



LEICESTER

THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Anti Bullying Policy

Policy Owner	Leicester Therapeutic School
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Special Educational Needs & Disabilities (SEND) at Leicester Therapeutic School

At Leicester Therapeutic School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Leicester Therapeutic School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information

Safeguarding at Leicester Therapeutic School

At Leicester Therapeutic School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Leicester Therapeutic School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies.

Policy Aims

- To ensure compliance with parts 2 and 3 of the independent school standards.
- To ensure all directors, school leaders, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- To ensure all directors, school leaders teaching and non-teaching staff know how to recognise and report bullying in line with this policy.
- To ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure that bullying is taken seriously, and acted on appropriately by all stakeholders.
- To ensure bullying is not tolerated at Leicester Therapeutic School.

Definition

Although there is no legal definition of bullying, Leicester Therapeutic School, adopts and adheres to the Department of Education's definition of what bullying is. Bullying at Leicester Therapeutic School is therefore defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying (bullying via mobile phone or online, for example social networks and messenger sites).

Types of Bullying

It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual. Bullying generally falls into one or a combination of the following categories:

- Physical – Unprovoked assault on a person or group which can range from a light touch of a peer to grievous bodily harm.
- Verbal – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- Psychological – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- Social- Ostracism – rejection by peer group.

- Cyber bullying – Using mobile phones or the internet to deliberately upset someone. This includes peer-on-peer abuse (see below). Being subjected to harmful online interaction with other users.
- Prejudice-based bullying: This is bullying that is based on a protected characteristic. The DfE emphasizes the need to tackle this type, which can include bullying related to:
 - Race, religion, or nationality
 - Sexual orientation (homophobic/biphobic bullying)
 - Gender or gender identity (transphobic bullying)
 - Disability (SEND)
 - Faith and belief
- Sexual bullying: This involves bullying with a sexual element, such as sexual harassment or inappropriate sexual comments.
- Other types: Bullying can also relate to a person's physical appearance, mental or physical health conditions, or their home circumstances, including being a young carer or a teenage parent.
- Child-on-Child abuse - any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing" · asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

SEND & Bullying at Leicester Therapeutic School

The students at Leicester Therapeutic School have a wide range of complex needs, including those that impact on social skills and emotional development. As a school community we understand that bullying in our context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at the school will recognise bullying behaviour if they experience it. Equally, not all students will be able to recognise their own behaviour as bullying towards another individual. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. However, despite these complexities, Leicester Therapeutic School has high expectations of its students and remains deeply committed to resolving incidents of bullying effectively and acting quickly to ensure the safety and well-being of our students. Leicester Therapeutic School will not tolerate bullying.

Prevention of Bullying

It is imperative that our students have the right support in place to attend a safe and healthy school environment. Bullying will be prevented through a high quality curriculum, clear boundaries and a caring environment. The concepts embedded in our Anti-Bullying policy are supportive of those identified in the UNCRC Rights of the Child to ensure the prevention of bullying has a high profile within the school. We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem solving approach
- The staff are made aware of the anti-bullying policy by Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through notice boards, posters and Child line.
- Provide support through playground buddies, friendship group and peer support.
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory. (see Remote Learning Online Safety policy)

Students will be actively encouraged to develop their understanding of patience, empathy, co- operation and tolerance in our curriculum through:

- Curriculum planning in all subject areas, with a focus on planned topics within PSHE
- Weekly themes: National Anti-Bullying Week, E-Safety Week, Religion, Respect, LGBTQ, Sexual Orientation, Beliefs and other key areas
- Presentations from outside agencies and theatre groups
- Offsite activities

- Restorative meetings
- Personal development curriculum
- External visitors such as the local Police, NHS workers, NSPCC and representatives from different faiths.

Procedures

Leicester Therapeutic School has clear and simple procedures for recording and reporting incidents of bullying. Within this reporting process, staff will have a good understanding of what bullying is, as defined in this policy, and will focus on the early identification of behaviours that may turn into bullying if not addressed quickly and effectively. The school will work in collaboration with parents and other stakeholders to ensure any incidents of bullying are responded to swiftly with the desired outcome. This section should be read in conjunction with the school's Positive Behaviour Policy.

Early Identification & Support

Staff Procedure	Early Support to both victim & perpetrator
Report full incident of inappropriate behaviour on school's CPOms system identifying the victim & perpetrator. Key worker lead on the appropriate response.	Labelling emotions tasks
	1:1 support session about building positive relationships with the peers.
	Assemblies & Personal Development activities on Anti-Bullying
	and other associated topics Supportive parent conversation focusing on promoting behaviour
	& positive peer relationships
	Personalised Peer-Relationship Plan (safe place / trusted adult / target setting / behaviour monitoring etc)
	IEP targets and appropriate rewards & sanctions if applicable

Procedures for Reporting & Responding to Bullying

Staff Procedure	Varied guided school response
<p>Report full incident of bullying on the school's CPOMs system presenting behaviours using the appropriate type of bullying, identifying the victim & perpetrator.</p> <p>Senior Leadership Team to lead on the appropriate response, with the support of the child's key adults.</p>	Identify quickly any potential victims and inform parents of the
	situation and the school's response
	Discussions with the victim about how they would like to proceed
	this process may involve parents too
	Positive and tangible steps taken to stop the bullying, and improve the perpetrators behaviour, based on the individual scenario and
	children involved
	Parent meeting with perpetrators parents and the child to explore
	the incident and set clear expectations moving forward.
	Inform local authority placement team & SEND case officer Inform external agencies such as Children Services, Counselling services,
	MASH, CAMHS referral if appropriate
	Implement disciplinary sanctions if appropriate, including internal and external exclusions / suspensions
	Utilise specific organisations and resources for help with bullying.
	Monitor the behaviour of the perpetrator closely to identify any further incidents of bullying.
	Work with the wider community and external agencies such as the police and children's services when a criminal offence may have been committed.

Roles of Responsibilities

The Governing Body

- Oversight of the schools anti-bullying school ethos to ensure it is an inclusive environment.
- Hold the Headteacher to account for the implementation of this policy.
- Ensure regular review of anti-bullying policy and practice including analysis of data published.
- Ensure the school is promoting equality for its whole community.
- Ensure the whole school is promoting equality and inclusion.
- Ensure the safety and well-being of students is the highest priority for school leaders.

The Headteacher

- To create an atmosphere of no tolerance of bullying in the school.
- To deal with any incidents of bullying quickly and effectively to the satisfaction of pupils and parents.

- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date bullying related data from the schools behaviour report analysis and plan appropriate interventions either at an individual or whole school level.
- Work with families so that they are aware of the schools policy/practice and specific circumstances if they arise.
- To act as a port of call to guide staff on any bullying related matter.
- To liaise with external agencies as necessary in partnership to support anti- bullying strategies.
- Ensure bullying is factored into any analysis of pupil behaviour.
- Ensure that behaviour recording systems record any instances of bullying.

Senior Leaders

- To act as the first point of reference for any guidance on dealing with bullying.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- To work with School Council representatives on work relating to anti- bullying.
- Promote E-Safety week within the school and educate pupils on these issues.
- Keep up to date bullying related data from the schools behaviour report analysis and plan appropriate interventions either at an individual or whole school level.
- Regular monitoring of bullying and related incidents such as attendance.
- Work with families so that they are aware of the schools policy/practice and specific circumstances if they arise.
- Support staff in the delivery of restorative sessions in an event of bullying.
- To act as a port of call to guide staff on any bullying related matter.

All School Staff

- To be constantly monitoring the pupils for bullying related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- To be constantly modelling high standards of behaviour and to have high expectations of all students.
- To report any incidents of bullying to the DSL and record on CPOMS.

Voice of the Child

There are a number of ways that pupils can communicate to express their feelings and thoughts. These include the schools worry box, student council, ELSA, Thrive and other needs led inclusion interventions as well as regular opportunities to catch up with class teacher and key adults.

School staff should be constantly vigilant for signs that pupils may be subject to bullying behaviour expressed through either a student voice or from signs such as distress, change in mood, injury, and change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.antibullying.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: www.gov.uk

DfE: “No health without mental health”: www.gov.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.or.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

SEND

Mencap: www.mencap.org.uk

DfE: SEND code of practice: www.gov.uk

Special Needs Jungle: www.specialneedsjungle.com

Changing Faces: www.changingfaces.org.uk

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org