



Primary school pack for schools in Wales

Anti-Bullying Week 2025: Power for Good

Monday 10 to Friday 14 November 2025

**POWER
FOR
GOOD**
#ANTIBULLYINGWEEK



www.anti-bullyingalliance.org.uk



PARTNER



ORGANISER

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Introduction

Anti-Bullying Week 2025 takes place from Monday 10 to Friday 14 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.

Our '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 the Senedd, our homes to our phones - we all have a part to play.

It comes with a pack for schools, posters, and flyers to help you get involved. You can find them in Welsh and English on the Anti-Bullying Alliance website: anti-bullyingalliance.org.uk/abw



About this pack

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. This year our pack has been designed to be used in primary schools in Wales. Although it is mainly designed for learners aged 4 to 11, the pack can be easily adapted to deliver to smaller groups and online, as well as to different age groups where appropriate.

The pack contains whole-school, classroom and cross-curricular activity ideas that are designed to encourage learners to think critically about how we can use our 'Power for Good' to address bullying both online and offline. The pack and supporting resources are available both in Welsh and English.



Odd Socks Day: Monday 10 November

Odd Socks Day is a chance for schools to celebrate Anti-Bullying Week in a positive way by asking learners and staff to wear odd socks to school. 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!

It comes with a pack for schools, posters, and flyers to help you get involved. You can find them in Welsh and English on the Anti-Bullying Alliance website: anti-bullyingalliance.org.uk/abw

Getting ready for Anti-Bullying Week 2025

The concept of 'power'

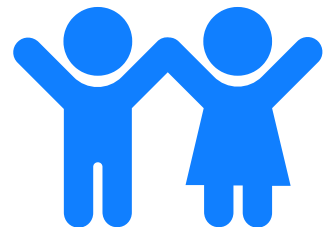


In this year's Anti-Bullying Week theme, Power for Good, we focus on the importance of using power responsibly. The definition of bullying involves a clear power imbalance, where one person uses their power to control or harm another. It's essential to help young people understand that power, when used positively, can be a force for good: encouraging kindness, support, and standing up for others.

However, it's equally important to teach learners that power needs to be used carefully. Power should never be used to dominate or manipulate others, but rather to empower those around us and promote equality. By equipping learners with the skills to recognise power dynamics and encourage respect for each other's rights, we can foster a school environment where everyone feels safe and valued.

Let learners lead

This year's Anti-Bullying Week has a particular focus on using power for good, and who better to explore and share this theme than young people themselves. Anti-Bullying Week is a great way to get learners 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 learners involved in Anti-Bullying Week.

- Allow a group of learners to plan and deliver a school assembly or an activity in class.
- Ask learners 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.
- Ask learners what activities they'd like to see delivered during Anti-Bullying Week.
- Review the school's current anti-bullying policy and make recommendations.
- Learners could plan a fundraising event such as Odd Socks Day, a bake sale or fun run.

Getting ready for Anti-Bullying Week 2025

Be mindful

Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some learners, particularly those that might be being bullied or those bullying, Anti-Bullying Week can be hard. Therefore, it's important to consider this during planning to ensure all 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 for example, do you need to consider if scenarios need names changing? Or if they should be adapted for some of your learners?
- consider any learners who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session
- be aware of any changes in behaviour of any learners during the session as this may highlight a bullying-related issue
- try to avoid learners from disclosing personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards

Reminder

During the session, make sure learners are taught and reminded:

- **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**

Guidance and the curriculum

The activities within this pack could contribute to certain areas of the curriculum that learners should know by the end of primary school. In this section you will find the relevant guidance and legislation in relation to anti-bullying in schools, and clear curriculum references linked to this pack.

Guidance

Here you will find guidance, that is relevant in relation to bullying, for schools in Wales.

Rights, respect, equality: guidance for schools

Welsh Government guidance to help schools deal with bullying. Includes reference to banter and bullying.

Keeping learners safe

Schools and colleges in Wales must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Includes much information relating to bullying.

Behaviour management in the classroom: guidance for primary schools

Guidance to help primary school teachers minimise and deal with disruptive behaviours.

Curriculum for Wales

Curriculum for primary schools in Wales

This resource supports schools and settings to draw upon the Curriculum for Wales framework by helping learners become healthy, confident individuals who can build respectful relationships and look after their mental and emotional well-being. It links directly to the Health and Well-being Area of Learning and Experience, which develops learners' capacity to navigate life's opportunities and challenges. It also aligns with the statutory Relationships and Sexuality Education (RSE) Code, ensuring learners gain the knowledge and skills to recognise safe, healthy relationships, respect differences, and respond to harmful behaviours both offline and online. See the table on page 7 for details.

Curriculum for Wales

Area of Learning and Experience: Health and Well-Being

Statements of what matters	Descriptions of learning
How we process and respond to our experiences affects our mental health and emotional well-being.	Progression step 2 - I can pay attention to the feelings of others and I am learning to think about why they may feel that way. Progression step 3 - I can ask for help when I need it from people I trust. - I can anticipate how future events may make me and others feel. - I can empathise with others. - I can understand how and why experiences affect me and others.
Our decision-making impacts on the quality of our lives and the lives of others.	Progression step 2 - I can recognise that my decisions can impact on me and others, both now and in the future. Progression step 3 - I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.
How we engage with social influences shapes who we are and affects our health and well-being.	Progression step 2 - I can recognise that there are similarities and differences between people's values and attitudes. Progression step 3 - I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me. - I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.
Healthy relationships are fundamental to our well-being.	Progression step 2 - I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe. - I can understand that everyone has rights and, with support, I can respect those rights. Progression step 3 - I can reflect on the characteristics of safe relationships and I can seek support when needed. - I can respect the rights of others and I understand how these impact on myself and others.

Curriculum for Wales

Links to Relationships and Sexuality Education (RSE) Code



Relationships and identity

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.



Empowerment, safety and respect

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- Understanding of the right for everyone to be free from harm or abuse.
- An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.
- How to seek support for oneself, and offer support to others.
- How to be a good friend and advocate for others.



Whole-school activity: Power for Good

This activity could be used as a whole-school activity, for example for an assembly. It could also be adapted for delivery to a smaller group or class. It provides you with a clear introduction to the Anti-Bullying Week theme: 'Power for Good' and how to get involved. It also encourages learners to understand how power can be used positively, and know how to report bullying and support others in your school.

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week whole-school activity PowerPoint slides (note: prior to the session fill in the sections that relate to your school).
- (Optional) Anti-Bullying Week poem: primary school video.
- (Optional) Handout A: Power for Good pledge cards.



Part 1: Power for Good

- Introduce the theme of Anti-Bullying Week 2025: Power for Good. Slides 1 to 3 provide you with the call to action and, optionally, the Power for Good poem video that will help you bring this theme to life.
- Discussion point: 'When you hear the word power, what comes to your mind?' (Superheroes? Special skills? Being a good friend?).
- Share the different 'powers' listed on Slide 4. Ask learners to put their thumbs up if they think it's a Power for Good. Discussion point: 'Which of these powers do you use most often?', 'How does it make you feel when you use these powers?', 'How do you think it makes the other person feel when you use these powers?'.
- Slide 5 provides a visual backdrop for some reflective questions such as: 'What could you do if you saw someone being left out?', 'What small action could you take to help?'. Remind learners that power isn't about being the biggest or strongest, it's about how we choose to use our power to help others.

Whole-school activity: Power for Good

Part 2: Challenge: How will you use your Power for Good?

Display Slide 6 and ask learners to share how they will use their power for good by doing one kind thing each day this week. It could be smiling at someone, helping with a job, or inviting someone new to play. One small action can make a big difference.

Optional: Distribute Handout A: pledge cards to learners and ask them to write or draw their pledge for how they will use their power for good. You could create a display board of everyone's power pledges to inspire others to do the same. Please share your power pledge walls with us on social media!



Part 3: Our Anti-Bullying Week plans and important reminders

Display Slide 7 and briefly share what the school has planned for Anti-Bullying Week 2025. Encourage learners to get involved and think about how they can contribute to these events.

Display Slide 8 and remind learners of your anti-bullying policy, the steps they need to take if they see or experience bullying, and who they can talk to if they are worried about anything, including bullying.

Note: this slide should be edited so that it is relevant to your school.

Classroom activity ideas

These activity ideas have been designed for use during Anti-Bullying Week 2025 in primary schools in Wales, centred around the theme Power for Good. Activities are interactive, flexible, and include suggested accompanying slides, videos and handouts where relevant to support delivery.

Activity 1: What is bullying?

Provides discussion points that help learners understand the definition of bullying, and the impact of bullying compared to the impact of kindness.

Activity 2: Who holds the power?

An activity that is designed to help learners understand the roles involved in bullying, and how their power can be used positively to prevent and respond to bullying.

Activity 3: Power for Good poem

The poem is inspired by this year's Anti-Bullying Week film, exploring why people sometimes stay silent when witnessing bullying, and helps learners to consider safe, practical ways to step in or seek help.

Activity 4: Power for Good Tips

Gives learners practical ideas for how to confidently use their power for good, and encourages them to think about how to put these into practice.

Important note

Before beginning any of these activities, it is important to work with learners to establish ground rules when discussing issues about bullying, using our power for good, 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 anyone in discussions
- reminder to speak to you if they are worried about bullying

It is also important to remind learners of your school's or setting's anti-bullying policy, how and where bullying can be reported, and which staff or trusted adults they can go to for help.

Safeguarding note

Establish a respectful and confidential environment when delivering these activities. Let learners know they don't have to share personal experiences.

Activity 1: What is bullying?

Before you start and what you will need

- Review the Getting Ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week Primary Classroom Activities PowerPoint: Slides 1 to 3.
- (Optional) 8 to 10 objects, for example books, soft toys, or cubes.

Activity guidance

Part 1: What does bullying look like?

Ask learners some questions to get them thinking about what bullying means:

- What does 'bullying' mean?
- How is bullying different from a disagreement with a friend?
- Can you give some examples?

Share your school's definition of bullying, or display the Welsh Government's definition (Slide 2) and compare with their initial thoughts. Talk about the 4 key elements of bullying: repetitive (more than once), intentional (on purpose), hurtful, involves a power imbalance.

Optional: Here is a suggested visual demonstration to help learners understand the 'imbalance of power' element of bullying:

- Give one learner a big pile of objects to carry (for example books, soft toys, or cubes), and just one or two small items to another learner. Ask: 'Who has more?', 'Who has less?', 'Does this feel fair or balanced?'. Explain that in bullying, one person often feels like they have more power – like being bigger, or part of a bigger group, or being louder – this is the imbalance.
- Ask some other learners to volunteer to help carry the objects, until they are holding one each. This represents how other people can use their power for good in bullying situations by helping to balance the power. In bullying situations, this might be inviting the target to join in a game, or telling a trusted adult what you have seen.

Part 2: What does bullying feel like?

On Slide 3 you will find 2 lists of scenarios (the first one about bullying or unkindness, the second about kindness). Ask learners to write, draw or act how they would feel if these things happened to them.

Discussion points

- What might someone start to believe about themselves if bullying keeps happening?
- Have you ever seen someone being unkind to another person? What did you notice about how it made them feel?
- What's the nicest thing someone has done for you at school? How did it make you feel inside?
- How does being kind to others make you feel?
- How would our classroom feel if bullying was allowed?
- What would happen if everyone chose to use their power for good instead?

Key message

Bullying is more than just being unkind once or falling out with a friend, and it can make people feel sad, lonely, or scared, but we all have the power to choose kindness and to help make school a safe and friendly place.

Activity 2: Who holds the power?

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week primary classroom activities PowerPoint: slides 4 to 10.
- Handout B: role cards.

Activity guidance

Discuss how bullying is often a group behaviour, and there are different roles that people can play (Slide 4).

- Target: the person being bullied.
- Ringleader: starts and leads the bullying.
- Assistant: joins in with 'doing' the bullying, following what the ringleader does.
- Reinforcer: doesn't join in with 'doing' the bullying, but supports it, for example by laughing along or encouraging others to join in.
- Defender: knows bullying is wrong and feels confident enough to do something about it, for example talking to an adult, or asking the target if they are ok.
- Bystander or outsider: ignores bullying and doesn't want to get involved.



Remind learners that someone might be a target one day, and a reinforcer the next day, as these roles can change.

Display Slides 5 to 10 one at a time, asking learners to use Handout B to hold up the card they think matches the scenario. At each slide take time to discuss, for example, 'How is power being used in this situation?', 'How could this person choose to use their power for good instead?'.

Suggestion: Pause at Slide 9 and ask learners which role is left (defender). Take ideas for what a defender might be able to do to use their power for good in this situation before showing Slide 10.

Key message

Bullying is a group behaviour. Everyone has a role, and everyone has a choice – let's help each other to use our power for good.

Activity 3: Power for Good poem

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week primary classroom activities PowerPoint: Slides 11 to 12.
- Handout C: Power for Good poem.



Activity guidance

Share copies of Handout C with the class, go to Slide 11 and play the Power for Good poem video.

Discussion points:

- How does this poem make you feel?
- What words or lines do you like in this poem? Why do you like them?
- What do you think the poem is asking us to do?
- How can a voice be powerful?
- What kinds of 'small actions' do you think the poem is talking about?
- Why do you think the poem ends in a question? How would you answer that question yourself?

Show Slide 12 and read the poem lines picked out (you could ask learners if they can find these two lines in the poem and underline or colour them in).

Discussion points:

- What do you think it means that bullying can 'hide'?
- Why do you think people sometimes don't speak up when they see bullying?
- What happens if nobody says anything?
- How might the person being bullied feel if no one speaks up?
- Can you think of a time when it felt hard to speak up?
- What are some safe ways we can use our voices or actions to help?
- Is speaking up always about shouting or being loud?
- Why is kindness sometimes the harder choice? Can you think of a time when kindness felt brave?

Key message

Feeling worried or unconfident to speak up when bullying happens is normal, but remember silence still gives power to the bullying. So let's talk about what we might be able to do to help each other find our power for good.

Activity 4: Power for Good Tips

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week primary classroom activities PowerPoint: Slides 13 to 14.
- Handout D: Power for Good tips.

Activity guidance

Distribute Handout D (Power for Good tips) and display Slides 13 to 14, sharing and discussing each of the 5 tips with learners.

Then, split learners into 5 groups. Give each group one tip on a big sheet of paper.

Ask groups to:

- read the tips together
- write or draw an example of how they could use them (for example 'Ask someone to join in a game' for include and notice others)

Rotate groups around the room until each sheet has ideas from everyone. Share highlights as a class.



Cross-curricular ideas

Creating an anti-bullying environment requires a whole-school effort. To maximise the impact of Anti-Bullying Week, involve learners and adopt a cross-curricular approach. We've provided activity suggestions below to help you integrate the messages of Anti-Bullying Week 2025: Power for Good into other classroom activities.

Be sure to incorporate displays around the school and inform parents and carers about how they can participate. Additionally, make sure school clubs, transportation staff, and breaktime supervisors are aware of your Anti-Bullying Week plans.

Language, Literacy and Communication



Class Power for Good poem

Re-read the Anti-Bullying Week poem together. In groups, learners write one new line about how they can use their power for good (for example 'I can use my smile to help a friend'). Compile into a class poem to display. Optional: if possible, have learners perform the poem to the school or to parents and carers.



Kindness letters

Choose a fictional text where a character uses their power to hurt someone else. Learners write short notes or letters to this fictional character, encouraging them to use their power for good instead and explaining how they might do this, building empathy and positive expression.

Mathematics and Numeracy



Kindness tally

Learners keep a tally chart for one day of kind actions they notice (smiles, sharing, helping). Create bar charts or pictograms to show the results.



Sharing fairly

Link to fractions and sharing: pose a scenario where learners must divide resources fairly (snacks, counters, shapes). Reflect: How is fairness a kind use of our power?

Science and Technology



Kindness chemistry

Simple demo: add drops of food colouring into water and watch it spread. Compare to kindness spreading. Learners describe what they see and how one action can change the whole.



Online Power for Good

Learners create digital posters with a positive online safety message: 'Don't spread negativity online.' Can be made in J2e, Canva for Education, or simple slides.

Expressive Arts



Kindness tree

Create a tree on the wall, or on a large sheet of paper. Learners add leaves with drawings of small acts of kindness they've done or seen. Watch the tree 'grow' over the week.



Role-play 'Super helpers'

In drama, learners act out everyday situations (for example someone being left out at playtime). Instead of focusing on the bullying itself, learners take turns being 'Super helpers' who step in with kind, safe solutions.



Power for Good music

In groups, learners use percussion or body percussion to create two soundscapes: one that feels 'unkind' (loud, clashing) and one that feels 'kind' (gentle, rhythmic). Reflect: Which one feels better and why?

Health and Well-being



Circle time: the ripple effect

Drop a pebble in water (or show a video). Discuss how one small action spreads out, just like kindness. Learners share small actions they could do to make ripples of kindness in school.



Feelings detectives

Show cartoon faces or emojis. Learners identify feelings and match them to situations. Discuss: How can noticing how others feel help us use our power for good?

Humanities



Everyday heroes

Learn about a figure who used their power for good (for example Betsi Cadwaladr, Florence Nightingale, Martin Luther King Jr., or Welsh language campaigners). Learners draw or write about what made them brave and how they changed things for others.



Our community superpowers

Learners map out people in the local community who use their power for good (teachers, nurses, firefighters, shopkeepers, carers). Link to how we all have a role in making things better.

Other things you can do in Anti-Bullying Week 2025



Odd Socks Day

Celebrate what makes us unique on Monday 10 November by wearing odd socks.



Download our free resources

Activities for schools and packs for families.



Sign up online

Become a supporter of Anti-Bullying Week and download your school's certificate.



Review your policy

Use our tips to refresh your school or setting's anti-bullying policy.



Show your support

Put up our Anti-Bullying Week poster and share resources with parents and carers.



Take it further

Sign up as an ABA member and join our community.



Join the conversation

Share your activities using #AntiBullyingWeek and #PowerforGood.

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:

- The Welsh Government for their support in helping us bring Anti-Bullying Week to schools in Wales.
- The schools who helped us develop these resources: Ysgol Gymuned Bryngwran, Ysgol Santes Dwynwen and Caerleon Lodge Hill Primary School.
- All the young people involved in developing the theme this year. Particularly those young people from the 'Young Anti-Bullying Alliance'

Please share your activity with us on social media!



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