Anti-Bullying Week 2021

A TOOL FOR PARENTS AND CARERS

ONE KIND WORD

#ANTIBULLYINGWEEK

MONDAY 15TH TO FRIDAY 19TH NOVEMBER

Odd Socks Day

Monday 15th November

ANTI-BULLYING ALLIANCE

ORGANISER

Kidscape
Help With Bullying

PARTNER

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Part of the family
NATIONAL CHILDREN'S BUREAU

"One kind word leads to another. Kindness fuels kindness. So from the playground to Parliament, and from our phones to our homes, together, our actions can fire a chain reaction that powers positivity.

It starts with one kind word.
It starts this Anti-Bullying Week."

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INTRODUCTION

As parents and carers, we all want our children to be happy and safe and it is natural to worry about bullying - particularly if we have experienced bullying ourselves, or we think our child may be more vulnerable to bullying. **The good news is you are not alone!** The Anti-Bullying Alliance and its members are here to work with children, families and schools to help keep children safe.

Every November schools throughout the United Kingdom take part in Anti-Bullying Week. This is an opportunity to shine a spotlight on bullying and consider the steps we can take together to stop it. Anti-Bullying Week 2021 is taking place from Monday 15th to Friday 19th November this year and it has the theme 'One Kind Word'.

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 with **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

Kidscape
Help With Bullying

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.

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

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

A social media toolkit outlining how you can get involved online will be on our website in mid-October.

@abaonline | AntiBullyingAlliance | Anti-BullyingAlliance | @AntiBullyingAlliance

Odd Socks Day

MONDAY 15TH NOVEMBER

This year we are holding Odd Socks Day with the support of Andy Day, cBeebies star and front man of Andy and the Odd Socks. It is a chance for primary schools to celebrate Anti-Bullying Week in a positive way by asking learners to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. All you have to do to take part is wear odd socks, it could not be simpler!

Odd Socks day will take place on the first day of Anti Bullying Week, **Monday 15th November** to help raise awareness for Anti-Bullying Week.

It comes with a school pack of lesson plans and activity ideas, which you can find 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 if 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, challenge behaviour that is hurtful or offensive and show your child that you reach out to others who may be seen as 'different', lonely or isolated.

2. Recognise and stand up to injustice: Help your child to understand that throughout history people have not always been treated with kindness and respect. Support your child (in an age appropriate way) to understand prejudice and inequality. There are many good books and resources available on these issues. Make these discussions part of your everyday life. Talk about how they would respond if they were targeted in this way or witnessed behaviour or language that targeted difference and what actions they could take. Be clear that it is never okay for a child to experience prejudice.

3. 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!

4. 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).

5. 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.

6. 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.

7. 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 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.

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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

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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?

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One kind word

One kind word: what we can do as a family

Take time as a family to think about what it means to be kind to others. Kindness starts at home so think about the different messages you give to your child about kindness in your words and your actions. With younger children you might want to work on a family pledge or poster sharing ways you will be kind to others (for example, listening to others, always asking how someone's day has been, using a calm voice, taking turns, sharing treats, writing notes, and drawing pictures to make someone smile, cooking someone's favourite meal or checking in if someone seems sad). You could also have a kindness jar where you share ideas for being kind and choose a different one each day. With older children you may also want to think about your family values and how you treat one another. We can all slip into bad habits so talk together about ways you could show greater kindness to one another and to others. It's also important to talk from an early age about the importance of being kind to others online - being careful not to post unkind comments or share hurtful content.

One kind word: what we can do as a community

Find out what your child's school is doing to take part in Anti-Bullying Week this year. If they have nothing planned, share the Anti-Bullying Alliance resources with them and suggest it will send a positive message if the school gets involved. Offer to help the school with their anti-bullying initiatives, for example by leading a school fundraiser for an anti-bullying charity or suggesting an outside speaker or training session for parents and carers. Think about ways you can get all the family involved in community work to help spread kindness. For example, this might include helping older people in your community (even something as simple as baking a cake or cooking a meal for an older neighbour), volunteering at a local animal rescue centre, or finding out how you can make refugees and asylum seekers in your area feel welcome.

Watch our One kind word videos with your child

Primary

Secondary

Activities to do with your child during Anti-Bullying Week

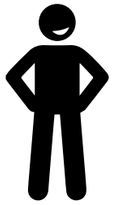
Activities with younger children

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 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

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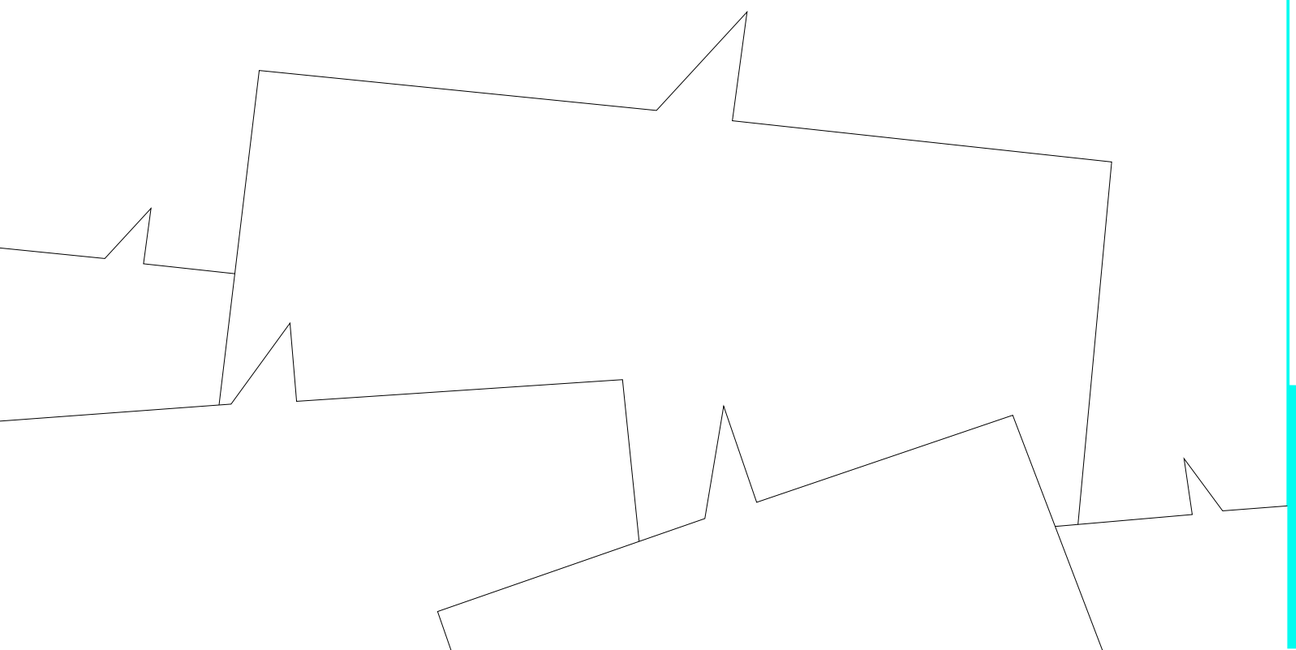
share with you their favourite photos or videos of their friends. Talk about what makes a good friend, times their friends may have let them down and how they dealt with it. If they struggle to form relationships practice how you might introduce yourself to someone else (e.g. say or sign hello, ask them 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		
Your area goes back into lockdown		

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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
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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

- Family Lives www.familylives.org.uk
- Parent Zone (digital family life) www.parentzone.org.uk/home
- Red Balloon Learner Centres www.redballoonlearner.org
- YoungMinds (for support with mental health) www.youngminds.org.uk
- Papyrus UK (suicide prevention support) www.papyrus-uk.org
- Report Harmful Content (for cyberbullying and online harms) www.reportharmfulcontent.com
- Childnet International (for cyberbullying and online harms) www.childnet.com
- Internet Matters (for cyberbullying and online harms) www.internetmatters.org/resources/social-media-advice-hub/social-media-concerns
- Anti-Bullying Alliance: Parent and Carer Online Tool www.anti-bullyingalliance.org.uk/parenttool

FOR CHILDREN AND YOUNG PEOPLE

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

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

The ABA has three main areas of work:

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

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

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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