

# Anti-Bullying Week 2019

## PRIMARY SCHOOL PACK

**CHANGE  
STARTS  
WITH**



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**#ANTIBULLYINGWEEK**



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We are really grateful for the support from VotesforSchools in developing the educational content in this pack



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## INTRODUCTION

**Anti-Bullying Week 2019 is taking place from Monday 11th – Friday 15th November and has the theme 'Change Starts With Us'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau.**

This year, we are pleased to have the support of O<sub>2</sub> to help us bring you these resources.

We have worked with over 1,000 children and young people to decide the theme for this year. Whether it is verbal, physical, online or in-person, bullying can have a significant impact on a child's life well into adulthood. This year we want to inform schools, other educational settings, children and young people, and parents and carers that collective responsibility is required to reduce bullying both online and offline.

By making small, simple changes, we can break this cycle and create a safe environment for everyone. Together we can challenge bullying. Change starts with a conversation. It starts with checking in. It starts with working together.

**Change starts here. Change starts now. Change starts with us.**

All of the ideas in this pack are designed to help schools celebrate Anti-Bullying Week. They have been mapped against the curriculum.

**The pack contains:**

### ASSEMBLY PLAN

This assembly plan is designed to help pupils understand who is responsible for addressing bullying in school and to know that we all have a role to play in reducing bullying both online and offline.

### LESSON PLAN

The lesson plan helps you to discuss how we could make our school a safer and happier place for everyone. To complement the activities, we have developed a short film to show to staff and pupils. We are also providing the opportunity for your school to contribute to our Anti-Bullying Week vote provided by **VotesforSchools**.

### CROSS-CURRICULAR IDEAS

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

## WHAT ABOUT ONLINE BULLYING?

In this pack we'll be talking about online bullying and some of the ways you can deal with it. We even have tips from O<sub>2</sub> Gurus that can help you start conversations with your pupils.



# ODD SOCKS DAY

## TUESDAY OF ANTI-BULLYING WEEK

This year we are holding Odd Socks Day with the support of Andy Day, cBeebies star and front man of Andy and the Odd Socks.

It's a chance for primary schools to celebrate Anti-Bullying Week in a positive way by asking pupils to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. All you have to do to take part is wear odd socks, it couldn't be simpler!

Odd Socks Day will take place on the second day of Anti Bullying Week, **Tuesday 12th November** to help raise awareness for Anti-Bullying Week.

Download the  
Odd Socks Day  
School Pack 2019



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# CURRICULUM MAPPING

## The following criteria are supported by this topic:

1.2	Pupils use personal experiences to reflect on their lives	Spiritual: Personal values & beliefs	SMSC – Ofsted 2014
1.16	Schools develop a culture where pupils can flourish and grow and respect others	Spiritual: Understanding human feelings / emotions	SMSC – Ofsted 2004
2.1	Pupils are interested in investigating and adding their own views on moral & ethical issues	Moral: Developing, expressing personal views	SMSC – Ofsted 2004
2.15	Pupils understand consequences both positive and negative of their actions – cause and effect	Moral: Understanding consequences of actions	SMSC – Ofsted 2014
3.3	Pupils reflect on their own contribution to school and their communities	Social: Developing qualities & social skills	SMSC – Ofsted 2004
3.13	Pupils resolve conflicts and counter forces which militate against inclusion and unity	Social: Participating, resolving conflict	SMSC – Ofsted 2004
4.3	Pupils develop an ability to appreciate different cultures and demonstrate dignity and respect to others' views; they challenge discriminatory behaviour	Cultural: Understanding, respecting diversity	SMSC – Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend pupils' cultural awareness	Cultural: Understanding & appreciating influences	SMSC – Ofsted 2014

5.3	Pupils can participate in decision-making within their own school environment	Prevent strategy: HM Government 2007 – Current
5.8	Pupils should use safe to learn anti-bullying strategies to minimise hate and prejudice-based bullying	Prevent strategy: HM Government 2007 – Current
6.6	Pupils should have an understanding of the importance of identifying and combatting discrimination	Promoting fundamental British Values: November 2014
Art 15	“You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.”	UNCRC: Unicef
Art 19	“You have the right to be protected from being hurt and mistreated, in body or mind.”	UNCRC: Unicef

## DID YOU KNOW?

Relationships education, relationships and sex education (RSE) and health education will be mandatory from September 2020. The government recently issued statutory guidance about how schools should implement it. Many elements of the guidance include providing education about bullying, online bullying and managing conflict. [We've written a short article on our website summarising these elements to help you prepare.](#)





# ASSEMBLY – CHANGE STARTS WITH US

## AIMS



- To consider who is responsible for making school a happy and safe place.
- To introduce the theme of this year's Anti-Bullying Week.

## TIME



- 20-30 minutes

## RESOURCES AND PREPARATION

(Click the links to download the files)



- [Primary Assembly PowerPoint presentation](#)
- [Primary School Anti-Bullying Week Film](#)

## WHEN WAS THE LAST TIME...? (5 mins)

**SLIDE 2:** Display this slide.

They should talk to the pupil next to them about the last time this happened to them. Take a couple of examples from volunteers. Ask them how it made them feel when these things happened to them, e.g. happy, sad, included, safe. You should also take feedback from teachers too.

Now ask pupils what their school would be like if nobody chose these actions or said these things. Give them about ten seconds to think about this in silence. Would it be a good place to be? Is this a school you would want to go to? Take feedback.

## BE THE CHANGE YOU WANT TO SEE! (5 mins)

**SLIDE 3:** Reveal the speech bubbles on this slide.

Get pupils to read them aloud together. Ask them who is responsible for making sure these things are said, out of teachers, parents / carers and pupils. Do we all have a responsibility or is it just some of us? Give them some time to talk before moving to slide 4 and telling them:

"We can all choose to be kind, thoughtful and helpful to others, or we can choose to ignore things, look out for ourselves and laugh when we know it hurts someone else. It really is up to us to be the change and make our community/our school a great place for everyone!"

## WHAT WOULD YOU CHANGE? (10 mins)

**SLIDE 5-6:** In the next part of the assembly, two short stories about bullying will be read aloud.

**NB:** There are many variations of this activity. You could ask pupils to stand when they want to change something, or stand and say 'change' aloud, or put their hand up and say 'change', or simply put their hand up.

Read the stories aloud one box at a time. Pause at the end of each box of text to give pupils the opportunity to say 'change' and suggest their changes. Take feedback on what words or actions these children should choose instead.

- e.g. In Dan's story, Saima could choose to delete the picture when Dan asks her to.
- e.g. The pupils in the playground could choose not to laugh at the video and choose not to pass it around.
- e.g. Dan's friend Caitlyn could choose not to show Dan the video, and to report it to a teacher instead.

All these small actions could collectively stop the bullying from getting worse.

## CHANGE STARTS WITH YOU; IT STARTS WITH US! (3 mins)

**SLIDE 7:** Click the image to watch this year's video on the theme Change Starts With Us.



Ask pupils to identify the changes these pupils suggested to make their school a better place. Have they got their own ideas? Encourage teachers to share too...

- e.g. "Change starts with choosing not to pass on a rumour..."
- e.g. "Change starts with smiling at people in the corridors..."
- e.g. "Change starts with being kind online ..."

## OPTIONAL EXTRA FOR THOSE USING THE LESSON PLAN

## INTRODUCE THE QUESTION PUPILS WILL DISCUSS IN THEIR CLASSES (3 mins)

**SLIDE 8:** Tell pupils that sadly, bullying is still a problem in schools, online and offline.

We need to do something to change this. This week is about discussing what we can change and how, about sharing what already works and what we could do better. It is about having honest conversations and trying to make our school a better place for everyone.

This year, the Anti-Bullying Alliance has partnered with **VOTESFORSCHOOLS** so that you can have your voices heard on bullying and make a difference. We invite teachers to cast their class' votes online at [www.anti-bullyingalliance.org.uk/votesforschools](http://www.anti-bullyingalliance.org.uk/votesforschools) (see the instructions for voting.)



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# LESSON PLAN

## AIMS



- To discuss how we could make our school and online world a safer and happier place for everyone.
- To think about whether small changes can make a big difference when it comes to bullying.

## TIME



- 60-90 minutes

## OUTCOMES

By the end of the lesson pupils will:



- Know some changes that they can make to make their school a better place and look after each other online.
- Understand that it takes a collective effort to reduce bullying both online and offline and that everyone can make sure pupils are happy and safe.

## RESOURCES AND PREPARATION

(Click the links to download the assets)



- [Primary School Lesson PowerPoint Presentation](#)
- [Handout 1: Change Starts With Us Pledge](#)
- Pens and paper or whiteboards and pens

## CHANGE STARTS WITH...TALKING ABOUT THE PROBLEM (10 mins)

**SLIDE 2:** The Anti-Bullying Alliance definition.

The start of the lesson clarifies what bullying is. Asks pupils to identify what their school already does to try to prevent bullying and to respond if it happens.

**SLIDE 3:** Have your class share what your school already does to help stop bullying and ensure all pupils are happy and safe.

Ask them what they know their school does to try to prevent bullying or deal with it if it happens. Make a list and keep this visible for pupils. You may wish to refer to it later in the lesson.

## INTRODUCE THE TOPIC (2 mins)

**SLIDE 4:** Introduce the question that we are asking pupils to consider today and explain that we want to hear everyone's views on this topic.

Do they think that we can make changes in our school that would reduce bullying? Is it possible? Give pupils a minute to think quietly about these questions.

## CHANGE STARTS WITH...HAVING A VOICE (2 mins)

**SLIDE 5:** This slide sets out why we are discussing this question for Anti-Bullying Week.

Tell pupils that bullying affects millions of children every year, so there needs to be a change. Do pupils think everyone does everything they can to stop it? Do they think we could do better? If they think more could be done, what are their ideas? No matter their views, we want to hear from them.

The important thing today is to have an open and honest conversation about how we can make sure our school is the best place possible for everyone.

## CHANGE STARTS WITH...BEING HONEST (12 mins)

This task gets pupils to be honest about bullying in their school. It will give you an indication of their thoughts on there being a collective responsibility to reduce bullying.

**SLIDE 6:** For this activity, pupils are going to get up and move around the classroom, heading to the corner of the class that best represents their views, e.g. front left for strongly agree.

Reveal the statements on the slides. Give pupils one minute to move to the corner of the room that best represent their views. Ask them why they are standing there.

### WHAT ABOUT ONLINE?

Ask the pupils how they would answer if they were thinking of the online world such as on social media. Where would they stand then?

### O<sub>2</sub> GURU

"Take this as an opportunity to talk to your pupils about what they're doing online. Being engaged with what pupils are doing online will make it easier for you to understand what they're up to and for you to support them with any concerns they may have."



## CHANGE STARTS WITH...COLLECTIVE ACTIVITY (15 mins)

The next set of tasks are about getting pupils to think critically about everyone's role in reducing and responding to bullying that happens in school and online.

**SLIDE 7:** Ask your class: Who are the people that can help to make sure bullying does not happen at school and online? Think across the whole school including after school clubs and parents.

**SLIDE 8:** Allocate out all the people that you have listed to groups of pupils.

Ask them to come up with a list of things they can do to prevent and respond to bullying both in school and online. You can use the matrix table on slide 8 to help them. Ask them to present back their ideas to the group. Have they missed anything off?

## CHANGE STARTS WITH...SMALL ACTIONS (15 mins)

This task is about getting pupils to see that even small acts of kindness can make a difference to someone and make their school a better, happier place.

You could show them the [Anti-Bullying Week 2019 video](#) (if they have not seen it already) to show them some ideas that other young people have about the change they can make to reduce bullying.

**SLIDE 9-11:** Put pupils into small groups. There are nine different scenarios on the three slides.

Ask pupils to discuss the scenarios. What changes could they make to help each scenario. What difference would these changes make. There are some suggestions on the slides. Ask them to also think about what would happen if you didn't act?

Then tell pupils... When someone looks lonely, upset, worried or they are not behaving like themselves, it could mean something is wrong. We have a choice. We can choose to ignore it, or we can choose to act and try to make a difference. Our actions do not need to be big - even simple acts such as smiling, starting a conversation ("Are you ok?") or asking someone to join in your game can make someone feel better. As a team and a school community, we should look out for others and act when something looks wrong or worries you. We can all make small changes that make a difference.



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## CHANGE STARTS WITH...US! (5 mins)

The previous tasks were aimed at encouraging pupils to think about what they and others can do to help prevent and respond to bullying. Pupils should start to understand that we all should be involved.

**SLIDE 12:** Take a new vote on the same question. Reflect on whether pupils have changed their minds. Take feedback.

## CHANGE STARTS WITH...YOU! (15 mins)

This task is about empowering pupils to come up with ways they can enact small changes that could make their school a better place and reduce bullying.

**SLIDE 13:** Give each pupil Handout 1 – Change Starts With Us Pledge (or they could make their own pledges).

Ask them to think about something they could start doing today, right now, which would make their school a better place. There are plenty of examples on **SLIDE 14** to help pupils think before they write them down. Ask them to write or draw what they will do in the heart shape. You could ask them all to present their pledge back to the room. Don't forget to make sure staff do it too. This is about getting everyone to take collective responsibility.

### WHAT ABOUT ONLINE?

Don't forget to ask the pupils whether or not their actions could apply online. Ask them if there are any specific actions they could take when thinking about bullying online.

### O<sub>2</sub> GURU

"This may bring up some concerns about what pupils have seen online. Let them know they can always come to you, another trusted adult or they can contact Childline, if they're feeling upset by anything they've seen."



## CHANGE STARTS WITH...US!

**SLIDE 15 (OPTIONAL):** To end the lesson, why not discuss something you could put in your class on display to remind pupils that small changes can make a big difference in your school. Some ideas below:

- **A jar of small changes:** Pupils write down one kind act they have done at the end of each day and place it in the jar. When the jar is full, have a celebration.
- **Make exploding books:** These books fit nicely into the theme of small change, big difference. Each square could illustrate one action we can do each day to prevent bullying and make school a better place. The books make really nice displays and extended projects.
- **Inspiration wall:** Pupils can find quotes like, "If you think you are too small to make a difference, try sleeping with a mosquito," and create a wall of inspirational quotes about the power of taking small steps.

Don't forget to share your pledges and displays with us online! These photos could also make a powerful display about collective responsibility.

## VOTE: MAKE YOUR VOICE HEARD ON BULLYING

This year, Anti-Bullying Alliance is working with VotesforSchools to find out what children have to say about bullying.



**SLIDE 16:** Explain to them that we will be voting on the question in the slide. Explain that you will be uploading their answers to an online poll which will contribute to all the answers across the country.

**SLIDE 17:** This is an optional slide to help them think about their vote. What's their answer? Yes or No?

To find out how to submit your votes visit [www.anti-bullyingalliance.org.uk/votesforschools](http://www.anti-bullyingalliance.org.uk/votesforschools). Every vote will be counted, and the national result will be shared on the Anti-Bullying Alliance website at the end of November.



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# CROSS-CURRICULAR ACTIVITIES

## MATHS – NUMBER LINES



Draw the outline of a child on the board. Place them in the middle of a 0-100 number line at 50. Explain that this number represents how this child feels when they wake up. Their day can go either way! If they get to 100 they have had an amazing day, if they get to 0 they have had a very bad day. The way people talk and act towards them, and the way they speak and act towards others, influences how they move up or down the number line.

Ask pupils to suggest some things that might happen throughout the day (e.g. someone helps them/someone ignores them), or that this person could do (e.g. smile/include someone in a game). List these in two separate columns, positive (+) and negative (-) actions. As a class, agree on an operation and number for this action e.g. smile at someone (+5), push past someone (-10).

Pupils can now create their own number lines showing what actions it would take for this child to get to 100 and have an amazing day. They should show both positive and negative actions as jumps.

Explain that by being kind and supportive to one another, everyone can get to 100. You can use this task to talk about how not everyone 'starts' on 50.

## WHAT ABOUT ONLINE?

### Inspiring change through technology

Ask pupils to think about their top five tips for young people about addressing bullying online. They could research these tips by looking at existing tips on the ABA website or other anti-bullying charity websites. Depending on the time/equipment you have ask them turn their tips into:

- a creative poster on PowerPoint or Word or by using other software.
- a short film that can be shared

Can they develop a plan for sharing the poster/film online and in school? Can it be emailed to all pupils/teachers? What is their strategy to get the message out there?



## SCIENCE – LIVING THINGS AND THEIR HABITATS



Ask the children to work in groups to develop a pitch for a mini project that will encourage more wildlife in the school grounds or will make a positive change to the outdoor school environment (e.g. something to promote recycling snack wrappers or bring your own reusable container).

They will then pitch their projects to the class before the floor is opened to questions from classmates.

## SCIENCE – LIVING THINGS AND THEIR HABITATS



Ask the children to draw an unusual friendship between two animals that have completely different characteristics, e.g. an elephant and a mouse (one large, the other small), or a goldfish and a cat (one a fish, another a mammal), or a sheep and an eagle (one herbivore, the other a carnivore).

Even though they are different, what do you think could make these animals friends? What do they have in common? What can we learn from this when it comes to people making friendships? Is it important to be like those we are friends with?

These would make a lovely display. There are many photos of unusual animal friendships online if you want some inspiration.

## GEOGRAPHY – PLASTIC POLLUTION



[Watch this video with your class.](#)



It tells the story of Aroz Shah, a man with a mission to clean up his favourite childhood beach in Mumbai, which was covered in thousands of tonnes of plastic.

As of today, Shah and hundreds of volunteers have cleaned up over nine million kilograms of plastic and waste. Discuss what kind of person Aroz Shah is. How did he inspire people to make a change? Was it easy? Can pupils think of anyone else who is trying to make a difference?



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## ART – WORKING TO A DESIGN BRIEF



Ask children to design a logo for their own Change Starts with Us campaign in their school based on the main logo: which elements of inclusion and positive change do they think it is important to emphasise? Which colours do they think will catch people's eye and make them feel like they want to be part of the campaign?

If there is time, the children could review everyone's ideas and make a logo that incorporates as many of these as possible. Or they could all be displayed around the school.

## DESIGN AND TECHNOLOGY



Ask pupils to think about their playground. Does the design of it make sure everyone is happy and safe at break times? E.g., is it an open space? Are there places pupils can hide? Is this a good or bad thing? Is there equipment that everyone can play on? Is it accessible for everyone? Have a discussion.

Pupils are tasked with designing the perfect playground. What activities or equipment could it have to encourage kindness? How could we make it so that people look out for others? Is there anything we could put in it to help people make friends and ensure everyone feels included? It could be a piece of artwork, a bench or a game.

## PE – TEAMWORK



Experiment with a team game that the pupils know well, e.g. rounders or netball. Agree on a small change or adjustment to the game, e.g. playing with a different ball, moving the posts further apart, not allowing players to move with the ball. Make a prediction for how this will change the game.

Play the game with this new adjustment and come together afterwards to talk about the impact this change made. Was the game harder? Easier? How did we adapt to the new game? Can small changes make a big difference?

## ART – ORIGAMI



Create an exploding book which illustrates how small actions and kind words can make a big difference to bullying! On each square, illustrate a kind act or word that people can do every day, like smile or include someone, to make the world a better place!

You could make a joint book as a class, each illustrating a square, or you could make a book each. Please send us photos if you do this!



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# OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2019



1. On Tuesday of Anti-Bullying Week we hold **Odd Socks Day** where we ask schools and organisations to wear odd socks to school to celebrate what makes us all unique.
2. O<sub>2</sub> and NSPCC have created Net Aware, a practical and simple guide to the latest social networks, apps and games kids are using. Tell parents to visit [net-aware.org.uk](http://net-aware.org.uk)
3. Sign up to be a **supporter of Anti-Bullying Week** online where you can download a certificate for your school to display.
4. Display the **Anti-Bullying Week Poster** up around school.
5. If you want to shine more of a spotlight on cyberbullying you can use the **Stop Speak Support** materials which empower bystanders who see online bullying. The resources include lesson plans and activity ideas to help you.
6. You can purchase a range of amazing Anti-Bullying Week merchandise including wristbands and stickers from our **online shop** to support your activities /and raise awareness.
7. Sign up for **free anti-bullying email updates** and/or become **a member of Anti-Bullying Alliance**.
8. Schools can access our **free All Together programme** which includes access an online pupil wellbeing questionnaire, audit tool and online training for all school staff. Schools that evidence impact receive All Together status including a certificate and logo to use.
9. Anti-Bullying Week is not government funded so we need to raise funds to run it each year. If you are able to fundraise for us or any of our member charities during Anti-Bullying Week we are immensely grateful. You could do a sponsored race or hold a non-uniform day or a bake sale. **You can find more ways to fundraise for us during Anti-Bullying Week here.**
10. Review your anti-bullying policy as a school. We have some handy **tips to help with developing your anti-bullying policy**. Anti-Bullying Week is a great opportunity to review your school policy as a school.



Please share your activity with us on social media. Use the hashtag **#AntiBullyingWeek** and **#ChangeStartsWithUs**

We love to see what you're doing. Share with us your videos, artwork and messages.



@abaonline



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Anti-Bullying Week is coordinated by the [Anti-Bullying Alliance \(ABA\) in England](#). We are a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn. We welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.

The ABA has three main areas of work:

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

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

Thank you to **O<sub>2</sub>** for being the official partner for this year's Anti-Bullying Week.

"At O<sub>2</sub> we want to bring people technology that opens up new experiences. And it's important for these experiences to be as positive as possible, especially for younger generations of tech users.

It's why in 2015 we partnered with the [NSPCC](#) to help keep kids safer online. We've been able to reach more families, start more conversations and help kids across the UK have a positive, rewarding experience when they're exploring the online world."

We'd like to extend our thanks to Unique Voice CIC, who developed the films for Anti-Bullying Week 2019, and all of the young people who participated. Unique Voice work in schools and the community with children, developing social and emotional skills through creative arts.



We'd like to extend our thanks to VotesforSchools who helped us write the educational resources.



Each week VotesforSchools provides teachers with resources to facilitate a debate on a topical issue. At the end of the week the children vote, and the data is shared with those who need to see it most - hugely raising the profile and influence of pupil voice.

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