

# Anti-Bullying Week 2023

MONDAY 13<sup>TH</sup> TO FRIDAY 17<sup>TH</sup> NOVEMBER

A TOOL FOR  
PARENTS AND  
CARERS



MAKE A

**NOISE**

ABOUT  
**BULLYING**

#ANTIBULLYINGWEEK



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**NATIONAL CHILDREN'S BUREAU**

## THE ANTI-BULLYING WEEK 2023 CALL TO ACTION

"Too often, we are silent when we see bullying take place, silent about the hurt bullying causes, and silent when we hear bullying dismissed as 'just banter'.

It doesn't have to be this way.

Of course, we won't like everyone and we don't always agree, but we can choose respect and unity.

This Anti-Bullying Week let's come together to have discussions about what bullying means to us, how banter can turn into something more hurtful, and what we can do to stop bullying. Together, we can make a difference and take a stand against bullying.

From the playground to Parliament, and from our phones to our homes, let's make a noise about bullying. "

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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.

**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 2023 is taking place from Monday 13th to Friday 17th November this year and it has the theme 'Make a Noise about Bullying'.

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 like Kidscape who can help.

This tool was written by the **Anti-Bullying Alliance** and **Kidscape** and designed to give you information about bullying, tips about what to do if you're worried about bullying, the tools to help you talk to your children about bullying.



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If you are worried about bullying and need some advice or support you can contact the **Kidscape Parent Advice Line**. You can find out more about it at: [www.kidscape.org.uk](http://www.kidscape.org.uk).

The Anti-Bullying Alliance has lots of tools and resources on our website to help you about bullying:  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)



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

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

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.



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# Odd Socks Day



## MONDAY 13<sup>TH</sup> NOVEMBER

Once again, this year, we'll be kicking off Anti-Bullying Week with Odd Socks Day, 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 the first day of Anti Bullying Week, **Monday 13th November** to help raise awareness for Anti-Bullying Week.

It comes with a pack for schools, posters, a pack for workplaces and flyers to help you get involved. You can find them [here](#).



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# ALL ABOUT BULLYING

## WHAT IS BULLYING?

**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."

Put simply this means any situation where your child is being deliberately and repeatedly hurt by other people and they find it hard to defend themselves. This could be face to face or online, in school or in the community. It may be physical, or it could be verbal or emotional. For example, your child might be pushed around by others, called names, or be excluded from friendship groups.

Children may also target aspects about people they feel are 'different' – this could include disability, race, faith, gender, sex, sexuality, poverty, talent, skin conditions, allergies, 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. We all have a role to play in creating communities where children feel safe and valued, where we stand up to prejudice and are united against bullying. Most children will experience or witness bullying during the 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.

As a parent you have a vital role to play in helping your child recognise bullying and what you can do together to stop it.

## HOW DO I KNOW MY CHILD IS BEING BULLIED?

You know your child best. Look out for any changes in their behaviour – for example becoming quieter or withdrawn or acting out and getting in trouble. They may also be reluctant to go to school or take part in their usual activities, may become upset after using their phones or devices, or may complain of frequent unexplained illnesses like tummy upsets or headaches. You may also find that their sleep is disturbed, and they are showing signs of sadness or anxiety.

Your child may share with you that other people are unkind to them or have said or done things to hurt them. Always listen and take them seriously, consider the facts, and work with them on next steps. 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 example, children need to learn when teasing or 'banter' can become bullying behaviour (e.g. when it's offensive and/or causes hurt).

For some children it may be particularly difficult to regulate their behaviour or actions, and they may need additional support. Others will be copying prejudicial or harmful behaviour they have learnt from others. It's also common for children to have arguments and friendship fall outs and they will need our guidance to resolve conflict, make amends and move on. The following bullying temperature check can help you decide the situation your child is in – but please remember every situation is different, and if you are not sure, always ask for help.



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## BULLYING TEMPERATURE CHECK

### GREEN

My child seems happy and content. They like to go to school and have good relationships with other children and staff. While they have the occasional situation where others say or do unkind things to them, or they have said or done unkind things to others, they have been able to resolve the situation (including saying sorry if they have hurt someone else).



### AMBER

My child is sometimes sad and can be reluctant to go to school. While they mention one or two friends, they seem to have regular fall outs with other children and have mentioned a number of situations where children have said or done unkind things to them, or they have said or done unkind things to other children. They seem unsure how to resolve these situations and I am not sure they are receiving enough help.



### RED

My child is often sad or upset and does not like school or their usual activities. They do not seem to have friends and I am concerned that other children often say or do unkind things to them. They urgently need help to resolve the situation and to enjoy their school and social life.



## WHEN SHOULD I STEP IN?

It is a fact of life that your child will not be liked by everyone, will probably be on the receiving end of name calling or negative comments, occasionally will feel left out or alone, will make friends, and lose friends, have arguments and disputes, may be involved in physical fights and may get in the occasional spot of bother for hurting someone else. It's important to prepare them for this and work through strategies for handling these situations.

For example, if someone calls them a name – do they retaliate, shrug it off, or tell a teacher? What might be the outcome of any of these decisions? How can they handle an argument? Do we have to be right all the time? How can we be a peacemaker and resolve a disagreement? As much as it hurts when people no longer want to be our friend, what can we control or what else might we do? What can we say or do if someone wants to fight with us?

Working through these scenarios will help your child to feel confident and prepared. You know your child and their situation best, refer to the bullying temperature check and work with them to consider next steps. If your child has been seriously harmed or is at risk of serious harm 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 cultural issue in the school that needs to be addressed.

## HELP! MY CHILD IS BULLYING OTHERS

We are all capable of bullying behaviour. What is important is that we recognise it 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's important to stay calm and ask for examples of the things they have said or done and the impact this has had on others.

This is your opportunity to explore with your child what has happened, the impact this has had, whether there is anything that has upset or hurt them that has led to that behaviour, what needs to change, and the actions they can take to show they are sorry (e.g. if they have repeatedly left a child out of a game, making sure they include them in the future). 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.



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## WHAT ADVICE CAN I GIVE MY CHILD?

- 1. Be kind and respectful to others:** you have a vital role to play in modelling positive relationships. Your child is always watching you and learning from you. It's important to talk kindly about other people and support your child to be kind and respectful to others. 
- 2. Understand true friendship:** you can teach your child the qualities of a true friendship such as kindness, respect, boundaries, laughter, forgiveness, and trust. This will help your child recognise if others are being unkind or manipulative towards them. Encourage your child to be open to friendship rather than insisting on one best friend. Experience shows you can be vulnerable if they decide not to be your friend anymore! 
- 3. Grow in confidence:** we all have times when we feel shy and self-conscious. Some children are naturally more confident than others, others are quieter, and are happy with their own company or the company of a small group of friends. If your child is unhappy and wants help to grow in confidence then talk to the school to see what support they can give (e.g. a buddy or peer mentor system) and consider activities and groups outside of school that might help your child grow in confidence (e.g. sports, Scouts and Girl Guides, arts and drama, martial arts, volunteering). 
- 4. Role play together how to handle difficult situations:** it is likely that your child will experience name calling, will get into arguments and may even be involved in physical fights. Role play together the different options you have in these situations, what you could say or do, and who; else could help. 
- 5. Establish physical boundaries:** help your child to understand that their body belongs to them, and that everyone has their own physical boundaries. This means it is not okay to be rough with other people, or to touch, hug or grab them without their consent. It is never okay for someone to physically hurt someone else and children need our help and guidance to learn to give people personal space. 

- 6. Make sure your child knows who else can help:** there may be times, particularly as your child grows older, where they do not always tell you what is on their mind. This could be because they are worried about how you might react, or they do not want to upset or worry you. Help them think about other people in their lives who they can talk to. This could be a friend, a family member, a teacher at school or another adult they know and trust. You can find details of more organisations who can help children and families below. 

## HOW CAN I WORK WITH THE SCHOOL TO RESOLVE A BULLYING SITUATION?

- 1. Understand your legal rights:** Schools have a legal duty to prevent all forms of bullying and harassment. Most schools will have an anti-bullying policy or strategy, or their response to bullying will be included in their behaviour policy. This is often found on the school website and if not, schools must provide you with a copy of this by law. Schools are also inspected for their response to bullying prevention. If you are concerned that the school are not taking enough action it can be helpful to refer to government guidance ([see https://www.gov.uk/government/publications/preventing-and-tackling-bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying) for England, and <https://gov.wales/school-bullying> for Wales). Remember that the school may have a different view of the situation and it is important to keep an open mind. 
- 2. Stay calm and focus on stopping the bullying situation:** You may be upset and angry but it is important that you approach the school calmly and focus on what you can do together to resolve the bullying situation. You may find it helpful to use the [Kidscape](#) log and school contact record to share what has happened, the impact it has had on your child, and to keep a note of any contact with the school. Try not to get into the rights and wrongs of a situation (a lot of time can be wasted trying to 'prove' something was bullying) but focus on the impact the situation has had on your child, and what action your child needs to resolve the situation. 

**3. Make sure your child feels included:** It is important that your child feels included in any discussion and action taken. They may not be part of every meeting or phone call, but it is important that you have listened to what they want to happen next and their ideas of what would help. Even if the situation has been resolved it may be that it has had a negative impact on your child, and you think they would benefit from additional support such as small group work, counselling or peer mentoring. Kidscape ZAP workshops can also support children and young people with building resilience and assertiveness skills.



**4. Next steps:** If you are unable to resolve a bullying situation with the school, you may choose to follow the school's complaints process, and they must provide you with a copy of this by law. It is important to note that this will not necessarily resolve a situation, and the priority should always be making sure your child is safe, happy, and able to access education. You may want to consider an alternative school arrangement such as a change of school or home education, but it is important to involve your child in any decision making and seek advice from your local authority.



Don't forget!  
**The Kidscape Parent  
Advice Line** can also  
give further support.



[www.kidscape.org.uk](http://www.kidscape.org.uk)



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# CONVERSATION STARTERS TO HELP YOU TALK TO YOUR CHILD ABOUT BULLYING

The questions below can help you to start talking to your child about bullying.

## FOR YOUNGER CHILDREN

- What does bullying mean to you?
- What does it mean to be a good friend?
- What do you look for in a friend?
- What are some of the ways you can be kind to other people?
- What can you do if other people are being unkind to someone?
- What are all the ways that people can be different?
- Why is it important to accept people for who they are?
- How can you help someone who is sad or lonely?
- Who can help you if you are worried about bullying or something someone has said or done?

## FOR OLDER CHILDREN

- What does bullying mean to you?
- Have you seen people bullying others?
- What are the different roles people have in a bullying situation?
- What would you do if you saw or heard someone being bullied?
- What would you do if someone said or did something hurtful to you?
- What does it mean to be a good friend?
- How do you know when you have crossed a line and hurt someone?
- What can you do if you have hurt someone?
- In what ways are face to face and cyberbullying the same/different?
- How can children protect themselves from bullying online?
- How can children support others who are being bullied online?
- When might bullying behaviour be a crime? (e.g. if someone is threatened with harm or encouraged to harm themselves, is physically hurt, is targeted for their race, faith, disability or sexuality, is harassed sexually)
- What advice would you give to younger children who are being bullied?



# MAKE A NOISE ABOUT BULLYING

## JUST BANTER...

The dictionary definition of banter is the: Banter is the playful and friendly exchange of teasing remarks.

Banter between friends can be fun, and is sometimes an integral part of the friendship, when everyone's in on the joke and enjoying themselves, it's an important form of communication that bonds people together.

However, we know it can shift into something unkind and even sometimes, bullying, when someone is upset, hurt, or offended, and the other person refuses to stop. For example, if someone keeps 'teasing' you about something over and over again, even if they can see you're no longer finding it funny, it's shifting into bullying behaviour.

Another form of banter that can shift into bullying behaviour (and sometimes prejudicial behaviour and harassment) is when friends pick on a physical trait or a characteristic of someone in the group and repeatedly use this as a focus of jokes or comments (e.g. physical appearance, disability, sexuality).

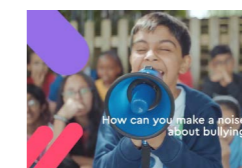
Sometimes children hide the embarrassment or hurt it causes them by laughing and can find it hard to speak up to say they don't like something.



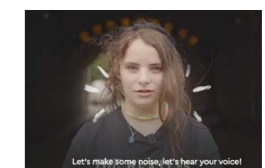
## HELPING YOUR CHILD TAKE ACTION AGAINST BULLYING

The majority of us will have seen a bullying situation at some time. A bystander is someone who is present in a bullying incident, but not directly involved. Most bystanders aren't malicious, but they may be unsure how to intervene in the situation and make the bullying stop.

### WATCH OUR MAKE A NOISE VIDEOS WITH YOUR CHILD



Primary



Secondary



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## 1. Helping your child be an active UPstander

An active Upstander is a person who witnesses bullying behaviour and takes action to make it stop. Children have a keen sense of justice, and with support they can use this to play their part in preventing and challenging bullying.



## 2. Talk about bullying

Explain what bullying is, and how it's not OK to make other people feel scared or sad. If your child tells you about something that happened at school which sounds like it might be bullying, talk it through with them.



## 3. Empower them to help

Talk about what they can do if they see a bullying situation. It might be hard for them to say something to the child or children doing the bullying, but they can always stand or sit with the child going through the bullying or lead them away. If the bullying is online, they can direct message the person and let them know they are there for them.



## 4. Think about who else can help

Talk about five people who can help if they see or experience any bullying. This could be teachers, parents, and other trusted adults. Remind them that bullying should be stopped, and that this can be done anonymously if they need. (See Activity 2)



## 5. Encourage friendship

Being bullied makes a child feel isolated and alone. Encourage your child to make a special effort to be friends with other children who are often left out or seem sad.



## 6. Sticking up for others

Discuss what your child can do to stick up for others. Something as simple as not laughing along and clearly saying "that's not alright" can make a huge difference in a bullying situation.



## 7. Personal safety

Think about situations where it's not safe to intervene, such as when there is immediate physical danger. When that happens, encourage your child to lead the child away if they can, or go and find an adult who can help.



## WHAT IF THE PERSON DOING THE BULLYING IS YOUR CHILD'S FRIEND?

It is hard to stand up to people when they are wrong, particularly if that person is your child's friend. If your child is finding themselves questioning their friend's behaviour, you may find the below helpful.

## ACTIVITIES WITH YOUNG CHILDREN

### 1. A true friend

Understanding the true meaning of a friend.



Draw an outline of a person, or you could find one on the internet, or draw round your child (or they could draw round you). Use pictures or words to describe all the things that make up a good friend. Alternatively, you could cut out pictures from newspapers or magazines of words or photos that represent friendship. Use this to talk about what is important in a friend (e.g. a big heart, a smile, kindness, trust, fun).

### 2. Who can I talk to?

Adults that we trust and feel comfortable speaking with.



Draw two circles, label one circle as 'In School' and the other circle as 'Out of School'. With your child ask them to list people they feel they can talk to about a bullying situation, either in school or out of school. Allow your child to lead the suggestions, without prompting them too much.

### 3. Prioritise kindness

*"Be kind without explanation"*

There are always opportunities in every day to show kindness to someone. Ask your child to think of lots of random acts of kindness you could do. Write these on paper or post it notes and pop them in a jam jar, or place one under your pillow each evening. Every day you have a competition as a family to see who has managed to do the act of kindness!



## ACTIVITIES WITH OLDER CHILDREN

**"If they are a true mate, there is no limit to the Banter."**

**"If you explain that something is 'just bants' then that should be fine."**

**"If someone gets upset when it's just Banter, that's their issue. They clearly need to chill"**

**"As long as no one is getting hurt, then yeh that's cool"**

**"For me, Banter is never ok"**

Ask your child to agree or disagree to the comments above, explain their answer each time. Use this an opportunity to explore acceptable and non-acceptable behaviour with your child, and what they could do in each situation, to help themselves, or another.



# ACTIVITIES TO DO WITH YOUR CHILD DURING ANTI-BULLYING WEEK

## ACTIVITIES WITH YOUNGER CHILDREN

**1. Being Me – helping your child to celebrate who they are.** Help or ask your child to draw round their hand. Ask them to write or draw on each finger one thing they like to do. Ask them to write or draw on their thumb one thing they would like to do. Talk about what makes them special and unique, how we are all different, and that sometimes we like the same things, sometimes we like different things and that is okay!



**2. Finding friendship – understanding the true meaning of a friend.** Draw an outline of a person, or you could find one on the internet, or draw round your child (or they could draw round you). Use pictures or words to describe all the things that make up a good friend. Alternatively, you could cut out pictures from newspapers or magazines of words or photos that represent friendship. Use this to talk about what is important in a friend (e.g. a big heart, a smile, kindness, trust, fun).



**3. Showing kindness** – “Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you.” – Princess Diana. There are always opportunities in every day to show kindness to someone. Work with your child to think of lots of random acts of kindness you could do. Write these on paper or post it notes and pop them in a jam jar. Pull one out every day and have a competition as a family to see who has managed to do the act of kindness!



**4. Me and my power – learning to be assertive.** Assertiveness is not shouting or demanding your own way, it is having the power to stand up for yourself and for other people. Help your child practice different ways of sitting or standing (e.g. shy, scared, brave, strong, confident). Help your child practice saying or signing, 'No and 'Stop'. Help them understand how important it is to say no or stop to something that makes them feel scared or they do not like. Practice saying no and stop in a firm clear voice. You could then combine this with sitting or standing in a position that makes them feel calm and powerful. It may help to read books or watch TV programmes with characters demonstrating assertiveness.



**5. Who can help – It is important to think about all the different people that can help us in a difficult situation.**

Here are some examples you could talk through with your child... Who could help....?



- If I am sad at school
- If I have seen something on the internet that makes me scared
- If I see someone who is lonely
- If a family member or friend is poorly
- If I get lost in a shop
- If I see someone being unkind

## ACTIVITIES WITH OLDER CHILDREN

**1. Understanding my journey – helping your child develop a positive sense of self.** It is important to help children explore their family history, to see the hurdles they have overcome, and to consider the resources they already have to manage future events and challenges. Draw a timeline on a piece of paper. Help them plot out the main events in their life, and their family life. Write or draw the good and bad times, events they particularly remember, people who have been important to them, things they are proud of. Talk about who or where they might be in five- or ten-years' time. What can they do, who can help or what will need to happen? What strengths do they already have that could help them on their journey? Where are the areas they would like to grow or learn new skills?



**2. My relationships – supporting your child to develop positive relationships with others.** As your child grows older, they may have already established their friendship group, or they may still be struggling with what it means to be a friend and finding it hard to develop positive relationships. If they are moving up to secondary school, they may also be anxious about meeting new friends, and it is very common for children to fall in and out of friendships. As they grow older, they may also start to develop romantic and/or sexual relationships with others, and as their parent you have a vital role to play in encouraging positive relationships. Help them think about their current friendships and the qualities they value in their friends. If they have a phone, they could share with you their



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favourite photos or videos of their friends. Talk about what makes a good friend, times their friends may have let them down and how they dealt with it. If they struggle to form relationships practice how you might introduce yourself to someone else (e.g. say or sign hello, ask them something about themselves and really listen to their reply, take it in turns to listen and ask questions). Talk about the difference between friends and followers online and the importance of having a circle of trust. You could draw this circle of trust on a piece of paper and ask them to put in the circle those people with whom they feel they can share their thoughts and feelings. Who would be outside of that circle of trust? Why might it be important to be careful what you share with others – particularly online?

**3. Being the change. Children and young people have a huge capacity for challenging injustice and bringing about positive change.** It is important as parents that we encourage this and help children identify their values and their passions. Explore with your child what really matters to them and what they would like to change. Once they have found their passion help them think about positive actions they can take. For example, if their passion is challenging racism, they could find out how other learners in their school feel about racism, what their school are currently doing and how learners can get involved. If their passion is climate change, they could research books and podcasts to listen to, find out what personal action they can take (e.g. reducing plastic use) and write to their local MP.



**4. What I can and cannot control.** It is challenging for all of us to recognise what we can and cannot control. In a bullying situation it may be very difficult for us to change someone else's behaviour, but we can control how we react. Talk through the following scenarios with your child and explore what they can and cannot control.



	WHAT YOU CAN CONTROL	WHAT YOU CANNOT CONTROL
You read something offensive or hurtful online		
Someone calls you a horrible name		
Your parent loses their job		
You see someone who is always on their own		



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5. **Safe in my world.** As your children grow older it is important that they recognise situations that are unsafe and strategies they can use to keep themselves safe. You will not always be with them in every situation but as a parent you can guide them and help think through their options. Try to resist answering for them or imposing your expectations, or what you would like them to do. Here are some scenarios you could talk through together (See below).



**SCENARIO**

	WHAT ARE MY VALUES? WHAT MATTERS TO ME?	WHAT ARE MY CHOICES?	WHAT MIGHT BE THE CONSEQUENCE OF THOSE CHOICES?	WHO COULD HELP ME?
Your friendship group has been repeatedly laughing at a boy on your journey to school and some of the group have posted comments about him online.				
You have been bullied by another young person for some time now and someone suggests you should carry a weapon to protect yourself.				
You have formed a relationship with someone online. They have asked you to send photos and videos of yourself, but you do not feel comfortable about it.				
You are not enjoying your time at school and have been coming up with reasons not to go in. This is upsetting your Mum.				
You have noticed that this girl is always on her own at lunchtime. The other people in your group think she is strange, but you want to help.				



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# SOURCES OF ADVICE AND SUPPORT

## FOR PARENTS AND CARERS



Kidscape provides advice and support for parents and carers concerned about bullying. Information is available through the Kidscape website and social media channels, through the Kidscape Parent Advice Line, and regular peer to peer support groups. Parents also can attend workshops to help them support their children through their school journey. For more details visit [www.kidscape.org.uk](http://www.kidscape.org.uk)

- Family Lives [www.familylives.org.uk](http://www.familylives.org.uk)
- Parent Zone (digital family life) [www.parentzone.org.uk/home](http://www.parentzone.org.uk/home)
- Red Balloon Learner Centres [www.redballoonlearner.org](http://www.redballoonlearner.org)
- YoungMinds (for support with mental health) [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Papyrus UK (suicide prevention support) [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Report Harmful Content (for cyberbullying and online harms) [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- Childnet International (for cyberbullying and online harms) [www.childnet.com](http://www.childnet.com)
- Internet Matters (for cyberbullying and online harms) [www.internetmatters.org/issues/cyberbullying/](http://www.internetmatters.org/issues/cyberbullying/)

## ANTI-BULLYING ALLIANCE: PARENT AND CARER ONLINE TOOL



ABA has developed an online anti-bullying information tool for parents and carers. The tool will help parents and carers who are:

- Concerned that their child may be vulnerable to bullying at school
- Worried that their child might be getting bullied
- Aware that their son or daughter is being bullied
- Just wanting to learn more [www.anti-bullyingalliance.org.uk/parentool](http://www.anti-bullyingalliance.org.uk/parentool)

## FOR CHILDREN AND YOUNG PEOPLE

- Anti-Bullying Pro [www.antibullyingpro.com](http://www.antibullyingpro.com)
- ChildLine [www.childline.org.uk](http://www.childline.org.uk)
- The Mix [www.themix.org.uk](http://www.themix.org.uk)
- Report harmful Content (for 13+ concerned about cyberbullying and online harms) [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- Childnet International (for cyberbullying and online harms) [www.childnet.com](http://www.childnet.com)
- YoungMinds (for mental health) [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Papyrus UK (suicide prevention support) [www.papyrus-uk.org](http://www.papyrus-uk.org)



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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.

### About Kidscape

Kidscape is a bullying prevention charity established in 1985, that supports children, families and schools throughout England and Wales. Kidscape seeks to create a world free from bullying and harm through building communities of support, reducing isolation and loneliness, promoting positive relationships and supporting resilience and wellbeing. Kidscape gives hope and help to thousands of children each year, delivering workshops in schools and the community. Kidscape also provides advice and support to parents and carers through workshops and through the Parent Advice Line, and trains thousands of adults each year to help keep children safe.



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# MAKE A NOISE ABOUT BULLYING

## #ANTIBULLYINGWEEK



ORGANISER



PARTNER

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