



Secondary 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.

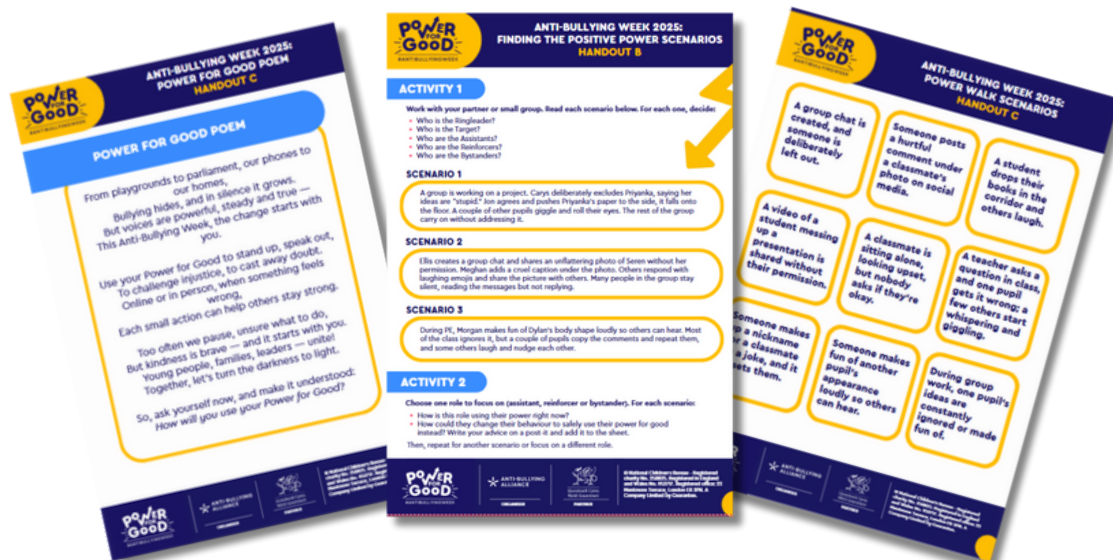
Together, we can use our Power for Good to end bullying - for good.



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 secondary schools in Wales. Although it is mainly designed for learners aged 11 to 16, 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'

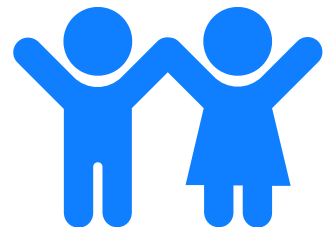


In this year's Anti-Bullying Week theme, Power for Good, we focus on the importance of using power responsibly. The definition of bullying involves a clear power imbalance, where one person uses their power to control or harm another. It's essential to help young people understand that power, when used 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 whole-school or classroom presentation or activity.
- 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 whole-school, classroom and cross-curricular activities within this pack could contribute to certain areas of the curriculum that learners should know by the end of secondary 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 secondary schools

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

Curriculum for Wales

Curriculum for secondary 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 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. Progression step 4 • I can identify people and groups who can help me with my mental health and emotional well-being. • I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind. Progression step 5 • I can identify when to seek help based on a good understanding of my mental health and emotional well-being. • I can empathise with others which helps me to be compassionate and kind towards myself and others.
Our decision-making impacts on the quality of our lives and the lives of others.	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. Progression step 4 • I can consider relevant factors and implications when making decisions individually and collectively. Progression step 5 • I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.
How we engage with social influences shapes who we are and affects our health and well-being.	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. Progression step 4 • I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged. Progression step 5 • I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.

Statements of what matters	Descriptions of learning
Healthy relationships are fundamental to our well-being.	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. Progression step 4 • I can consider the role of safety in relationships and I can identify where my safety or the safety of others is threatened and I know how to respond to this. • I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed. Progression step 5 • I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed. • I can advocate the rights of myself and others.

Links to Relationships and Sexuality Education (RSE) Code



Relationships and identity

- Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.
- Understanding how to speak out about harmful behaviours directed at them or others.



Empowerment, safety and respect

- Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.
- Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and 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, as well as encouraging 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 (note: prior to the session fill in the sections that relate to your school).
- (Optional) Anti-Bullying Week poem: secondary 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.

Invite learners to think and share about these discussion points (Slide 4):

- In our school, where do young people have power? (for example in groups of friends, in online chats, in sports teams, in supporting younger learners)
- What does it look like when that power is used in a negative way?
- What does it look like when it is used in a positive way?

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

Display Slide 5 to 6, and ask learners to think and reflect on the following:

- Can you think of a time you could have used your power for good, but didn't? What stopped you?
- What does 'using your power for good' mean to you personally?
- Your power pledge (Slide 6): think of one small action you will take this week to use your power for good. This could be as simple as pledging to check in with a friend, give someone a compliment, or offer to help someone out.

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!



Ask learners to share their pledges and discuss whether there is anything we can do as a whole school to encourage everyone to use their power for good during Anti-Bullying Week and beyond.

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 secondary 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: Understanding bullying and power

Provides discussion points that help learners understand the definition of bullying and the roles involved, and explore the different types of power they hold.

Activity 2: Finding the positive power

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

Activity 3: Voices are powerful

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: Kindness is brave

Encourages learners to use their understanding of power dynamics to problem-solve some bullying scenarios.

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: Understanding bullying and power

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week secondary classroom activities PowerPoint: Slides 1 to 3.

Activity guidance

Part 1: What is bullying?

Share your school's definition of bullying, or display the Welsh Government's definition (Slide 2).

Discussion points

- What's the difference between bullying and having an argument or falling out with a friend?
- Why is it important that we all have a shared understanding of the definition of bullying?
- Why do you think bullying often involves an imbalance of power?

Part 2: Who holds the power?

Introduce the roles involved in bullying (Slide 3).

- 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.

Be clear that these roles do not show a permanent state: they can shift and change depending on who is present (for example the target may become a reinforcer, or the assistant could become the target).

Discussion points

- What are your thoughts or reflections on these roles? Do you think they are accurate?
- Where does the power lie in these roles?
- Does everyone have some level of power?
- Which roles could use their power in a different way in order to influence the situation positively?
- Do you think these roles would apply to both in-person and online bullying? How would these roles look online?

Key message

To better prevent bullying, it's important we understand the definition and roles involved, so we can make choices that avoids giving power to any bullying behaviour.

Activity 2: Finding the positive power

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week secondary classroom activities PowerPoint: Slide 3 (a reminder of the roles involved in bullying).
- Handout B: scenarios.
- Sticky notes.
- Large sheets of paper.
- (Optional) Handout C: 'Power walk' scenarios (cut up to have one scenario each).

Activity guidance

(Optional) Power Walk: An optional warm-up to start this activity. Hand each learner a short scenario from Handout C, and ask them to walk to one side of the room if they feel they would have a lot of power to influence the situation, the other side if they feel they have little power. Discuss: Why did they choose that side of the room? Are there any learners who had different opinions about the same scenario?

Read each scenario in Handout B and first decide: who is the ringleader, assistant, reinforcer, and bystander? (Use Slide 3 and the role descriptions in Activity 1 for a reminder if needed.)

Around the room, place three large sheets labelled: assistant, reinforcer and bystander, and hand out sticky notes to learners.

Note: this could also be done digitally using a shared document or online interactive whiteboard.

Learners pick one role to focus on: assistant, reinforcer or bystander. For each scenario, their challenge is to:

- **Identify the power**
How is this role using their power right now?
- **Find the positive power**
Discuss what that role could do or change that would be a way to safely use their power for good instead. Write this onto the sticky note and stick it onto the correct sheet.
- Repeat with another scenario, or choose another role.

As a class, look at the sheets together and discuss the different ideas.

Key message

We all have power, it is how we choose to use it that is important, and using our power for good can have a significant impact on a bullying situation.

Activity 3: Voices are powerful

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week secondary classroom activities PowerPoint: Slide 4 (or a link to the Anti-Bullying Week poem: secondary school video).
- Handout D: Power for Good poem.
- Large sheets of paper.

Activity guidance

Part 1: Power for Good poem

Share the 'Power for Good' poem being performed (Slide 4) – they can read along with Handout D. Use the poem to open up a discussion with learners about bullying, power and speaking up.

Discussion points

- What is the poem's main message?
- What are your initial reactions to this poem? (for example what message the words are sending, and whether there are any lines they don't agree with or would change)
- Which lines are about power? Bravery? Action?
- Which are your favourite lines and why?
- Which lines do you think are the most impactful?
- What does the poem mean by silence making bullying grow?
- What reasons might stop someone from speaking up or helping if they saw bullying happening?

Part 2: Power for Good toolkit

On large sheets of paper around the room, write prompts:

- I'd feel more confident using my power for good if...
- It would help me to speak up if friends...
- It would help me to act if adults...

Learners add their thoughts to each prompt. Encourage them to think about the reasons why someone might not speak out, and whether there is anything that might help them feel more confident (for example having a discreet way of speaking up, or using their power for good by simply asking someone if they are ok, or showing kindness in other ways).

Record key ideas and discuss how we can all work together and really harness our collective power: building a 'toolkit' of how to use our voices and our power for good.

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: Kindness is brave

Before you start and what you will need

- Review the Getting ready for Anti-Bullying Week section of this pack.
- Anti-Bullying Week secondary classroom activities PowerPoint: Slides 4 to 6.
- Anti-Bullying Week poem: secondary school video.

Activity guidance

Share or remind learners of the Power for Good poem video (Slide 4). Highlight the line 'Too often we pause, unsure what to do / But kindness is brave and it starts with you.' (Slide 5).

Share the scenario on Slide 6, and ask learners to discuss:

- Who holds power here? (Even staying silent or laughing reinforces and gives power to the bullying)
- How could someone safely use their influence for good?
- Can you come up with some small, brave actions that people could take in this example.

Reflection prompts: Which small action would feel realistic for you in this situation? Why might it feel brave even though it's just a small gesture?

Key message

Emphasise that kindness often means making a choice to do the right thing even within your own social group. Bravery doesn't always mean big, dramatic actions.



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.

Welsh and English (language and literature)



Poetry remix

Share the Anti-Bullying Week poem, and ask learners to rewrite one stanza from a different perspective (for example the bystander, the defender, the target). Build a collective class poem that shows how power is experienced differently.

Discussion prompts: How does perspective shape power? How do words influence others?



Character study

Explore how power is used in set literature texts: who has power and how are they using it?

Drama



Forum theatre

Learners act out short bullying scenarios (such as the ones provided as part of the Activity 2), and the audience can shout 'stop' and step in as a different character, changing the outcome by using their power for good.

Discussion prompts: Which actions changed the scene the most? Why?



Monologues

Write and perform a piece from the perspective of a Defender, Bystander, or Reinforcer realising the power they hold, and how they can choose to use their power for good.

Art and design



Power for Good mural or collage

Each learner designs a visual symbol of 'power for good' (for example open hands, a torch, a protective shield). Combine into a large class collage or digital poster to display (and share with us on social media!).



Photography project

Capture images that show kindness, unity and positive influence in school or community life.

Music



Choir or ensemble

Perform a piece chosen by learners that connects with strength, courage, or unity, linking back to Anti-Bullying Week.



Soundtrack project

Learners create two short soundscapes: one showing power misused (discord, harsh rhythms, clashing notes), and one showing power for good (harmonies, steady rhythm, uplifting tones). Groups perform or play back. Discussion prompts: How do we 'feel' power differently through sound?

Digital competence and ICT



Micro-campaign challenge

In pairs, design a 1-slide poster, meme, or short storyboard for a TikTok or Instagram post with the slogan 'Power for Good.' Must show the problem, a positive action and also a call to action.



Coding for change

Create simple apps or games that reward kindness or collaborative play.

PE and Well-being



Captain's choice drill

Appoint a 'captain' in each group who makes tactical or training decisions (for example who takes the next shot, who sets the pace). Rotate the captain every 5 to 10 minutes. Discussion prompts: How did it feel to hold that power? How did captains use it for good (encouragement, inclusion)? How could power be misused (ignoring, favouritism)?



Fitness for good

Set a class challenge (for example run or walk a collective distance) to raise awareness of kindness and collective strength.

History



Leaders and power

Split into groups, each assigned a historical figure or movement (for example Nelson Mandela, Rosa Parks). Each group makes a quick 'power profile'. Discussion prompt: What power did this figure hold? How did they use this power? What can we learn from their courage in using power for good?



Propaganda versus protest

Compare how power can be used in harmful versus empowering ways.

Religion, values and ethics



Philosophical chairs debate

Statement: 'Silence in the face of bullying is as powerful as joining in.'
Students move to 'agree,' 'disagree,' or 'unsure' sides of the room.
Debate with evidence from philosophy, religion, or ethics.
Discussion prompt: What responsibilities do we have to use power for good?



World religions

Explore teachings about power, justice, and kindness across faith traditions.

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 David Hughes, Ysgol Gyfun Gwent Is Coed and Ysgol Glan Clwyd.
- 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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Anti-Bullying Alliance



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