Walsh C of E Infant and Junior School
Anti Bullying Policy
(Positive Relationship and Behaviour Policy)

A positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all.

To be read alongside the RELATIONSHIPS AND POSITIVE BEHAVIOUR POLICY

Introduction

At Walsh Church of England Infant and Junior School we aim to provide a safe, caring and friendly environment in which every child can flourish as a learner, grow in self-confidence and learn tolerance and mutual respect. By effectively preventing and tackling bullying we can help to create this environment. Our children will learn to take responsibility for themselves and others. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying and are confident to seek support from adults should they feel unsafe or concerned.

Bullying, if left unaddressed can have a devastating effect on individuals. We will not tolerate bullying in any form and will take all necessary steps to stop it. Bullying happens when a person is subjected to targeted abuse over a period of time by another person or persons. Bullying can involve physical or verbal attacks, name calling, malicious gossip, damaging or stealing the property of the victim or coercing the victim into acts which they do not wish to do. We are aware that children are becoming victim to electronic forms of bullying, cyber bullying, at very young ages and this too will not be tolerated in any circumstances.

Every incidence in which bullying is reported will be recorded on CPOMS. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the Senior Leadership Team.

We minimise incidents of bullying through assemblies, Circle Time and Life Learning lessons where we teach children that everyone is responsible for the well-being of others in the school community. Unkind and thoughtless behaviour is not acceptable.

We accept that bullying can occur anywhere. A bully is a person or group who repeatedly intimidates or hurts another person, either mentally or physically, for their own excitement, status or other gratification. They do not recognise and respect the rights of others.

Bullying relies on silence. Children need to have the confidence to speak up against what hurts them and hurts others. We know that, even as adults, people keep quiet about bullying for fear that they might be the next victim.

Equal opportunities

We believe it is the right of all children, regardless of their gender, religion, ethnicity, physical disability, ability, linguistic, cultural or home background, to be listened to an treated fairly whenever incidents of bullying occurs. We recognise that certain groups and individuals may be discriminated against and are strongly committed to positive action to remove and counter discrimination in all aspects of the school and its work.

Aims

- To support a school culture where differences, being unique and diversity are accepted and celebrated.
- To build an emotionally literate school where telling can be done without fear of repercussions and all children feel safe.

- To teach help children recognise bullying behaviours and know what to do.
- To create a climate of confidence, trust and listening so that disclosures are encouraged, taken seriously, responded to promptly, and followed up effectively to ensure all pupils feel safe, supported and heard
- To raise the awareness of children, parents/carers, governors and whole school staff about bullying behaviour (including cyber bullying)
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To provide understanding and support for both victims and those who are perpetrators of bullying.
- We monitor the effectiveness of our procedures.

Objectives

- To ensure our whole school community (children, staff, parents, Local Committee) can recognise bullying in all forms.
- To ensure there are clear procedures to report bullying, that everyone knows
- To ensure that our whole school community know the strategies for dealing with bullying behaviour and how to implement these consistently.

Features of bullying

We define bullying as;

- deliberately hurtful or threatening behaviour
- premeditated and usually forms a pattern of behaviour rather than an isolated incident
- behaviour that involves dominance or exclusion of one child by another, or group of others

Bullying can be: • Physical (pushing, hitting, kicking, pinching, any form of violence, threats and damaging belongings)

- Verbal (name-calling, persistent teasing, sarcasm, spreading rumours,)
- Emotional (tormenting, threatening, ridicule, humiliation, exclusion from groups or activities)
- Cyber (via internet chat sites or mobile phones texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.)
- Racist (racial taunts, graffiti, gestures because they are different from themselves)
- Sexual (unwanted physical contact, abusive comments which may have homophobic / sexist messages)
- Unkindness verbal / physical /emotional / cyber due to Special Educational Needs (SEN) differences

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- Prejudice-related behaviour
- Controlling behaviour
- Intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Children are taught in school that being a 'bystander' to bullying incidents is wrong, they are encouraged through collective worship, circle time and PSHE sessions to speak up about the bullying. Children are encouraged to loudly and clearly say 'Stop, I don't like that' or 'Stop, I don't like what you are doing / saying'. All classes have worry boxes and children are encouraged to write that something has happened that they don't think is right. Bystanders who choose not to say anything will receive consequences for their part.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Bullying can take place between: young people; young people and staff; between staff; individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). We have developed a consistent approach to recording and monitoring bullying incidents in the school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

Detail the systems of reporting for:

- Children and young people in school: talking to any member of staff (each child to have trusted adults they can approach – hand diagram for each child), completing a 'worry sheet', PSHE lessons, Circle of friends, adult or peer mentor
- Parents/carers: talking to a member of staff, class teacher first, phase leader (face-to-face, email, phone call)
- All staff and visitors: talking to any member of staff
- Bystanders: talking to any member of staff, worry/feelings boxes, encouraged to speak up and stand up for what is right

Procedures

Some or all of the following will happen:

- Interviewing the victim and bully separately and recording information
- Reassuring the child that s/he has done the right thing by reporting the situation.
- Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything will be done to help re-establish the victim's self-esteem and selfconfidence.

- Speaking to the bully and identifying the reasons why s/he has acted in the way s/he has. The bully will be helped to recognise his/her unsociable behaviour and given support and counselling to modify that behaviour. The victim will also be given support to become more assertive and thereby less vulnerable to bullying.
- On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached. On other occasions the bully will be told firmly to stop his/her antisocial behaviour immediately and to stay away from the victim.
- Informing parents
- Where parents have raised concerns regarding possible bullying, they will be invited into the school to discuss the matter and upon investigation any necessary action as described above will be taken.
- A written record will be made of every allegation of bullying. The report will include who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. These are kept on CPOMS.
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists.
- Responses and support may vary dependant on the type of bullying
- Follow up of an incident (to be recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation, parents/carers
- Support for **ALL** involved in the bullying incident, access to the ELSA, named person for check in
- Contacting outside agencies for support (STIPS team)
- Contacting the Police (see DfE Guidance on Criminal Law re: Hate Crime) or DSL
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) o sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment ,such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos(also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). KCSIE 2026

At The Walsh Schools we are committed to the prevention, early identification and appropriate management of child on child abuse. We continue to ensure that any form of abuse or harmful

behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.
Each incident will be considered on a case-by-case basis.
Any incident involving harm to another pupil or causing serious concern is reported to the Headteacher immediately – this is recorded appropriately on CPOMS. The report must give details of the incident, the
children involved and the actions taken following the incident. The parents are informed by the Headteacher or senior member of staff.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at The Walsh Schools have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Our approach seeks to:

- Protect the victim – their feelings and well-being are paramount.
- Support children who are bullied and make appropriate provision for a child's needs (the nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS)).
- Make bullies aware of the distress their behaviour causes.
- Provide children with opportunities to work together to help stop bullying.

Sometimes the victim needs to:

- Be listened to
- Have a friend
- Be accepted for who they are

Bullies need:

- A chance to review their behaviour and its effect on others
- A chance for their views to be heard
- Support to change and modify their behaviour
- To receive disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident enabling others to see that bullying is unacceptable
  - We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong (see Positive behaviour policy, consequences). Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivation behind bullying behaviour and whether it shows any concerns for the safety of the perpetrator. Where this is the case the child engaging in the bullying may need support themselves.

Our approach is the belief that all our pupils are capable of kind behaviour which can help the victim. Staff should reference the schools bullying policy and procedures to guide them through the process of managing a bullying accusation and associated paperwork.

Procedures include but are not limited to:

- Ensure that all children know who to speak to if they have concerns that they or some-one else is being bullied

- The victim is listened to.
- Their feelings are noted, e.g. the effect of the bullying is especially important.
- We may have a meeting of children involved: the bullies, the onlookers, friends of the victim and, if they are happy to be present, the victim.
- The problem, e.g. the victim's distress is explained to the group.
- No-one is blamed; each person is made aware of the part they have played and work together to seek a solution to the problem.
- The group will be asked ways in which they might help.
- The group will be seen again at an agreed time to see how things are going.
- look for signs of bullying and act promptly and firmly involving parents / carers where appropriate
- Parents/carers of both parties involved will be informed of the outcome.

Preventative work with the pupils

- raise children's awareness of what bullying behaviour actually is
- promote themes such as friendship, conflict, power and trust, through circle time, social skills, assemblies and throughout all lessons where possible
- use drama, scenarios and role play to explore and prevent bullying behaviour
- teach children to be assertive and to resolve conflict constructively
- encourage children to tell someone – a friend, class teacher, member of staff, parent – if they are being bullied or made unhappy we remind them of our ' STOP poster and 'Is it bullying?' poster
- encourage parents to contact the class teacher immediately if they are worried that their child may be being bullied and this can be investigated
- ensure careful supervision, including engaging physical activities over play times and be alert to bullying behaviour
- ensure staff communicate possible bullying to relevant colleagues
- provide a range of lunchtime activities - both quiet and active, and games so vulnerable children may choose to join, giving them the opportunity to discover they share similar interests with other children and thereby developing their social strengths to feel more comfortable outside
- provide books and literature in main and class libraries which support good behaviours and inclusion of everyone
- ensure that there is regular staff training to implement a range of strategies in responding to bullying behaviours, so there is consistency in the anti-bullying message and approaches.
- ensure that children, staff and other adults follow our school values and model good social behaviours across the school community
- demonstrate that bullying behaviour will not be condoned or tolerated and that all incidents will be taken very seriously

Investigating

When dealing with incidents of bullying, the School will respond in a way that will support the victim and assist the bully in improving their future behaviour. Further intervention / action will be taken if behaviour is not improved.

When investigating possible reports of bullying the school will consider:
Is it bullying? These definitions are displayed on posters around the schools.
When someone says or does something unintentionally hurtful and they do it once – **that is unkind**
When someone says or does something intentionally hurtful and they do it once – **that is mean**
When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show that you are upset – **that is bullying**

All staff should be vigilant in recognising bullying behaviour by: •

Noting and acting upon disclosure / comment by a child

- Noting and acting upon parent/carer concern.

- Monitoring and recording incidents
- Identifying patterns
- Listening to comments made when teaching about bullying.

If the bullying behaviour is not resolved through this process, the parents of the victim and the bullies will be asked to come to school to discuss the problem and how we can move forward to resolve and support the children.

Bullying is anti social behaviour and we respond in a way that improves behaviour and safe guards the rights of all our children to feel safe and secure both in and out of school.

Bullying outside the school premises

Bullying which occurs outside school premises In accordance with Sections 90 and 91 of the Education and Inspections Act 2006, a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school

staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and as appropriate acted upon. The Head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Proven bullying

Proven bullying could result in one or more of the following sanctions:

- meeting with the Head teacher or Deputy Head teacher which may also involve the parents / carers of both children
- writing an explanation or apology for the incident
- withdrawal of break or lunch time privileges
- removal from the class to work on an in-school exclusion
- fixed term exclusion
- permanent exclusion

Cyberbullying

Within the schools, all pupil's ICT activities and access to the internet and websites are carefully monitored. Where there is unwelcome use of computer technology outside the school we will aim to work with parents and pupils to overcome these problems. Some sites, including some social networking sites, have age restrictions to help prevent unwanted contacts and we remind children and parents of these (through newsletters). The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Senior Leadership Team that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. It is recommended that parents/carers regularly talk with their children about who they are talking to online and about what topics. Keeping the computer in a family area will help. Our Online safety policy outlines how we strive to keep our children safe and is a useful reference document for parents and carers. This is available on our website alongside other Online safety information.

What is cyber bullying?

- Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.

- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can take place across age groups and target pupils, staff and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- It can include messages intended as jokes, but which have a harmful or upsetting effect.

How may cyberbullying be carried out?

Cyber bullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g.Facebook)

In some cases this type of bullying can be a criminal offence.

Types of cyberbullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Harmful Sexual Behaviour

Incidents deemed as inappropriate sexualised behaviour are recorded on CPOMS and Arbor by staff. A member of the Senior Leadership Team is informed of any incident and will act timely and appropriately to ensure the incident is dealt with. Initially, an exploration around the age appropriateness of the behaviour will be undertaken. The Brook Sexual Behaviours Traffic Light Tool which details ageappropriate behaviours will be used to support the decision making. This can be found in the school's Child Protection and Safeguarding Policy. The member of Senior Leadership Team will then make decisions about what the victim needs, what the perpetrator needs, and the necessary next steps required. It is important that we consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. All incidents will be followed up and class teachers will be supported in managing conversations with children and parents/carers.

Staff Development

Staff training takes place at least annually to help staff recognise and deal with any incidence of bullying.

The anti-bullying policy is included in the induction of new staff.

Monitoring and Review

Staff are aware of the need to reward all children. It is especially important that positive recognition is given to all pupils, particularly those who adapt their behaviour to supporting a previous victim of bullying. All records of bullying incidents are reviewed by the Senior Leadership Team termly. Further action on a year group / whole school basis will be implemented should monitoring show there is a need.

Appendix 1 – Supportive Script

What happened? Supportive script for discussing incidents of bullying.

Exactly where and when did the bullying take place? Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)
Were there any other young people around at the time? If the young person can draw or describe where bystanders were, this will be useful information to support further investigation
Was there an adult around at the time? If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation… especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as "bullying", and failed to report it
Do you know the names of the people who bullied you? Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible.
What were you doing before the incident took place? This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered
Can you remember exactly what happened or what was said?
What happened next?
Has this happened before?
How did it make you feel?
What would you like to happen now? This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.

Appendix 2 – Information about pupils

For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again • They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

For schools:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and very chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships • The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos **For parents / Carers**

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.
- Child Friendly Version of Policy – to be added when School Council have finalised.

Appendix 3

Strategies both as part of the curriculum and across the whole school e.g.

- Anti-bullying partnership
- Restorative Approaches
- National Anti-Bullying week annually (usually in November)
- Feeling Good Week (run by CAMHS annually)
- Specific teaching about Mental Health
- PSHE/Citizenship
- Circle Time
- Collective Worship – school led and outside agency/charity led e.g. NSPCC
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Peer mentoring schemes / Behaviour ambassadors
- Playground Buddying
- Friendship stop
- Lunchtime and breaktime clubs
- ELSA support
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)
- Counselling and/or Mediation schemes
- Annual safety map (Hot spots)

Appendix 4

Why are some children, young people and adults, more vulnerable to becoming bullies?

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Feeling powerless
- Low self-esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings
- A culture of aggression and bullying
- Being bullied themselves
- Cultural Causes of Bullying
- Social Issues
- Family Issues
- Gender
- The Bully's Personal History
- Having Power
- The bully has been bullied before
- The bully is lonely
- The bully Is jealous
- The bully Is part of a pack
- The bully sees You as being different

Developing and promoting Resilience and Emotional Well being

This is what we do at The Walsh Schools:

- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes
- Pastoral systems – ELSA, breaktime and lunchtime support
- CAMHS
- Restorative Approaches
- Learning Mentors
- ELSA support
- Social Skills groups
- Peer mentors/buddies
- Community Links
- Parent support groups and training e.g. Parenting Puzzle, Parent forums