Anti-Bullying Week 2024

MONDAY 11TH TO FRIDAY 15TH NOVEMBER

A TOOL FOR PARENTS AND CARERS

Odd Socks Day
Tuesday 12th November

CHOOSE RESPECT

#ANTIBULLYINGWEEK

ANTI-BULLYING ALLIANCE

ORGANISER

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Part of the family
NATIONAL CHILDREN'S BUREAU

THE ANTI-BULLYING WEEK 2024 CALL TO ACTION

From playgrounds to parliament, our homes to our phones, this Anti-Bullying Week let's 'Choose Respect' and bring an end to bullying which negatively impacts millions of young lives.

This year, we'll empower children and young people to not resort to bullying, even when we disagree and remind adults to lead by example, online and offline.

Imagine a world where respect and kindness thrives — it's not just a dream, it's in the choices WE make.

Join us this Anti-Bullying Week and commit to 'Choose Respect'. What will you choose?

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INTRODUCTION

As parents and carers we worry about our children: all we want is for them to be happy, healthy, and safe. With that in mind, it's only natural that we worry about bullying - particularly if we think our child may be more vulnerable to bullying, or we have experienced bullying ourselves. **We're here to tell you, you don't have to go through it alone!** The Anti-Bullying Alliance and its members are here to work with children, families, and schools to help keep children safe, and address bullying.

CHOOSE RESPECT #ANTIBULLYINGWEEK

Every November schools right across the UK take part in Anti-Bullying Week. This is an opportunity to highlight bullying and consider the steps we can take together to stop it. Anti-Bullying Week 2024 is taking place from Monday 11th to Friday 15th November and it has the theme 'Choose Respect'.

As a parent or carer, you are a vital piece of the puzzle in tackling bullying. You have a unique role to play in guiding and supporting your child through their school years and there are lots of positive steps you can take to help keep your child safe from bullying and harm. One of the steps is knowing when to ask for support. At the end of this resource we have included details of organisations who can help.

This pack is designed to give you information about bullying, tips about what to do if you're worried about bullying, and the tools to help you talk to your children about bullying.

ANTI-BULLYING ALLIANCE

The Anti-Bullying Alliance has lots of tools and resources on our website to help you about bullying: **www.anti-bullyingalliance.org.uk**

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

We love to see what you're up to for Anti-Bullying Week and Odd Socks Day.

Our jam-packed social media toolkit will be available from our website in mid-October, providing lots of ways to get involved this Anti-Bullying Week.

@ABAonline | AntiBullyingAlliance | Anti-BullyingAlliance | @AntiBullyingAlliance | @AntiBullyingAlliance

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Odd Socks Day

TUESDAY 12TH NOVEMBER

Once again, this year, we'll be celebrating Odd Socks Day as part of Anti-Bullying Week, supported by Andy and the Odd Socks front man and CBeebies star, Andy Day.

Odd Socks Day provides a chance for children and adults alike to celebrate Anti-Bullying Week in a positive way by asking everyone to wear odd socks to school, work or home. 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 could not be simpler!

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

It comes with a pack for schools, including posters and flyers, and a pack for the workplace, to help you get in involved. **You can find everything you need HERE.**

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ALL ABOUT BULLYING

WHAT IS BULLYING?

Unfortunately, many children will experience or witness bullying during their school years: they may be the target of bullying, may be involved in bullying others, may stand by while others are being bullied, or may take positive action to stop bullying. When attempting to tackle bullying, it's important that we are all on the same page and understand exactly what bullying is (and isn't).

The Anti-Bullying Alliance defines bullying as:

The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power.** Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

To watch a video explanation of the definition of bullying and its 4 key elements, click HERE

The person bullying may target aspects about what makes a person who they are - this could include disability, race, faith, gender, sex, sexuality, poverty, talent, appearance, hobbies, or situation at home.

Children are influenced by the home, community, and society they grow up in, by the things they see, read, and hear, and the people around them. **As adults, we all have a role to play in creating communities where children feel safe and valued: where we always choose respect, stand up to prejudice and are united against bullying.**

As a parent you have a vital role to play in helping your child recognise bullying and understand how you can help to stop it.

What bullying isn't: 'falling out'

It's common for children to have arguments and friendship fall outs (often referred to as 'relational conflict') and they will need our guidance to resolve conflict, make amends, and move on.

Not all incidences of conflict can be understood as bullying. Relational conflict usually involves individuals who are friends, or a situation with no power imbalance involved. It is generally behaviour which happens occasionally, and offence might be accidental. An example might be an argument or falling out with a friend, or experimental 'banter' that unintentionally offended the person on the receiving end.

Knowing how to identify and respond to relational issues and conflicts are an important part of a child's development and preventing situations from escalating into potential bullying.

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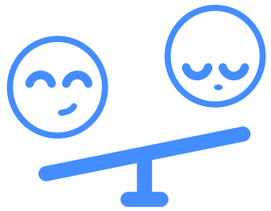
BANTER OR BULLYING?



Banter is when friends tease each other in a fun and friendly way. It's meant to be playful and helps build relationships, with both people joining in. However, to someone on the outside, it might seem like friends are being mean to each other because the teasing can sound offensive, even though there's no intention to hurt feelings.

Since banter can be confusing, children and young people might sometimes get it wrong as they learn how to interact with others. Even adults sometimes mess up and accidentally say something more hurtful than they meant. The key thing to remember is that banter should never be hurtful. If it makes someone feel bad, it's no longer banter but hurtful behaviour. When this happens and the person delivering the banter is made aware of the hurt caused, action should be taken to stop that behaviour quickly. If this behaviour fits the definition of bullying (see page 5), it could actually be considered bullying.

It's okay to make mistakes, but it's important to know the difference between playful banter and unkind behaviour that could turn into bullying. Parents can help their children understand these differences by talking to them about what banter and bullying are.

HOW DO I KNOW MY CHILD IS BEING BULLIED?

Unfortunately, it's common for children to choose not to tell anyone about the bullying they are experiencing. However, there are often signs we can look out for that may indicate bullying is occurring.

You know your child best so will be aware of any changes to their behaviour, or if something seems wrong. Some types of behaviour that might be an indication of bullying are:

- A reluctance to go to school.

- Unexplained tummy upsets or headaches.

- Showing signs of distress on a Sunday night or at the end of school holidays.

- Becoming quieter or more withdrawn than usual, or 'acting out' and getting in trouble more often.

- Torn clothes or missing belongings.

- Seeming upset after using their phone, tablets, computers etc.

- Wanting to leave for school much earlier than necessary or returning home late.

- You may also find that their sleep is disturbed, or they are showing other signs of sadness or anxiety.

If your child has been seriously harmed or is at risk of serious harm, either physically or mentally, this is a safeguarding issue and you should **seek immediate help (e.g. call 999 and/or your local children's services team).**

If your child has been on the receiving end of prejudicial behaviour because of their race or faith, disability, gender, sex or sexuality, even if this was a one-off incident and you don't consider it to be bullying, it's important to alert the school as it may point to a wider issue in the school that needs to be addressed.

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HOW CAN I HELP MY CHILD IF THEY ARE BEING BULLIED?

If your child is being bullied, don't panic. Your key role is listening, calming and providing reassurance that the situation can get better when action is taken. This is where an understanding of the definition of bullying, relational conflict and banter will be useful, so that you are able to discuss with your child what they have experienced and consider the best approach.

1. Listen and reassure them that coming to you was the right thing to do. Try and establish the facts. It can be helpful to take notes of what your child says, particularly names, dates, what happened and where it happened. Keep any evidence such as pictures of injuries or screenshots of online messages.

2. Assure them that the bullying is not their fault and that they have family that will support them.

3. Find out what your child wants to happen next. Help to identify the choices open to them; the potential next steps to take; and the skills they may have to help solve the problems.

4. Request a meeting to discuss the situation with your child's teacher or Headteacher - or the lead adult wherever the bullying is taking place. Remember, every child has a right to a safe environment in which to learn and play. See page 6 for more detailed information about working with the school or setting to resolve a bullying situation.

5. Encourage your child to get involved in activities that build their confidence and esteem, and help them to form friendships both inside and outside of school.

WHAT IF MY CHILD HAS BEEN BULLYING OTHERS?

Children are developing physically, emotionally, and socially and need our help to understand how to behave towards others and when they have crossed a line. For some children it may be particularly difficult to regulate their behaviour or actions, and they may need additional support. Others might be copying prejudicial or harmful behaviour they have learnt from others. **What is important is that we recognise this type of behaviour and endeavour to stop it, and where we have hurt others, learn to take action to put things right.**

If you have been told by others that your child is showing bullying behaviour, it is important to:

1. Stay calm, and ask for examples of the things they have said or done, and the impact this has had on others.

2. Take time to listen to your child's side of the story - but keep an open mind.

3. Remember we are all capable of bullying behaviour: try not to see it as a permanent reflection of their character, but make clear the behaviour you would like to change. Talk about the impact this has had on others and encourage empathy.

4. Make sure they are not bullying others in retaliation for bullying they have suffered.

5. Help your child to realise that no one has the right to pressure them into something they don't want to do - this includes bullying others.

6. Discuss whether there is anything that has upset or hurt them that might have led to that behaviour.

7. Talk about what needs to change about their behaviour, and the actions they can take to show they are sorry.

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8. Make it clear that you do not tolerate the use of disrespectful and hurtful language and behaviour as a family (it's vital that you model this as parents).

Many children who bully others are in a difficult place themselves and will need help to explore how they are feeling, what led to the behaviour, and what needs to change.

Ultimately you are not the first, and you will not be the last, parent to have to face this. Don't blame yourself - today is the time for change.

WORKING WITH THE SCHOOL

It can be a worrying or daunting experience to contact your child's school about a bullying incident, but remember that schools in the UK have a legal duty to prevent all forms of bullying and harassment. When approaching a school (or other setting) about bullying, here are our top tips:

1. **Familiarise yourself with the school's approach:** Your child's schools should have an anti-bullying policy or strategy (sometimes found within their behaviour policy) which should detail their general approach to bullying, including how to report it and their procedure for responding to it. You should be able to access this on their website or you can contact them to send it, which they must provide you with by law. Familiarise yourself with this document so that you know what to expect when working with the school.

2. **Prioritise working together to address the bullying:** While it's natural to feel upset and angry, it's crucial to approach the school with a calm demeanour and concentrate on collaborating to resolve the issue. This may be the first time they become aware of the problem, so be realistic about what you want them to do depending on the context of the situation. Remember that the school may have a different view of the situation and it is important to keep an open mind. The school should look into the allegations, take reasonable steps to stop the bullying and support those involved.

3. **Keep a record:** It is advisable to keep a record or log of what your child has told you – if you have this, bring it to the meeting at the school. At the meeting, ask for a timeframe for action to take place, and make notes of what you do, the date, to whom you speak and what they say and do.

4. **Include your child:** It is vital for your child to feel included in any discussions that have happened or actions that have been agreed, even if they aren't present at meetings with the school. Prior to any meetings, ask your child what they would like to happen next, and bring that information to the meeting. If your child isn't present at the meeting, reassure them afterwards of what was discussed, and make sure they are aware of any actions that were agreed and any timeframes. If they are the target of the bullying, they may need to be reminded that what happened to them is not OK, and that they have done the right thing in reporting the bullying. If they are the person bullying others, they may need support in exploring how they are feeling, what led to the behaviour, and what needs to change.

5. **Check in:** You may be able to tell from your child's behaviour whether the issue has been resolved or if it might be continuing after you have reported it to the school. Check in with your child to find out if they are happy with how things have been resolved, or if they still have any worries. The school may contact you to check in in the months following the incident. If they don't and you are still concerned about your child, you may want to contact them to ensure agreed actions have been completed, and that there have been no further issues at school.

What should the school be doing?

Your child's school is required by law to determine measures to encourage and promote good behaviour and prevent all forms of bullying. Headteachers also have powers to respond to bullying outside of school premises. If you have concerns with the way you child's school handles bullying, it might be helpful to refer to government guidance about bullying: **click to view for England, Wales** or **Northern Ireland.**

Most of the time schools are willing and able to manage concerns about bullying but sometimes children and their parents and carers feel that the school are not listening and that they need to take further action. **See our website page about making a complaint about bullying**

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CHOOSING RESPECT FOR ANTI-BULLYING WEEK 2024

HOW WE CAN CHOOSE RESPECT AS A FAMILY

As part of this year's Anti-Bullying Week campaign, we are encouraging children and young people to consider how they can **Choose Respect** in their interactions with others, while urging adults to reflect on how they can model this behaviour through their everyday actions and decisions.

As adults, we play a crucial role in modelling respectful behaviour for children and young people who look up to us. They observe and learn from our actions every day. One young person told us that they felt expected to behave better than the adults around them, which highlights the importance of reflecting on our own behaviour: are we consistently choosing respect in our interactions, both in person and online? Let's challenge ourselves to set the best example possible for our children this Anti-Bullying Week and beyond.

We encourage you to use Anti-Bullying Week to start conversations with your family about what respect means to you and how you show respect to each other, to friends, to strangers and even to those we might disagree with. Use the conversation starters and activities within this pack to get you started!

OUR TIPS FOR FINDING THE RIGHT TIME

Finding the right environment to talk to your child about bullying is crucial for an open and honest conversation. Choose a setting where your child feels comfortable and safe, such as during a relaxed dinner, on a drive, or while doing an activity you both enjoy, like playing a game or going for a walk. These moments provide a natural, less pressured way to bring up the topic. You can start by discussing something that happened at school or a story you both heard in the news, then gently steer the conversation towards their own experiences. This approach encourages your child to share their thoughts and feelings without feeling put on the spot.

GETTING THE CONVERSATIONS STARTED

FOR YOUNGER CHILDREN

- What do you think makes a good friend?
- How would you describe bullying in your own words?
- How do you show kindness to others?
- What can you do if you have hurt someone?
- What does respect mean to you? How do you show respect to others?
- How can we disagree with someone but still be kind and respectful?
- What can we say or do if someone is unkind to us?
- What could we do if we see someone being treated unkindly?
- What are some of the ways you are similar to your friends? What are some of the ways you are different?
- Why is it important to enjoy and celebrate the things that make each of us unique?

FOR OLDER CHILDREN

- What do you think when you hear the word 'bullying'?
- What are the different roles people have in a bullying situation? Does this change if it happens online?
- Why do you think it's important to speak up about bullying, even if it's not happening to you?
- What are some ways you could help if you saw someone being bullied? How would you help yourself if it was happening to you?
- What are the qualities you look for in a friend?
- What might be some reasons someone would choose to be unkind or bully others? What might help them to change their behaviour?
- If you realise you're hurting someone, what can you do to fix it and change your behaviour?
- Can you think of a time when someone's kindness really made a difference for you? How did it affect you?
- What does respect mean to you?
- What are some actions or words that show respect in everyday interactions? What about online?
- How can you show respect to someone even if you don't agree with their choices or beliefs?
- How can we disagree respectfully?
- What role does empathy play in resolving conflicts?
- What advice would you give to younger children about bullying?

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ACTIVITIES TO DO WITH YOUR CHILD DURING ANTI-BULLYING WEEK

It is a fact of life that your child will occasionally experience conflict or issues within the social groups they find themselves in. It's important to prepare them for this and work through strategies for handling these situations, as well as talk about what healthy relationships look and feel like. These activities provide you more opportunities to open up discussions with your child about bullying, self-confidence, kindness, navigating conflict and choosing respect. You could adapt them as needed or take inspiration to create your own ideas!

ACTIVITIES WITH YOUNGER CHILDREN

1. The Kindness Tree

Materials needed: Paper, markers, sticky notes or cut-out paper leaves, a small tree branch (optional).

Help your child create a "Kindness Tree" by attaching a branch or drawing a tree on a large piece of paper. Have your child think of kind acts they can do for others and write or draw them on sticky notes or paper 'leaves'. Each time they perform an act of kindness, they can add a leaf to the tree. Talk about how kindness can grow and spread, just like the leaves on the tree.

2. Bullying Scenarios

Materials needed: Paper, something to write with, or images of various characters (e.g. cut out of a magazine).

Create simple scenes either by drawing or using cut-out characters onto paper, representing different scenarios where a character might face a challenging situation, like being left out or teased. Talk with your child about what is happening in each scene and how the characters might feel. Discuss how they could respond kindly and respectfully in each situation, and what actions they could take if they were in a similar situation.

3. The Respect Relay

Materials needed: None needed.

Play a game where you and your child (and other family members or friends) take turns giving compliments or respectful comments about each other and others. You can pass an object back and forth as a "respect baton." This helps children practice giving and receiving positive feedback and understand the importance of respect.

4. Confidence Jar

Materials needed: An empty jar, paper slips, pens or pencils, materials to decorate your jar with (optional).

Create a "Confidence Jar" where you and your child can write down or draw positive affirmations, achievements or compliments aimed at them, perhaps you could even collect some from other family members or friends. Your child could decorate the jar however they like! Whenever they feel they need it, they can then pull out a slip to remind themselves of their strengths and accomplishments. This can be complemented by enrolling them in activities that build confidence such as joining clubs and groups outside school.

5. Friendship Quilt

Materials needed: Large piece of paper or cardboard, smaller paper squares, markers, glue, pens or other material to write and draw with.

Have your child create a "Friendship Quilt" by decorating lots of different paper squares with words or drawings representing qualities of a good friend (e.g. kindness, honesty, humour). Arrange and glue the squares onto a large sheet to form a quilt. Discuss the importance of diverse qualities in friends and why it's beneficial to have a variety of friends. You could add new squares over time as they meet new friends or recognise new qualities.

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ACTIVITIES WITH OLDER CHILDREN

1. Kindness Challenge

Materials needed: Pen and paper.

As a family, come up with a list of simple acts of kindness you can each perform over a week. These could include things like giving someone a compliment, helping with homework, or offering a cup of tea – you could even think about kind actions online or via social media. At the end of the week, find time to sit down together and discuss how these acts felt, and any reactions received. This can lead to conversations about the positive impact of kindness on both others and ourselves. You could even continue to keep a log or celebration of acts of kindness you have experienced or shared as a family.

2. Family Vision Board

Materials needed: Magazines, scissors, glue, markers, a large piece of paper or poster board.

As a family, create a vision board that represents all family members' strengths, achievements and qualities you admire about each other and yourself, as well as things you'd like to achieve in the future. You could draw pictures, write words, or use images cut out of magazines. Make it colourful and personal! Once the board is complete, spend some time discussing what you've all included and why. Talk about how these qualities and achievements make you feel good about yourself and how they can help you in the future. This activity helps build self-esteem by encouraging children to visually represent and celebrate their strengths and positive attributes. Refer back to the vision board regularly to focus on what makes them unique and reinforce self-belief.

3. Advice Column

Materials needed: Pen and paper (optional).

This could either be a written or verbal activity. To support your child to feel empowered when faced with a friendship issue or bullying situation, **you could create your own 'advice column' where you work together to come up with the best advice for each scenario below:**

- My friend always makes fun of my style of dress or choice of clothes. She says it's just a joke and I laugh along instead of telling her I feel embarrassed and hurt. I don't know how to confront her about this without having an argument, what shall I do?

- I overheard a group of people at school gossiping about another student's personal life, spreading mean rumours that I know aren't true. I feel uncomfortable but not sure if I should get involved?

- I had a falling out with my best friend after we argued over which film to choose for our movie night. I was so frustrated that I made a hurtful comment about his taste in films in front of our classmates, and now he's being teased because of it. We're now not speaking and I'm not sure what to do. I'm also worried about the next time we disagree on something...

- I've been receiving constant, hurtful messages from a group of students on social media. They send me mean comments and pictures that are meant to humiliate me. I've tried ignoring them, but it's starting to affect how I feel about myself and how I interact with others. I'm worried that if I tell anyone it's going to get worse!

Write or discuss the advice you would give to each person, discussing what would be the best approach and why. When coming up with ideas for advice, have conversations about what they think the outcomes of different decisions would be (e.g. 'what if they just shrugged it off?', 'what if they retaliated?', 'what if they told a trusted adult?'). Try not to answer for them, but guide them to think about the importance of always choosing respect, being kind, and talking about the people and places they could go to if they were worried about bullying or had witnessed bullying happening to someone else.

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4. Respectful Debates

Materials needed: None required.

Choose a light, non-controversial topic (like "Is it better to be an early bird or a night owl?") and have a friendly debate. Each person must argue for the side opposite of what they believe. This exercise encourages understanding different perspectives and respecting others' opinions, even if you disagree. Discuss how it felt to argue a different viewpoint and how it relates to real-life disagreements. Remind them that disagreements can be tough, especially when it's about something you really care about, but it's important to stay respectful and remember that it's okay if you don't always agree with your friends or others. You can talk about your different opinions and try to understand where each person is coming from. By having these conversations respectfully, you can handle disagreements without being unkind, and keep your relationships strong.

5. Empathy Circle

Materials needed: Paper, pens or markers.

Discuss a real-life or fictional scenario where someone is being treated unfairly or feeling left out. Draw a circle on paper and divide it into four sections labelled: "Feelings", "Experience", "Support", and "Understanding". Fill in each section by exploring what the person might be feeling, their daily experiences, how they could be supported by people around them, and how understanding their situation might change the perspective. Share your reflections and discuss how understanding others' feelings can help in resolving conflicts and fostering kindness. Developing empathy in children is crucial for fostering understanding and respect towards others. When they learn to recognise the feelings of others, they are more likely to challenge or report unkind behaviour including bullying, and also more likely to treat others fairly.

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SOURCES OF ADVICE AND SUPPORT

FOR PARENTS AND CARERS

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We have a free anti-bullying information tool for parents and carers on our website. This tool includes what bullying is, how to work with your school in relation to bullying and how to support your child.

Go to our website to access it

Other organisations across the anti-bullying sector also have lots of tools and resources that can help you:

- **NSPCC** has a free helpline for parents and carers. 0808 800 5000 - www.nspcc.org.uk
- **Kidscape** provide workshops for children that need support with bullying issues as well as a helpline for parents and carers. 0300 102 4481 - www.kidscape.org.uk
- **Family Lives** gives support and advice for parents on any aspect of parenting and family life, including bullying. 0808 800 2222 - www.familylives.org.uk
- **Contact** has a helpline for families with disabled children - they can give advice on bullying issues. 0808 808 3555 - www.contact.org.uk
- **Red Balloon Learner Centres** provide intensive, full-time education for children aged between 9 and 18 who feel unable to return to school because they have been severely bullied. There are Red Balloon Centres all over England, and they also have a programme of online support. www.redballoonlearner.org
- **YoungMinds** provides advice and information about young people's mental health and have a parent helpline. 0808 802 5544 - www.youngminds.org.uk
- **Papyrus UK** provide suicide prevention support for young people and have a helpline. 0800 068 4141 - www.papyrus-uk.org
- **Childnet** gives advice for parents and carers to help support children and young people in their safe and responsible use of the internet. www.childnet.com
- **Internet Matters** provides regularly refreshed content to support parents and carers with all aspects of e-safety. Includes lots of advice on technology that can help you to protect your child online and helpful content relating to cyberbullying. www.internetmatters.org
- **The Child Exploitation and Online Protection Centre (CEOP)** provides help and advice on cyberbullying. www.ceop.police.uk
- **Report Harmful Content Online** (provided by the UK Safer Internet Centre and South West Grid for Learning) have a website which has support about reporting harmful online content. www.reportharmfulcontent.com

FOR CHILDREN AND YOUNG PEOPLE

- **Childline** is a free, confidential helpline for children and young people available any time, day or night. 0800 1111 - www.childline.org.uk
- **The Mix** provides support for under 25s for a range of issues, including bullying. Text THEMIX to 85258 - www.themix.org.uk
- **Kidscape** has information for young people about what to do if they are being bullied. www.kidscape.org.uk/advice/advice-for-young-people/what-should-i-do-if-im-being-bullied
- **The Diana Award** has tips and advice on what to do about bullying on their anti-bullying website. www.antibullyingpro.com/support
- **Think U Know** (from the Child Exploitation and Online Protection Centre) is a website for children and young people about staying safe online. www.thinkuknow.co.uk
- **Childnet** has advice and support for young people about online harms. www.childnet.com/young-people
- **Papyrus UK** provide suicide prevention support for young people and have a helpline. 0800 068 4141 - www.papyrus-uk.org

CHOOSE RESPECT

#ANTIBULLYINGWEEK

ANTI-BULLYING ALLIANCE

ORGANISER

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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:

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.

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