



Anti-Bullying & Prevention

Jan 2025

The Life Skills Project is dedicated to providing a safe, supportive, and inclusive environment for all learners aged 9–25. We recognize the potential impact of bullying on emotional wellbeing and the importance of addressing it promptly and effectively. Our policy prioritizes the individual needs of young people, including those with additional needs, and focuses on fostering a culture of respect, empathy, and collaboration within both private tuition and group learning settings.

This policy provides a framework for responsible conduct and establishes guidelines to protect learners and staff from potential bullying risks, ensuring a safe and respectful environment for all involved.

By addressing the unique needs of individuals and fostering a culture of respect and understanding, the policy ensures that every child and young person, regardless of their background, circumstances, or however they experience the world, is valued, supported, and empowered to thrive.

Status & Review Cycle: Statutory Annual

Next Review Date: January 2026

The Life Skills Project Anti-Bullying & Prevention Statement 2025

At The Life Skills Project, we are committed to creating a safe, accessible, and supportive learning environment, both online and in-person, where all learners feel valued, respected, and protected from bullying. We prioritize the individual needs and wellbeing of each young person, ensuring that every learner feels empowered, included, and confident that their concerns are addressed with care and understanding.

This statement provides staff and tutors with a clear framework for preventing and addressing bullying effectively. It highlights how The Life Skills Project works collaboratively with families, carers and other professionals to ensure that each learner's unique strengths and challenges are recognized and supported. Our goal is to foster an environment where all learners can thrive safely, with dignity, and free from the harm of bullying.

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Philosophy

We believe that:

- Bullying, in any form, is harmful and unacceptable
- The emotional wellbeing and safety of our learners is paramount
- Bullying can include physical, verbal, emotional, or online behaviours that intimidate, isolate, or harm others
- Learners with additional needs may experience or interpret social interactions differently, requiring tailored support to address misunderstandings or conflicts
- All reported or perceived incidents of bullying must be acknowledged and addressed, regardless of intent

Principles

The Life Skills Project is committed to:

- Promoting positive relationships and mutual respect among learners, staff, families and care givers
- Helping learners develop an understanding of their own behaviour and social interactions through structured guidance and support, when appropriate, necessary and required
- Providing tools and strategies for learners to manage anxiety and regulate emotions, reducing the likelihood of conflict or bullying behaviours
- Supporting both the recipient and the initiator of bullying to resolve conflicts and rebuild trust where possible

Definitions

Bullying is defined as behaviour that:

- Intimidates, overpowers, or isolates another individual
- Is repeated or perceived as a deliberate act of harm
- Can occur in various forms, including physical, verbal, emotional, and cyberbullying

For learners with additional needs, misunderstandings of social cues or heightened anxiety may contribute to behaviours perceived as bullying. These situations will be addressed with sensitivity and understanding

Procedures

Bullying will be managed through:

- **Individual Support Plans (ISPs):** Proactive plans tailored to each learner's needs to promote positive interactions and reduce anxiety
- **Conflict Resolution:** Structured discussions underpinned by emotional regulation and social skills to address misunderstandings or conflicts
- **Behavior Support:** Supporting learners in developing positive social interactions through personalized strategies, such as guided discussions, activities, and practical scenarios
- **Family, Care Giver & Other Professional Collaboration:** Working closely with families, carers and other professionals to address concerns and develop constructive solutions
- **Break-Out Spaces:** Communicating to learners where the available break-out spaces at the Learning Centre or Community Space are, how to access them and that they are available to be accessed should a learner require access to them, whilst accompanied by a staff member

Monitoring & Performance

We will monitor the effectiveness of our policy by:

- Keeping records of incidents and actions taken
- Collecting feedback from learners, families, and staff through regular communication

- Reviewing ISPs and progress toward individual behaviour and social understanding goals
- Evaluating group dynamics in learning settings to ensure a positive and inclusive atmosphere

Related Policies

This policy is aligned with:

- Child Protection & Safeguarding Policy
- Wellbeing and Behaviour Policy
- Equality & Diversity Policy

Reporting Bullying

- Learners, families, care givers, other professionals and staff are encouraged to report any concerns about bullying to the Tutor
- Tutors will record incidents and report them to the Designated Safeguarding Officer (DSO) for appropriate action
- The Life Skills Project ensures confidentiality and a supportive response to all reports

Contact Information

For further information or to report a concern, please contact The Life Skills Project's Designated Safeguarding Officer (DSO):

Designated Safeguarding Officer (DSO): Liam Kelly

Contact Details: contact@theliveskillsproject.org, 07446047766