

ALP LEICESTER

ANTI-BULLYING POLICY

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1. Introduction

1.1 Purpose of the Policy

At ALP School Leicester, every learner, staff member, and visitor has the right to feel safe, respected, and valued. This policy outlines how we prevent, report, and respond to bullying in line with statutory guidance included from the [DfE advice on Preventing and Tackling Bullying](#), Ofsted, [Anti-Bullying Alliance](#). It promotes a person-centred, trauma-informed approach. Our aim is to ensure learners can thrive academically, socially, and emotionally in a safe and supportive environment.

1.2 School Mission and Values

"At ALP Leicester, we believe that education can help every individual achieve their full potential, no matter their ability. We provide dynamic, bespoke programmes for learners who cannot access mainstream education, focusing on SEND needs, family support, and holistic development."

School Values:

- Attendance – being present and engaged
- Routine – providing consistency and security
- Relationships – building trust, respect, and connection
- Respect – valuing ourselves and others
- Trust – creating a safe environment for learning
- Teaching – empowering learners through guidance and knowledge

Holistic Approach:

- Focus on emotional, social, and academic wellbeing
- Recognition of each learner as an individual
- Building resilience, empathy, and self-confidence
- Encouraging safe, inclusive, and respectful relationships

ALP School Leicester states that **bullying behaviour** in whatever form will not be tolerated. We aim to create a caring, happy, listening environment where everybody will respect each other and accept differences. We encourage all who come to our school to feel good about themselves. All people are equal. The school makes no discrimination or differentiation on the grounds of any of the 9 Protected Characteristics and shall treat every person with equality, esteem and the respect and dignity due to them. We are all mutually responsible for the well-being of each other and ultimately it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive

ethos. Bullying can cause a great deal of unhappiness; the only efficient way to deal with bullying behaviour is to bring it out in the open. **Everyone has the right to come to school without the fear of being bullied.**

1.3 This policy should be read alongside the following policies and guidance documents:

- [Behaviour Policy](#)
- [Safeguarding & Child Protection Policy](#)
- Equality Policy
- [Online Safety & AI Use Policy](#)
- Staff and Visitor Codes of Conduct

Guidance includes:

- [DfE: Preventing & Tackling Bullying](#)
- [Equality Act 2010 Guidance](#)
- [Education Inspection Framework \(EIF\)](#)
- [Anti-Bullying Alliance Guidance](#)

1.4 Staff with Lead Responsibility

Leads for anti-bullying at ALP:

- Headteacher
- DSL / Deputy DSL
- Pastoral Lead
- Behaviour Leads
- PSHE Lead
- SENDCo
- All staff share responsibility for fostering a safe, inclusive, and respectful environment.

2. Definition of Bullying Behaviour

2.1 What Bullying Is

Bullying is repetitive, intentional harm caused by someone with more power (real or perceived). It can occur in person or online, and can affect emotional, social, or academic wellbeing.

Anti-Bullying Alliance Definition

"Bullying is when someone hurts or upsets you on purpose, repeatedly, and has more power than you. It can happen face-to-face or online."

The Leicester City LA definition of bullying is "A physical, psychological or verbal attack against an individual or group of individuals by a person, or group of persons, causing physical or psychological harm to the victim."

2.2 What Bullying is NOT

Not all negative interactions or disagreements constitute bullying. Bullying is repetitive, intentional, and involves a power imbalance. The following are examples of behaviours that are not considered bullying, though they may still require adult intervention:

Accidental harm

- Bumping into someone in the corridor or during PE without intent to hurt.
- Unintentionally upsetting someone due to a misunderstanding.
- Mistakes that cause emotional or physical harm but without deliberate intent.

Falling out with friends

- Arguments between friends over different opinions or choices.
- Temporary disagreements that are resolved through discussion or apology.
- Situations where both parties are equally involved in a conflict without a power imbalance.

One-off disagreements

- An isolated argument or shouting match between learners.
- A single incident of teasing that is not part of a repeated pattern.
- Occasional misunderstandings that can be resolved quickly.

Normal conflict

- Differences in interests or preferences that cause tension.
- Competitive situations in sports, games, or class activities.
- Negotiations over sharing resources, such as playground equipment or group project roles.

Key Principle:

Even if an incident is not bullying, it should still be addressed by staff. Teaching conflict resolution, empathy, and respectful communication helps prevent escalation and ensures all learners develop positive social skills.

2.3 Types of Bullying

Bullying can take many forms. Understanding the different types helps the school community recognise, prevent, and respond effectively.

Physical Bullying

- Hitting, kicking, pushing, or tripping.
- Damaging, stealing, or hiding belongings.
- Unwanted physical contact, including pinching, slapping, or shoving.
- Intentionally blocking or intimidating someone physically.

Verbal Bullying

- Name-calling, insults, or mocking.
- Threats or intimidation, including subtle comments intended to scare someone.
- Repeated teasing about appearance, abilities, interests, or personal traits.
- Using language that demeans or humiliates based on identity, including sexist, racist, or homophobic remarks.

Emotional / Psychological Bullying

- Social exclusion: deliberately ignoring someone or preventing them from joining a group.
- Spreading rumours, gossip, or false information to damage reputation.
- Manipulation, coercion, or controlling behaviour to intimidate or isolate.
- Embarrassing someone publicly, laughing at their mistakes, or setting them up to fail.
- Threatening gestures or non-verbal intimidation (e.g., stares, posturing, body language).

Cyberbullying

- Sending abusive, threatening, or humiliating messages via phone, email, chat apps, or social media.
- Sharing private images, videos, or personal information without consent.
- Exclusion from online groups or gaming communities.
- Harassment or impersonation online, including deepfake or AI-generated content intended to harm.
- Using technology to spread rumours or manipulate peer relationships.

2.4 Prejudice-Based Bullying (Equality Act 2010)

Bullying can sometimes happen because of who someone is or who they are perceived to be. This is called prejudice-based bullying, and it is never acceptable. It can target any protected characteristic under the Equality Act 2010. At ALP Leicester, we define it in detail to help everyone understand and prevent it:

- **Disability / SEND:** Treating someone unfairly, excluding, or mocking them because of a physical, sensory, or learning disability.
- **Gender reassignment:** Bullying someone because they are, or are perceived to be, transitioning or identifying with a different gender.
- **Race / Ethnicity:** Bullying someone because of their skin colour, nationality, cultural background, or ethnic group.
- **Religion / Belief:** Bullying someone because of their religion, beliefs, or no beliefs.
- **Sex / Gender:** Bullying based on being male or female, or because someone does not conform to gender expectations.
- **Sexual Orientation:** Bullying because someone is, or is perceived to be, lesbian, gay, bisexual, or heterosexual.
- **Pregnancy / Maternity:** Bullying someone who is pregnant or has recently had a baby, or making assumptions about them because of this.
- **Marriage / Civil Partnership:** Bullying someone because of their marital/civil partnership status.
- **Age:** Bullying someone because of their age, or making assumptions about their abilities, maturity, or social group based on how old they are.

2.5 Additional Vulnerability-Based Bullying

Some learners may experience bullying because of factors that make them more vulnerable, even if these are not formally protected under the Equality Act 2010. Recognising these vulnerabilities ensures our approach is inclusive, personalised, and responsive to the needs of all learners.

Examples of Additional Vulnerabilities and Potential Bullying:

- Appearance or health conditions: Learners may be teased or mocked for scars, skin conditions, hair, clothing, or medical conditions. This can include:
 - Name-calling or hurtful jokes
 - Exclusion from social or group activities
 - Rumours or gossip about appearance or health
- Weight-related issues: Learners may experience bullying due to body size or shape, such as:
 - Being singled out in class or during PE activities
 - Derogatory comments, social exclusion, or online jokes
 - Pressure or mockery about diet, exercise, or clothing
- Home circumstances: Learners from foster care, single-parent households, or families experiencing financial difficulties may face:
 - Exclusion or assumptions from peers about their home life
 - Mocking comments about family members or living arrangements
 - Isolation from peer groups due to differences in experiences or resources
- Other vulnerabilities: This can include language differences, recent trauma, mental health challenges, or other factors that make a learner feel different. Bullying may take the form of:
 - Targeted teasing or name-calling
 - Exclusion from social activities
 - Misinterpretation or mockery of communication style or cultural norms

How We Address Additional Vulnerability-Based Bullying

At ALP Leicester, our response is guided by our ARRRTS values:

- Attendance: Ensuring all learners feel safe and supported to attend and engage fully in school.

- Routine: Providing consistent and predictable responses to bullying incidents.
- Relationships: Building trusting connections with learners to provide emotional and social support.
- Respect: Promoting acceptance, celebrating differences, and teaching empathy.
- Trust: Creating an environment where learners feel confident to share concerns and ask for help.
- Teaching: Educating learners about vulnerability-based bullying and equipping them with strategies to respond safely and confidently.

Practical Strategies and Implementation

For Staff:

- Recognition: Observe changes in behaviour, mood, engagement, or physical wellbeing that may signal bullying.
- Restorative intervention: Facilitate restorative conversations between those involved to repair harm and build empathy.
- Individualised support: Tailor mentoring, pastoral sessions, or small-group interventions to learners' needs.
- Proactive monitoring: Track trends in incidents, locations, and learner groups to prevent further occurrences.

For Learners:

- Upstander training: Teach learners how to safely intervene or report bullying, using peer mentoring, PSHE lessons, or role-play scenarios.
- Peer support: Buddy systems, circle-of-friends, or safe social groups to reduce isolation and build confidence.
- Skill-building: Encourage empathy, resilience, and problem-solving through structured activities, assemblies, and restorative exercises.

For Parents/Carers:

- Encourage open conversations about school life, friendships, and challenges.
- Reinforce strategies taught in school, such as emotional regulation and respectful communication.
- Support restorative approaches at home by discussing feelings, empathy, and accountability.

2.6 Bullying of Staff

Staff may also be targets of bullying, which can come from pupils, parents, carers, or colleagues. This can include:

- **Verbal abuse:** shouting, name-calling, or inappropriate language
- **Emotional or psychological bullying:** threats, intimidation, exclusion, or undermining
- **Cyberbullying:** inappropriate messages, posts, or social media activity

How we address it:

- All reports of staff bullying are taken very seriously and investigated promptly.
- Staff have access to support networks, HR guidance, and pastoral support.
- The school fosters a culture of respect, where bullying of any member of the community is unacceptable.

3. Recognising Bullying

3.1 Signs and Symptoms

Bullying can manifest in emotional, social, physical, and behavioural ways. Some common signs include:

- **Withdrawal or isolation**

Learners may avoid social situations, group work, or breaktime interactions. They may choose to be alone more often, stop participating in activities they previously enjoyed, or avoid specific peers.

- **Low mood or emotional distress**

Frequent sadness, tearfulness, irritability, or unexplained anger can indicate a learner is being targeted.

These changes may also present as loss of confidence, low self-esteem, or reduced motivation.

- **Decline in work, attendance, or engagement**

A sudden drop in academic performance, reluctance to complete tasks, or absenteeism can signal that a learner is experiencing stress or fear related to bullying.

- **Anxiety or physical symptoms**

Bullying can manifest physically, especially in learners with SEND who may somatise emotional distress. Symptoms may include headaches, stomach aches, nausea, hyperventilation, or difficulty sleeping.

- **Sudden outbursts or behavioural changes**

Learners may display aggression, oppositional behaviour, or emotional outbursts that are out of character. These can be coping mechanisms or responses to fear, frustration, or trauma.

3.2 SEND-Specific Considerations

Learners with SEND may experience bullying differently and may not always communicate distress in conventional ways. Staff need to interpret behaviours through a trauma-informed and SEND-aware lens:

- **Behaviour may reflect communication challenges**

Some learners may struggle to verbalise bullying or articulate their feelings. Behaviours such as withdrawal, self-stimulation, or avoidance may be attempts to communicate distress.

- **Sensory needs may influence responses**

Learners with sensory sensitivities may react strongly to certain environments or social situations. Overstimulation, avoidance of crowded areas, or meltdowns may be a response to bullying or perceived threat.

- **Trauma-informed observation is critical**

Staff are trained to look beyond surface behaviours and consider underlying causes, including bullying, social exclusion, or emotional distress. Observations should be contextual, taking into account the learner's baseline behaviour, triggers, and communication methods.

- **Non-verbal indicators**

Staff are alert to signs such as changes in posture, facial expression, eye contact, or engagement with peers. These may signal anxiety, fear, or emotional pain linked to bullying.

- **Collaboration and triangulation**

Recognising bullying in SEND learners often requires gathering information from multiple sources: peers, family, key workers, therapists, or support staff. This helps ensure the learner's experience is accurately understood and addressed.

4. Reporting, Responding, and Sanctions

At ALP Leicester, speaking up is brave, we want every learner to feel safe, heard, and supported. Bullying is never tolerated, and our approach is restorative, educational, and person-centred.

4.1 How Pupils Can Report Bullying

We encourage all learners to report bullying promptly, in a way that feels safe and accessible for them. Learners can approach **any trusted adult** in school, including:

- Tutors or key workers
- Pastoral Lead
- DSL / Deputy DSL
- Behaviour Leads
- PSHE Lead / SENDCo
- Headteacher

For learners who find speaking difficult, multiple accessible reporting options are available:

- **Written communication:** Learners can write a note, diary entry, or email to a trusted adult detailing the incident.
- **Worry or listening box:** Confidential drop-boxes allow learners to report incidents anonymously if needed.
- **Peer support:** A trusted friend may relay information on behalf of the learner, ensuring they are heard safely.
- **Zones of Regulation:** Learners can use emotional literacy tools to indicate feelings or distress, providing a starting point for discussion.

Key principles for reporting:

- Learners are **never at fault** for reporting bullying.

- Reports are taken **seriously and investigated promptly**.
- Staff respond with **empathy, reassurance, and immediate safeguarding** if needed.
- Learners are supported to **feel safe and valued** throughout the process.

ARRRTS Values in Action:

- **Attendance:** Encouraging learners to attend school knowing their safety is a priority.
- **Routine:** Consistent procedures ensure that learners understand how to report concerns.
- **Relationships:** Trusting, supportive relationships between staff and learners make it easier to speak up.
- **Respect:** Learners' concerns are listened to and treated seriously.
- **Trust:** Confidentiality and fairness are maintained throughout investigations.
- **Teaching:** Learners are educated about how to recognise, report, and prevent bullying.

4.2 How Parents/Carers Can Report Concerns

Parents and carers play a vital role in keeping learners safe. If you suspect or notice bullying, you can report it in a way that works for you:

- **Phone:** Contact the school office or speak directly with your child's tutor, Pastoral Lead, DSL/Deputy DSL, or the Headteacher.
- **Email:** Send a message outlining your concerns to your child's tutor, Pastoral Lead, or DSL/Headteacher.
- **In person:** Arrange a meeting with your child's tutor, Pastoral Lead, or DSL/Headteacher to discuss concerns.

Key points:

- All concerns are taken seriously and responded to promptly.

- Families are partners in supporting learners, helping to shape interventions and support plans.
- You will be kept informed of actions taken and outcomes, ensuring you are actively involved in the process.

Additional support:

- If English is not your first language, or additional communication support is needed, the school can provide interpreters or alternative communication methods.
- Parents/carers are encouraged to work collaboratively with staff to support restorative approaches and skill-building for all learners involved.

4.3 Whole-School Responsibility (Upstanders / Appropriate Bystanders)

Bullying is everyone's responsibility. At ALP, we teach all members of our school community, learners, staff, and families to recognise bullying and respond safely. Through PSHE lessons, assemblies, mentoring, and student voice, learners gain practical strategies to act as positive, assertive bystanders.

Learners are encouraged to:

- Notice bullying when it happens
- Speak up safely to a trusted adult or peer mentor
- Support those affected through kindness, reassurance, or helping them report the incident

How we teach these skills:

- **PSHE lessons:** Role-play, discussions, and practical strategies for responding to bullying
- **Assemblies:** Focus on respect, empathy, and inclusion
- **Mentoring & Peer Support:** Student mentors and buddies provide guidance and model positive behaviour
- **Student Voice:** Learners contribute ideas for school campaigns, safe spaces, and anti-bullying initiatives

Goal: Learners develop the confidence to be positive upstanders, acting safely, respectfully, and proactively to prevent bullying.

4.4 How Staff Respond (Trauma-Informed)

When bullying is reported, staff follow a clear, person-centred, and restorative approach to ensure safety, learning, and wellbeing for all learners involved.

Steps staff will take:

1. Listen and believe the learner

- Give the learner time and space to explain what happened.
- Take their concerns seriously and show empathy.
- Assess and Safeguard. Ensure the learner is safe immediately, taking urgent action if necessary.

2. Reassure and support them

- Ensure the learner feels safe immediately.
- Offer emotional support and guidance, including access to pastoral support or mentoring.

3. Record the incident

- Document the details in the school's secure system, CPOMS, noting what happened, who was involved, and any previous related incidents.

4. Investigate and act promptly

- Gather information from all parties involved in a fair and sensitive manner.
- Take appropriate action based on the severity and context of the bullying.

5. Support all learners involved

- The target of the bullying behaviour receives safety, reassurance, and targeted support.

- The individual engaging in bullying behaviour receives guidance, emotional regulation support, and strategies to change their behaviour.

6. Follow-up and prevent recurrence

- Monitor the situation to ensure the bullying has stopped.
- Facilitate restorative conversations where appropriate to repair relationships.
- Provide ongoing check-ins and support for both learners.

Key Principles:

- Responses are person-centred: considering each learner's individual needs.
- Restorative focus: helping learners understand the impact of their actions and rebuild trust.
- Learning and wellbeing: prioritising emotional understanding, empathy, and skill-building to prevent future incidents.
- Collaboration with parents/carers and other staff ensures consistent support and accountability.

Outcome: Learners develop confidence to act as **positive upstanders**, contributing to a safe and inclusive school culture.

4.5 Sanctions and Support

At ALP Leicester, we believe that consequences alone are not enough. Our approach is proportionate, graded, and restorative, ensuring that learners understand the impact of their actions while receiving support to develop positive behaviours.

All learners are supported:

- **Child being bullied:**
 - Ensuring safety immediately
 - Providing reassurance and emotional support

- Targeted interventions to build confidence, coping skills, and resilience

- **Child responsible for bullying:**

- Guidance on why behaviour is harmful
- Support for emotional regulation and understanding feelings
- Accountability for actions and learning strategies to change behaviour
- Opportunities for restorative practice to repair relationships

Possible sanctions and interventions:

- Restorative conversations or guided reflection to understand the impact of behaviour
- Targeted small-group or individual interventions (emotional regulation, social skills, empathy development)
- Loss of privileges in line with school routines and expectations
- Behaviour contracts with clear, supported strategies for improvement
- Internal or fixed-term exclusion for serious or repeated incidents, always accompanied by support and a plan for reintegration

Family involvement:

- Families are active partners in supporting learning, emotional understanding, and behaviour change.
- Staff communicate with parents/carers throughout the process to ensure consistency, safety, and positive outcomes.

Key Principles:

- Sanctions are restorative and educational, not purely punitive.

- Support is tailored to individual needs, recognising that each learner's circumstances and vulnerabilities may differ.
- The focus is on learning, emotional growth, and preventing further incidents, while ensuring safety and wellbeing for all.

4.6 Police Involvement

In some cases, bullying may involve criminal behaviour, such as:

- Physical assault
- Harassment or threats
- Online offences (e.g., cyberbullying, sharing inappropriate content)

Our approach:

- The school will contact the police when there is evidence or suspicion of a criminal offence.
- We prioritise learner safety at all times and ensure that any action protects those involved.
- Confidentiality is maintained throughout the process.
- The school continues to provide support and reassurance to all learners affected while working alongside law enforcement.
- Families are kept informed and supported during any police involvement.

4.7 Follow-Up and Monitoring

At ALP Leicester, we do not see bullying as a one-off event. Ongoing monitoring ensures learners remain safe and supported, and that behaviours do not repeat.

Repeated incidents trigger:

- Risk assessments to identify vulnerabilities and ensure safety

- Personalised support plans tailored to each learner's needs
- Pastoral check-ins to provide emotional support and guidance
- Targeted interventions focusing on:
 - Emotional regulation
 - Social skills and relationship repair
 - Building resilience and coping strategies
- Monitoring patterns to identify trends, prevent further incidents, and adapt school strategies

Key principles:

- Follow-up is proactive and learner-centred, aiming to restore confidence and relationships
- Interventions are educational and restorative, not just punitive
- Collaboration with parents/carers and staff ensures consistency and supports lasting positive outcomes

5 Off-Site and Online Incidents

Bullying does not only happen on school grounds. It can take place online, in the community, on public transport, or during travel to and from school. In line with the *Education and Inspections Act 2006* and DfE guidance, ALP Leicester will respond to off-site bullying when it affects a learner's safety, wellbeing, or engagement in education.

When off-site or online bullying is reported, the school will:

- Listen, investigate, and act, just as we would for in-school incidents.
- Use our lawful powers to apply behaviour expectations for conduct outside school.
- Take restorative and educational action where appropriate, supporting both the learner harmed and the learner responsible.

- Consider contacting the police or external agencies if the behaviour may involve a criminal offence, serious harm, or safeguarding concerns.
- Work with parents/carers to ensure consistency, safety, and clear communication.

Our approach focuses on:

- Protecting and supporting the learner experiencing bullying.
- Helping the learner responsible understand the impact of their behaviour, develop empathy, and take accountability.
- Repairing relationships, reducing conflict, and preventing the issue from affecting the school day.

Off-site bullying is treated with the same seriousness as in-school bullying. The priority is always learner safety, emotional wellbeing, and maintaining a positive, respectful culture within and beyond the school environment.

6. Parent/Carer Involvement

At ALP Leicester, parents and carers are vital partners in creating a safe, inclusive, and respectful school environment. Their engagement ensures that interventions are consistent, personalised, and effective.

Early Involvement

Parents and carers are encouraged to be involved as soon as bullying is reported or identified. Early communication helps:

- Gather a full understanding of the situation from multiple perspectives.
- Identify patterns, triggers, or vulnerabilities that may not be immediately obvious.
- Prevent the escalation of incidents through swift, coordinated action.

Example: A parent notices their child coming home upset or withdrawing from social interaction and informs the tutor, allowing staff to respond promptly.

Supporting Interventions

Parents and carers play a crucial role throughout interventions, reinforcing strategies taught in school:

- Emotional regulation strategies: Encouraging learners to express feelings safely, use Zones of Regulation, or practice calming techniques at home.
- Restorative conversations: Supporting learners in reflecting on their own behaviour, understanding its impact, and making amends where appropriate.
- Behaviour plans: Working collaboratively with staff to implement strategies consistently between home and school.

Example: If a learner is practising assertive communication in school, parents can role-play similar scenarios at home to reinforce learning.

Understanding Strategies

Parents and carers help their children develop skills to cope, communicate, and repair relationships:

- Teaching safe ways to respond to conflict without escalating the situation.
- Reinforcing empathy, respect, and inclusion in everyday interactions.
- Encouraging learners to share concerns early rather than keeping them bottled up.

Example: A parent might guide their child to calmly explain how a peer's behaviour makes them feel and to seek adult support if necessary.

Collaboration with Staff

Strong partnerships between families and staff ensure consistency and tailored support:

- Sharing information about a child's needs, triggers, and progress.
- Attending meetings, reviews, and restorative sessions.
- Communicating openly about what is working and where additional support may be needed.

Key Principle

When parents and carers work in partnership with ALP Leicester, learners:

- Feel safe, supported, and heard.
- Receive consistent messages and guidance at home and school.
- Develop stronger emotional regulation, social skills, and resilience.
- Are empowered to prevent and respond to bullying effectively.

7. Recording, Monitoring and Review

At ALP Leicester, accurate and secure recording of bullying incidents is central to safeguarding learners, supporting wellbeing, and driving school improvement. We use CPOMS to log all incidents in a consistent, structured way, ensuring that every learner's experience is fully understood, monitored, and addressed appropriately. The purpose of Recording is not just an administrative task; it is a key part of a proactive, learner-centred approach. It allows the school to: Ensure learner safety: Timely records help staff respond quickly to incidents, preventing escalation and protecting vulnerable learners.

7.1 Use of Data and Recording

All bullying incidents are recorded securely on CPOMS.

Recording is used to:

- Identify patterns, trends, and high-risk contexts (e.g. time, location, peer groups)
- Identify learners who may require additional safeguarding or pastoral support
- Inform targeted interventions and preventative strategies
- Support staff training and CPD (including SEND and trauma-informed practice)
- Evaluate the impact of interventions for all learners involved
- Provide oversight and accountability to senior leaders and governors

Recording is accurate, timely, and reflects context, including SEND needs and relevant safeguarding information.

7.2 Policy Review and Evaluation

This policy is reviewed every two years, or sooner where required due to:

- Safeguarding concerns or serious incidents
- Changes in statutory guidance or legislation
- School improvement priorities

The review process is inclusive and evidence-informed, involving:

- Staff (including pastoral, SEND and safeguarding teams)
- Learners (via pupil voice and feedback mechanisms)
- Parents/carers
- Governors/Trustees

Review decisions are informed by:

- CPOMS data and incident trends
- Effectiveness of interventions and support strategies
- Safeguarding and equality considerations
- Feedback from stakeholders

The purpose of review is to ensure the policy remains effective, proportionate, and aligned with the needs of learners and statutory expectations.

7.3 Principles of Recording and Evaluation

The school's approach to recording and evaluation is underpinned by the following principles:

- Safeguarding first: All recording supports the safety and wellbeing of learners
- Trauma-informed practice: Recording and responses avoid retraumatisation and support emotional safety
- SEND-inclusive approach: Communication and interpretation of behaviour take account of individual needs
- Accuracy and consistency: Records are factual, timely, and standardised across staff
- Accountability: Data supports informed decision-making at all levels of leadership and governance
- Continuous improvement: Insights from data inform training, practice, and whole-school development

Overall Aim: Recording and evaluation are central to ALP Leicester's holistic, restorative, and preventative anti-bullying approach, ensuring every learner is safe, supported, and able to thrive academically, socially, and emotionally.

8. Preventing Bullying

At ALP Leicester, preventing bullying is a central part of our school ethos. We strive to create a safe, inclusive, and respectful environment where every learner feels valued and supported. Our strategies are proactive, learner-centred, and embedded across the whole school community, reflecting our commitment to emotional, social, and academic wellbeing.

8.1 Peer-Led Interventions

Learners are empowered to play an active role in preventing bullying and fostering positive relationships. These include:

- **Student mentors and buddies:** Learners are paired with trained mentors who provide guidance, model positive behaviour, and offer support in social situations. This helps peers feel confident, included, and supported.
- **Student voice initiatives:** Learners are encouraged to share ideas, lead anti-bullying campaigns, and contribute to the development of school rules and safe spaces. Their input helps shape a culture of respect and inclusion.
- **Peer support programmes:** Structured opportunities, such as circle-of-friends groups or peer listening sessions, allow learners to support one another, reducing isolation and promoting empathy.

8.2 Whole-School Approaches

ALP Leicester integrates prevention strategies across all aspects of school life, including:

- **Curriculum embedding:** PSHE lessons (using Jigsaw) explicitly teach empathy, emotional literacy, and respect for differences, while restorative practices reinforce these values in everyday interactions.
- **Zones of Regulation:** Learners use this tool to recognise and manage emotions, understand triggers, and develop coping strategies, helping prevent conflict before it escalates.
- **Assemblies and campaigns:** Regular school-wide sessions promote core values (ARRRTS: Attendance, Routine, Relationships, Respect, Trust, Teaching) and celebrate acts of kindness, inclusion, and cooperation.

- **Behaviour modelling:** Staff consistently demonstrate respectful communication, problem-solving, and empathy, providing learners with clear examples of positive interactions.

8.3 Teaching Appropriate Upstander Behaviour

We educate learners to become active, positive upstanders, recognising bullying and taking safe, constructive action. This includes:

- Understanding what constitutes bullying in all its forms, including online and prejudice-based incidents.
- Practising role-play scenarios to learn how to respond safely and support peers.
- Encouraging learners to report incidents promptly and offer reassurance to those affected.

8.4 Support During Breaks and Lunchtimes

The school recognises that unstructured times can be challenging for some learners, particularly those with SEND or vulnerabilities. To prevent bullying during these periods, we provide:

- **Supervised areas:** Safe zones where learners can relax, interact positively, and access support from staff.
- **Pastoral support:** Staff on duty are trained to identify early signs of distress, mediate minor conflicts, and intervene before issues escalate.
- **Peer engagement opportunities:** Structured games, clubs, and buddy systems encourage positive social interactions.

8.5 Staff Training and Development

All staff receive regular training to ensure confidence and consistency in preventing and addressing bullying, including:

- Recognising SEND-specific vulnerabilities and adapting approaches accordingly.

- Understanding online safety, cyberbullying, and the use of AI in digital interactions.
- Applying restorative practices and trauma-informed strategies in line with the school's holistic approach to wellbeing.

Our Aim

Through these strategies, ALP Leicester seeks to:

- Foster a culture where respect, inclusion, and empathy are the norm.
- Reduce the likelihood of bullying by addressing risk factors proactively.
- Equip learners with the knowledge, skills, and confidence to act positively, solve conflicts safely, and support their peers.
- Reinforce the ARRRTS values across all areas of school life, embedding a sense of responsibility, trust, and community in learners.

By embedding prevention into every aspect of school life—curriculum, pastoral care, peer mentoring, and leadership—ALP Leicester ensures that learners experience a nurturing, supportive, and safe environment. Prevention is not just a set of procedures but a lived school culture where learners can thrive emotionally, socially, and academically.

9. Holistic Approach to Learner Wellbeing

At ALP School Leicester, we recognise that learner wellbeing is multi-dimensional, encompassing emotional, social, and academic development. Our anti-bullying approach is embedded in a broader focus on nurturing the whole child, ensuring learners feel safe, supported, and able to thrive.

Emotional Support

- Learners are provided with safe spaces, pastoral support, and access to mentors or key adults to discuss worries or incidents of bullying.
- Zones of Regulation and other emotional literacy tools help learners identify and manage feelings such as anxiety, frustration, or sadness.

- Trauma-informed strategies are used to respond sensitively to learners who have experienced repeated bullying or other forms of adversity.

Social Support

- Learners are encouraged to develop positive relationships, empathy, and teamwork through structured activities, PSHE lessons, and peer mentoring programs.
- Peer-led initiatives like buddy systems or circle-of-friends support groups create opportunities for social inclusion and reduce isolation.
- Practical social skills, such as conflict resolution, assertive communication, and respectful disagreement, are explicitly taught and modelled.

Academic Support

- Bullying or social difficulties can affect concentration and learning. Teachers monitor learners for changes in academic performance, attendance, or engagement.
- Individualised support plans, tutoring, and differentiated teaching approaches help learners stay on track academically while addressing the emotional and social barriers that may result from bullying.

Resilience, Empathy, Inclusion, and Confidence

- Through lessons, assemblies, and mentoring, learners are encouraged to develop resilience, learning how to cope with setbacks safely and confidently.
- Activities emphasise empathy, helping learners understand the impact of their behaviour on others and fostering a culture of kindness.
- Inclusion is actively promoted, ensuring all learners—regardless of SEND, appearance, background, or identity—feel valued and part of the school community.
- Learners are supported to build self-confidence, celebrating strengths, successes, and individuality.

Character and Values Education

- Values such as respect, trust, fairness, honesty, and responsibility are embedded across the curriculum and in everyday school life.
- PSHE lessons, assemblies, and restorative approaches explicitly link these values to anti-bullying behaviours.
- Learners are encouraged to reflect on their own behaviour, take accountability, and make positive choices that contribute to a respectful and supportive school culture.

Overall Aim: By addressing the emotional, social, and academic needs of learners simultaneously, we create an environment where bullying is less likely to occur, and learners are empowered to thrive holistically.

10. Role of Parents and Carers

Parents and carers are vital partners in preventing and responding to bullying. Their involvement ensures consistency, emotional support, and reinforcement of school values at home.

Preventing Bullying at Home

- Parents can model respectful communication, empathy, and conflict resolution in family interactions.
- Regular conversations about school experiences help children identify and discuss concerns early.
- Reinforcing school values such as kindness, fairness, and inclusion supports learners in internalising positive behaviours.

Responding to Incidents

- Parents are encouraged to report bullying promptly, providing their perspective and helping staff understand the context.
- Collaborative meetings with staff allow families to co-develop personalised support plans, restorative strategies, and behaviour goals.
- Guidance is offered to help learners develop coping strategies at home, including emotional regulation techniques, problem-solving skills, and ways to respond safely to bullying.

Supporting Emotional Regulation, Empathy, and Positive Behaviour

- Parents can reinforce strategies taught in school, such as recognising feelings, using calm communication, and practicing empathy with siblings, friends, or peers.
- Praise and reinforcement at home for positive social behaviour and conflict resolution helps learners build confidence and resilience.
- Families can actively participate in anti-bullying initiatives, school campaigns, or workshops, helping learners understand that the whole community values safety, respect, and inclusion.

Overall Aim: Strong collaboration between school and home ensures learners receive consistent messages, guidance, and support, enhancing their emotional wellbeing and helping prevent bullying before it escalates.

11. External Support Services

- Childline: 0800 1111
- KIDSCAPE: 0845 120 5204
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Youth Access: 020 8772 9900

12 Conclusion

12.1 Commitment to a Safe and Respectful Community

ALP School Leicester is committed to creating a safe, inclusive, and respectful environment for all learners, staff, and members of our school community. Bullying is never tolerated, and we address incidents using restorative, educational, and person-centred approaches. Every learner is supported, heard, and valued, ensuring they can thrive academically, socially, and emotionally.

Through:

- Strong, positive relationships between staff, learners, and families

- Personalised support tailored to the needs of each individual
- Clear, consistent procedures for reporting, responding, and preventing bullying

12.2 Continuous Improvement

We continually review and improve our anti-bullying practices to ensure they remain effective and relevant. Through strong relationships, personalised support, clear procedures, and collaboration with families and staff, we monitor outcomes, reflect on our practice, and adapt strategies to prevent bullying and strengthen our school community. Creating a safe, inclusive, and respectful environment is a shared responsibility for everyone at ALP.

ALP Leicester is a trading name of ASD Learning (Midlands) Ltd