

Secondary School & Youth Setting Pack

Anti-Bullying Week 2025: Power for Good

Monday 10th to Friday 14th November 2025



www.anti-bullyingalliance.org.uk

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INTRODUCTION

CONTENTS

Introduction (Page 2)

About this pack (Page 3)

Getting Ready for Anti-Bullying Week 2025 (Page 3)

Assembly plan (Page 6)

Lesson / activity plans (Page 8)

Cross-curricular ideas (Page 12)

More ways to get involved in
Anti-Bullying Week 2025 (Page 13)

This pack has everything you need to take part in Anti-Bullying Week 2025 with secondary school age young people.

Anti-Bullying Week 2025 takes place from Monday 10th - Friday 14th November with the theme 'Power for Good'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau. This year we have worked with children and young people up and down England, Wales and Northern Ireland to decide the theme.

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

ANTI-BULLYING WEEK 2025: POWER FOR GOOD

CALL TO ACTION:

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

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

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

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



PLEASE NOTE: Throughout this document we refer to students to mean children and young people you are working with.

ABOUT THIS PACK

The ideas in this pack are designed to help schools and other youth settings celebrate and take part in Anti-Bullying Week. Although it is mainly designed for classroom and assembly delivery for key stage 3 and 4, 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 a 20 minute assembly style activity, two 60 minute lesson/activity plans and cross-curricular activity ideas that are designed to encourage students to think critically about how we can use our 'Power for Good' to address bullying both online and offline.

WE NEED YOUR HELP TO CONTINUE TO BRING YOU ANTI-BULLYING WEEK!

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

- You can donate directly to us via our [JustGiving page](#).
- Or send us a cheque made payable to 'Anti-Bullying Alliance' and send to the National Children's Bureau, 23 Mentmore Terrace, London, E8 3PN. Please make sure you include your name and email address as we like to acknowledge all funds raised wherever possible.
- All donors that fundraise over £50 will receive a 'fundraising hero' certificate.

JustGiving™



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

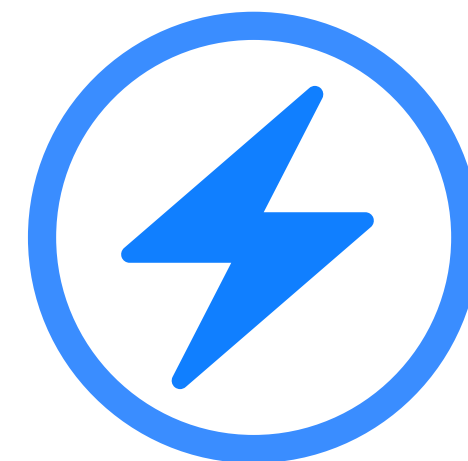


GETTING READY FOR ANTI-BULLYING WEEK 2025

THE CONCEPT OF 'POWER'

For 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 power imbalance, where one person uses their power to control or harm another. It's essential to help students understand that where we may have power and/or influence, we have a choice and a responsibility to use that positively, encouraging kindness, support, and standing up for others.

It's important to teach students that power needs to be used carefully. Power should never be used to dominate, control, coerce or manipulate others. By equipping students with the skills to recognise power dynamics and encourage respect for each other's rights, we can foster an environment where everyone feels they belong, are safe and valued.



**POWER
FOR
GOOD**
#ANTIBULLYINGWEEK

**ANTI-BULLYING
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LET STUDENTS 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 students themselves. Anti-Bullying Week is a great way to get students involved in planning 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 students involved in Anti-Bullying Week:

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

BE MINDFUL

Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some students, 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 lessons and activities are delivered sensitively.

As the adult delivering the session:

- Read through the contents of these resources, handouts and videos to ensure they are suitable for your students e.g., do you need to consider if case studies need names changing? Or if they should be adapted for some of your students?



- Consider any students who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session
- Be aware of any changes in participant behaviour during the session as this may highlight a bullying-related issue
- Try to avoid students from disclosing personal information or specific incidents during the session but remind them an adult will be available to talk to them afterwards

GUIDANCE AND CURRICULUM

The lesson/activity plan, assembly plan, and cross-curricular activities within this pack could contribute to certain areas of the curriculum that students should know by the end of secondary school. You can find relevant guidance and legislation, as well as curriculum mapping, in relation to bullying for schools in England, Wales and Northern Ireland [here](#).



The Anti-Bullying Alliance has a suite of CPD-certified anti-bullying courses for anyone that works with children and young people. Find out more [here](#).

The Anti-Bullying Alliance's website is full of free tools & information. This includes resources exploring what bullying is, tools for preventing and responding to it, and guidance on where to find advice and support. Find out more [here](#).

REMINDER

During the session, make sure students are taught:



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

ANTI-BULLYING WEEK 2025 SCHOOL STAFF AWARD

Each year, for Anti-Bullying Week, we ask students to help us celebrate the teachers and school staff that go above and beyond the call of duty to prevent and respond to bullying & to raise awareness of bullying in their school community by nominating them for our School Staff Award.



Closing date for entries is 5pm,
Friday 26th September 2025



ANTI-BULLYING WEEK 2025 OFFICIAL MERCHANDISE

We have official Anti-Bullying Week 2025 merchandise available to buy on our website.

New stock includes our new school pack collection of 'Power for Good' fabric & silicone wristbands, and ABA t-shirts.

Get yours [here](#) while stocks last



Odd Socks Day



MONDAY 10TH NOVEMBER

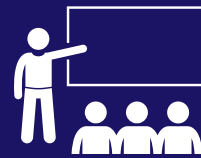
Odd Socks Day is an opportunity to encourage people to express themselves and celebrate their individuality and what makes us all unique! There is no pressure to wear the latest fashion or buy expensive costumes. All you need to do to take part is wear odd socks, it could not be simpler!

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



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ASSEMBLY PLAN



DURATION



This session should take 20 minutes to deliver, but can be adapted as needed.

OBJECTIVES



- Introduce the Anti-Bullying Week theme: Power for Good
- Help students understand how power can be used positively
- Encourage students to report bullying and support others
- Inspire involvement in Anti-Bullying Week activities

MATERIALS AND PREPARATION



Please carefully review the "Getting Ready for Anti-Bullying Week" section of this pack and click the links below to download the relevant files:



Anti-Bullying Week 2025: Power for Good – Secondary Assembly Slides – prior to the session fill in the sections that relate to your school



Anti-Bullying Week 2025: Power for Good – Theme Video (43 seconds)

1. INTRODUCE THE THEME AND SET THE STAGE FOR THE ASSEMBLY (3 minutes)

"Good morning, everyone! Today, we're kicking off Anti-Bullying Week 2025, and our theme this year is Power for Good. This theme focuses on how each of us has power and influence in our community, and how we can use that power to make a positive difference in the fight against bullying."

→ Show Slide 1: Title Slide - "Power for Good" – you can also show the theme video [here](#)



"Think about a time when you've been in a situation where you had the chance to help someone. Maybe you saw someone being left out or noticed someone being teased. Did you step in? Or did you feel unsure what to do? Today, we're going to talk about how we can use our power for good—whether we're helping someone directly or making sure we report bullying to someone who can help."

2. INTERACTIVE ACTIVITY: WHAT IS POWER? (5 minutes)

Activity Instructions:

Ask students to turn to a partner and discuss the following questions:

- What does "power" mean to you?
- Can power be used in both positive and negative ways? How?
- In TV and Film, what examples do you have of a character using their power for good that has inspired you?

After 2 minutes of discussion, ask pairs to share their answers.

Key points to highlight: In life there are times when we all hold power and influence. What matters is how we choose to use it. Power should never be used to harm, control or bully, but instead we can use the power we have – to support, include and uplift others. In bullying situations, power is unbalanced, with those bullying using their power in negative ways. By recognising this, we can each decide to use our own power to make a positive difference.

→ Slide 3: Definition of Power - Positive vs. Negative Power

3. CALL TO ACTION: USING POWER FOR GOOD (5 minutes)

"The challenge this week, and moving forward, is to use your power for good. Whether you're supporting a friend, standing up for someone who is being bullied, or reporting bullying when you see it, you have the power to make a difference."

Slide 4: Call to Action - What is Your Power for Good?

Ask students to think about:

- Have you ever witnessed bullying? How did it make you feel?
- What could you have done to help?
- How can you use your power to support others this week?

Encourage volunteers to share their thoughts.

4. STAFF SHARE: PLANS FOR ANTI-BULLYING WEEK (4 minutes)

Instructions: Ask a teacher or a few staff members to briefly share what the school has planned for Anti-Bullying Week. Encourage students to get involved and think about how they can contribute to these events.

Slide 5: Staff Activities - Brief bullet points or event images

5. ENCOURAGING ACTION: REPORTING AND SUPPORTING (3 minutes)

"Remember, using your power for good also means knowing when to ask for help. If you see bullying happening, it's important to report it. Don't just ignore it or assume someone else will speak up. You have the power to make sure the bullying stops by reporting it to a trusted adult, a teacher, or using our school's reporting system."

Slide 6: Reporting Bullying - Steps to take and who to talk to

"If you're unsure how to report bullying, please ask any member of staff or visit the school website to find out more. This week, let's all commit to using our power to make our school a safe, supportive place for everyone."

6. CLOSING AND CHALLENGE (1 minute)

"As we go into Anti-Bullying Week, I challenge each of you to think about how you can use your power for good. Whether it's speaking up, being kind, or supporting a friend in need, your actions matter. Let's make this week one where we all stand together and show what true power really looks like."

Slide 7: Final Challenge - How Will You Use Your Power for Good?





LESSON / ACTIVITY PLANS

These two 60-minute sessions have been designed for use during Anti-Bullying Week 2025 in secondary schools and youth settings, centred around the theme Power for Good. Both sessions are interactive, flexible, and include guidance on safeguarding and facilitation, as well as accompanying slides, videos and handouts to support delivery.

The first session, Understanding our Power, helps students explore the different types of power they hold and how this power can be used positively to prevent and respond to bullying.

The second session, Challenging the Bystander Effect, focuses on why people sometimes stay silent when witnessing bullying, and supports students to consider safe, practical ways to step in or seek help.

SESSION 1: UNDERSTANDING OUR POWER

This session should take 60 minutes to deliver, but can be adapted as needed.



DURATION

OBJECTIVES



- Understand what bullying is and how power plays a role in it
- Explore the roles people play in bullying scenarios
- Reflect on personal power and how to use it for good
- Create a group agreement on how power should be used in your setting

YOU WILL NEED



- PowerPoint slides
- Anti-Bullying Week 2025 theme video
- ABA "What is Bullying?" video (optional)
- ABA "Bullying Roles" video
- Power for Good Poem video
- Power for Good Poem (Handout B)
- Case studies handout (Handout A)
- Pens or markers

SESSION 1: ACTIVITIES



1. WELCOME AND INTRODUCTION (10 minutes)

Play the Anti-Bullying Week 2025 theme video (Slide 2). Briefly explain the theme "Power for Good" and how students will be exploring what it means. Remind students of your school's or setting's 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. Let students know they don't have to share personal experiences.

2. WHAT IS BULLYING? (5 minutes)



Use your school or youth setting's definition of bullying, or display the ABA's definition (Slide 3). Optionally play ABA's "What is Bullying?" video.

Discussion questions (Slide 4):

- Why does bullying often involve an imbalance of power?
- How might the person being bullied feel powerless?
- How can bystanders reclaim power and use it for good?

3. POWER MAPPING ACTIVITY (10 minutes)

In pairs, ask students to write down as many types of power a young person might have (Slide 5), such as social influence, kindness, listening, creativity, or online presence.

Discuss what kind of power people may have even when they don't feel powerful.

Safeguarding note: Make sure students know they're not expected to share anything personal.

4. BULLYING ROLES (10 minutes)

Play ABA's Bullying Roles video (Slide 6) then show the visual summary of roles based on Salmivalli's model (Slide 7): ringleader, assistants, reinforcers, outsiders, defenders, and target.



Discussion questions (Slide 8):

- Have you seen these roles in real life?
- Where does the power lie in these roles?
- Are these roles fixed or can they change?

5. POWER FOR GOOD – POEM (10 minutes)

After showing the short film of the Power for Good poem (Slide 9), give student the handout with the words of the poem (Handout B) and ask them to read it through. Invite them to highlight or underline the lines that stick out to them the most and feel the most powerful.



Discuss together what message the words are sending, and whether there are any lines they don't agree with or would change.

Optional Extension: You can extend this activity by asking students to annotate the handout, circle their favourite lines, or even write their own versions of the poem.

Finish by asking them to reflect on how they might use their own "Power for Good" in school or online.

6. GROUP AGREEMENT ON POWER (15 minutes)

Give each group a large sheet of paper or access to a shared document (Slide 11).

Ask them to create a group Power for Good agreement including principles such as:

- We do not use our power to hurt or exclude others;
- Everyone deserves to feel safe, valued, and included;
- We can all use our power for good by speaking up and helping others.

Groups then present back and together create one shared agreement to display in the classroom or setting. Watch for any dismissive comments and reinforce a respectful tone.

Optional Extension (Separate Session)

Students can creatively present their Power for Good agreement (Slide 12) in the form of posters, a short film, a pledge tree, a spoken word piece, or digital content, depending on your setting.

7. CLOSING REFLECTION (5 minutes)

Ask students to write down one small way they plan to use their power for good this week and either keep it with them or add it to a Power for Good wall. Please share your Power for Good wall with us via social media!

Recap key messages (Slide 13):

- How to report bullying;
- That everyone has power they can use for good, and;
- What other activities are taking place during Anti-Bullying Week.





SESSION 2: CHALLENGING THE BYSTANDER EFFECT

This session should take 60 minutes to deliver, but can be adapted as needed.

DURATION

OBJECTIVES

- Explore why people often stay silent during bullying
- Challenge myths about speaking up
- Learn how to intervene safely and effectively as a bystander

YOU WILL NEED

- PowerPoint slides
- Bystander myths visuals (Slide 2)
- Speak Up Scenario Cards (Handout C)
- Post-it notes or online space for reflection
- Young ABA Podcast Videos

SESSION 2: ACTIVITIES

1. SILENT CONFIDENCE LINE (10 minutes)

Ask students to silently place themselves on an imaginary line across the room based on how confident they feel to challenge bullying (1 = not confident, 10 = very confident).

Then discuss (Slide 2):

- What makes it hard to intervene?
- What would help you move up the line?

Safeguarding note: Emphasise that everyone is on their own journey and bravery looks different for each person.

2. YOUNG ABA - PODCAST (10 minutes +)



We worked with our Young ABA group of young people to gather their thoughts on what it feels like to witness bullying and what can or can't be done to help. In this activity, play the short clips and select from the questions depending on the time you have (there are 10 clips in total, so please select the ones relevant to your students). After each clip, ask your students whether they agree with the responses and whether they have any tips or ideas to add that could help improve the situation.

Then discuss (Slides 2 and 3):

- When you've seen someone being bullied, either online or in real life, what kind of feelings did you have in that moment?
- Can you describe a time when you really wanted to help someone being bullied but didn't know what to do? What stopped you?
- What sorts of thoughts go through your mind in those moments? Do you ever worry about making things worse or getting involved?
- Do you think most young people want to help, even if they don't know how? Why or why not?
- Have you ever seen someone step in during a bullying situation and make a difference? What did they do, and how did it make you feel?

3. SPEAK UP SCENARIOS (25 minutes)

Using Handout C, students work in groups of 3 or 4 to roleplay responses to short scenarios.

After each scenario, ask:

- What helped the bystander speak up?
- What could they do if they didn't feel safe to speak up directly?

Ensure the focus remains on empathy and safe intervention - the final page of the handout has teaching notes for each scenario.

4. POWER CIRCLE REFLECTION (10 minutes)

Gather students in a circle (or use an anonymous online space). Remind everyone of ground rules: respect, listening, and that sharing is voluntary.

- Invite each student to complete: "One way I can use my power for good is...".
- Allow time for quiet thinking before sharing.
- If students struggle, prompt with questions such as: "What helps when someone shows you kindness?" and "When have you seen someone use their influence positively?"
- Encourage simple, everyday actions (e.g. speaking kindly, standing up for others, including someone).
- Thank each contribution without judgement or discussion.
- Offer alternatives such as writing responses down or anonymous sharing to ensure all voices are valued.

5. CLOSING (5 minutes)

Recap what was covered in the session (Slide 8): barriers to speaking up, busting myths, how to intervene safely. Remind students where to go for support in your setting.

Final prompt: What is one small action you could take next time you see someone being left out?





Creating an anti-bullying environment requires a whole-school effort. To maximise the impact of Anti-Bullying Week, involve students 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 lessons.

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.

IT/MEDIA: DESIGN A 'POWER FOR GOOD' DIGITAL CAMPAIGN



Create short social media reel or graphic that show young people using their power to stand up for others. Use online editing tools to produce visually powerful, shareable messages. Don't forget to share your best with us!

 **Learning outcome:** Students explore the role of tech in tackling bullying and practice positive online activism.

RSHE/CITIZENSHIP: POWER AND INFLUENCE IN RELATIONSHIPS



Discuss healthy versus unhealthy power dynamics in friendships and romantic relationships. Ask students to create a "Power for Good Checklist" for spotting signs of positive, equal relationships.

 **Learning outcome:** Students understand power imbalances and their impact on wellbeing and respect.

ENGLISH: SPEECHES THAT USE POWER FOR GOOD



Read or watch short speeches by young activists (e.g. Malala Yousafzai, Marcus Rashford, Greta Thunberg). Ask students to write and deliver their own short speech using their voice to tackle bullying.

 **Learning outcome:** Students explore how language can be a powerful force for social good.

ART/DESIGN: POWER FOR GOOD POSTERS



Students design posters showing what using your power for good looks like in school, such as including others, reporting bullying, or being an upstander. Create a wall display for Anti-Bullying Week.

 **Learning outcome:** Students express ideas visually and create lasting reminders of the week's message.

SCIENCE/BIOLOGY: THE EFFECTS OF BULLYING ON THE BRAIN



Explore the science of stress, anxiety, and resilience. Students research how bullying affects brain development and hormones, and how kindness and support can build resilience.

 **Learning outcome:** Students understand the scientific impact of bullying and the power of kindness.

DRAMA: USING POWER TO CHANGE THE STORY



In small groups, students act out a short scene involving bullying. Then they rework it to show a character stepping in and using their power to help. Perform both versions.

 **Learning outcome:** Students reflect on intervention, empathy, and how actions can shift outcomes.

HISTORY: POWER AND SOCIAL JUSTICE MOVEMENTS



Research historical figures who used their power to challenge injustice (e.g. Rosa Parks, Nelson Mandela, Emmeline Pankhurst). Students present how their actions helped change society.



Learning outcome: Students learn how individuals and movements used power for good to drive change.

PE: LEADERSHIP AND POWER IN SPORT



Discuss how team captains and players use their power, positively or negatively. Students take part in team activities that require fairness, encouragement, and inclusion.



Learning outcome: Students explore power dynamics in group settings and practice positive leadership.

GEOGRAPHY: POWER AND ACCESS TO EDUCATION GLOBALLY



Students investigate global inequalities in access to education and how this affects young people's power to shape their lives. Link to youth-led organisations promoting education rights.



Learning outcome: Students understand structural power differences and the value of education for empowerment.

MUSIC: ANTHEMS OF POWER AND UNITY



Listen to or perform songs that promote standing up for others or celebrating difference (e.g. "This Is Me" from The Greatest Showman, "Fight Song" by Rachel Platten). Students create their own lyrics about using their voice for good.



Learning outcome: Students reflect on emotional power in music and self-expression as a tool for change.

MORE WAYS TO GET INVOLVED IN ANTI-BULLYING WEEK 2025

1. [Odd Socks Day](#) – Celebrate what makes us unique on Monday 10th November by wearing odd socks.
2. [Sign up online](#) – Become a supporter of Anti-Bullying Week and download your school's certificate.
3. [Get the merch](#) – Official Anti-Bullying Week wristbands, stickers, and more available from our online shop.
4. [Show your support](#) – Put up our Anti-Bullying Week poster and share resources with parents and carers.
5. [Online training](#) – Access our CPD anti-bullying online course for all school staff.
6. [Fundraise for us](#) – Help keep Anti-Bullying Week free by running by holding a fundraiser or donating online.
7. [Review your policy](#) – Use our tips to refresh your school or setting's anti-bullying policy.
8. [Join the conversation](#) – Share your activities using #AntiBullyingWeek and #PowerforGood.
9. [Download our free resources](#) – Lesson plans, assemblies, and activities for schools and packs for families.
10. [Take it further](#) – Sign up as an ABA member and/or become a United Against Bullying school to join our new whole-school programme.



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Twinkl has developed fantastic FREE resources for Anti-Bullying Week 2025 which are ideal for both in-school and at-home learning.

 VOTES FOR SCHOOLS

GHOSTING
&
BULLYING



 Get the conversation started straight away with lessons on changing relationships from VotesforSchools PLUS receive freshly-made lessons sent out in time for Anti-Bullying Week.

Secondary and College students will consider if ghosting makes the end of relationships easier - or more complicated. The resources include an assembly on bullying, encouraging your young people to reflect on what they can do when they witness bullying, and how reaching out can make a real difference.

VotesforSchools create weekly, topical lessons that help young people explore the issues that matter most, from current affairs to everyday challenges.



Jigsaw Education Group are proud to support Anti-Bullying Week 2025 with **FREE** resources to help schools and settings explore the theme **Power for Good** by empowering children and young people to recognise their inner strengths and use them to support others to build positive, inclusive communities.

Secondary resources (11-16) include:

- **Whole School Assembly:** Introduces the 'Power for Good' theme, exploring how power can be demonstrated in different ways and how to use our power for good, to assert ourselves or to stand up for other people.
- **Activities for Students:** Students are given a variety of options to make a pledge of how they will use their power for good. They will be provided with a variety of resources 'sock templates' which can then be utilised to create a whole school display.
- **Mapping and built-in learning for Jigsaw Schools:** For schools already using Jigsaw for PSHE, we've created a mapping document to show how you're already delivering anti-bullying messages through the Celebrating Difference units and across the year – making it easy to build on and embed these further during ABW.
- **Recommended Book List:** A recommended booklist, with different reading ages and abilities, which explore themes such as navigating school life, exploring individuality, acceptance and friendship and the power of being yourself.

 **GET INVOLVED**



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ABOUT THE ANTI-BULLYING ALLIANCE

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



The ABA has three main areas of work:

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

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

We'd like to extend a massive 'thank you' to all the young people involved in developing the theme this year and the school films. Particularly those young people from the 'Young Anti-Bullying Alliance'.



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



@ABAonline



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alliance.org.uk



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