seeing an increase of awareness and understanding around bullying. Additionally, respondents appeared to like the resources specifically noting the PowerPoints and videos, which they found easy to access and appreciated the fact that they could edit to tailor to their school. Respondents also noted that the week led to positive discussions with their pupils, an increase in prosocial behaviour and attitudes amongst pupils, and empowered pupils to speak out against bullying. Furthermore, respondents liked the fact that the week integrated well with wider school events and assisted schools in their anti-bullying policies and future lesson plans and events. Evidently, ABW 2023 was successful in spreading awareness and understanding about bullying. However, there are a few things, mentioned by the respondents, to consider for future Anti-Bullying Weeks:

- Reflect on when the resources are made available and possibly release the school resources earlier (potentially before the term starts) in order for teachers to integrate them into their planning.
- Ensure that the week is primarily focused on Anti-Bullying by holding ABW at a time where there are no additional events.
- Create resource packs aimed at the different key stages rather than school level to ensure they are easily distinguishable and that pupils of all ages can access it.
- Organise an equivalent version of Odd Socks Day that appeals more to older pupils.
- Have resources that are available all year round to remind children and teachers what the focus of the previous ABW was.



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. 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.





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