



**Association of Mental
Health in Education**

Anti-Bullying Week 2025 Resource Pack



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Quick-Start Empathy Builder: 'Walk in Their Shoes'

Goal: To rapidly engage students in perspective-taking and enhance awareness of non-verbal emotional cues, which is crucial for recognising when a peer is being targeted.

Time: 5 Minutes Preparation: None needed.

1

Introduction (1 min): "This week, we're focusing on our 'Power for Good.' That power starts with understanding how others feel. We're going to quickly practice reading the room."

2

Scenario Setting (2 min): Ask the class to look around the room (or imagine a common area). Present two simple, distinct scenarios for the students to write down their answers privately.

Scenario A: "Imagine a student standing alone near the gate, looking down at their phone. They don't look up when someone walks past." Question: "Write down three possible feelings that person might be experiencing."

Scenario B: "Imagine a student who is usually loud is very quiet in class today and is biting their lip." Question: "What is the most likely feeling they are trying to hide?"

3

Quick Share (2 min): "You don't need to share your answers, but just notice the different possibilities. Our power is in remembering that we don't always know what's underneath. If you notice a change in someone, that's your cue to check in (safely and kindly)."

Follow up:

Next Step: Encourage students to identify one person they will sincerely check in with today, using a neutral phrase like, "Are you doing okay today?"

The Allyship Pledge

As a member of this school community, I promise to use my Power for Good by:



Not laughing, cheering, or silently watching bullying occur.



Always showing kindness and respect, even if I feel annoyed.



Speaking Up Safely: Knowing when to directly address the behaviour and when to immediately tell a trusted adult.



Reaching Out: Offering support to anyone who seems lonely, sad, or is being excluded.

Signed:

Dated:

The Upstander Checklist

What to do when I see bullying

1

Pause: Never rush in alone if it feels unsafe

2

Prioritise Safety: If the target is in immediate danger, go to the nearest adult immediately.

3

Support Later: If safe, privately approach the target afterwards and ask, "Are you okay? I saw what happened."

4

Report: Use the school's trusted reporting system

5

Don't Gossip: Do not repeat the rumour or details of the bullying incident to anyone else.

This is our commitment to a psychologically safe school. For more resources on effective reporting systems, visit the AMHIE blog: <https://amhie.com/anti-bullying-week-2025-power-for-good/>

AMHIE Professional Development Tool for Anti-Bullying Week

Section 1: The 'Invisible' Bullying Forms (Review & Recognition)

Discussion Points:

1. How effectively are we recognising the indirect forms of bullying?
2. Identify the top 3 'hotspots' (physical/digital) where indirect bullying is most likely occurring in our specific setting.

Notes:

Section 2: Aligning Our Intervention Response

Discussion Points:

1. What is our agreed-upon, immediate response when a staff member (TA, teacher, support staff) witnesses a low-level incident (e.g., social exclusion at lunch)?
2. Reviewing the 'authoritative adult' model: How can we ensure our response is consistent across all key stages and roles?

Complete the table below for clarity: Scenario vs. Agreed Response.

SCENARIO	AGREED RESPONSE

Section 3: Standardising the Reporting Flow

Key Goal: Every staff member must know the single, definitive reporting route for a serious incident.

Actionable Step: List the three steps required for any staff member to report an incident

- 1.
- 2.
- 3.

Next Steps:

Date for Follow-up Review: