



Anti-Bullying Policy

Reviewed by	Nathan Slater, Headteacher
Checked by	Daniel Pallett, Executive Headteacher
Date reviewed:	September 2026
Next Review date:	September 2027, or sooner if legislation or guidance changes

1 Policy purpose and scope

Jasmine Hall School is committed to providing a safe, respectful and inclusive specialist learning environment in which every pupil can participate and learn. Bullying is unacceptable. Staff will respond promptly, consistently and proportionately whenever bullying is reported, observed or suspected.

This policy applies across Croft House, Cedar House and Markeaton House, during school-arranged transport, educational visits, work-related learning and any off-site activity organised or supervised by the school. It also applies to online or off-site behaviour when that behaviour affects a pupil's safety, wellbeing, attendance or education, or the safe running of the school.

The policy is designed for Jasmine Hall's SEND context. Pupils may need reasonable adjustments to understand expectations, report concerns or take part in an investigation. Adjustments change how support and processes are provided; they do not lower expectations for safety or permit bullying.

2 Legal and statutory framework

The proprietor must ensure, so far as is reasonably practicable, that bullying is prevented through an effective anti-bullying strategy. This policy supports that duty and has been prepared with regard to the following requirements and guidance:

- The Education (Independent School Standards) Regulations 2014, as amended, particularly paragraph 10 of the Schedule.
- Keeping Children Safe in Education 2026.
- The Equality Act 2010, including the public sector equality principles that inform fair and non-discriminatory practice.
- Department for Education guidance Preventing and tackling bullying.
- Department for Education guidance Preventing and tackling the bullying and harassment of school staff, published July 2026.
- Department for Education guidance Behaviour in schools and relevant online-safety guidance.

Some behaviour described as bullying may also be a safeguarding concern, discrimination, harassment or a criminal offence. Where this may be the case, the school will use the relevant safeguarding, equality, behaviour, complaints, employment or criminal-reporting process alongside this policy.

3 Definition of bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another person physically or emotionally and commonly involves an imbalance of power. Power may arise from physical strength, age, status, popularity, group size, access to information, communication ability or a real or perceived difference.

A single incident may not meet the usual definition of bullying. It will still be taken seriously and addressed under the Behaviour Policy, Safeguarding and Child Protection Policy or another relevant procedure. Repeated incidents that appear minor when viewed separately may form a pattern of bullying.

Conflict, friendship difficulties, dysregulation or behaviour linked to unmet need are not automatically bullying. Staff will consider intent, impact, repetition, power, vulnerability and context. This distinction will never be used to dismiss harm or delay support.

4 Forms of bullying

Bullying may be direct or indirect, obvious or subtle, and may occur face to face or through technology. It includes:

- physical bullying, including hitting, kicking, spitting, pushing, intimidation, taking belongings or damaging property;
- verbal bullying, including threats, name-calling, humiliating comments, repeated teasing or coercive language;
- relational or social bullying, including deliberate exclusion, rumour-spreading, manipulation, controlling friendships or encouraging others to isolate someone;
- online bullying through messages, social media, gaming, images, video, group chats, impersonation, altered content or the sharing of personal information;
- prejudice-based or discriminatory bullying connected with race, religion or belief, sex, disability, sexual orientation, gender reassignment, age or another protected characteristic, or connected with appearance, family circumstances, care experience or perceived difference;
- sexual bullying or harassment, including sexualised comments, unwanted conduct, pressure, image-sharing or behaviour of a sexual nature; and
- bullying connected with SEND, communication differences, vulnerability, health needs or a pupil's method of regulation or support.

5 Bullying and safeguarding

Bullying can be a safeguarding matter. Staff must report concerns to the Designated Safeguarding Lead without delay where the behaviour involves or may involve child-on-child abuse, sexual violence or sexual harassment, harmful sexual behaviour, coercion, exploitation, discriminatory abuse, serious threats, significant physical harm, self-harm risk or another safeguarding concern.

Staff must not treat abuse as banter, part of growing up or an inevitable feature of SEND. The response will be child-centred and will consider the safety and needs of every pupil involved. Staff must not promise confidentiality. Information will be shared only with those who need it to protect children and manage the concern.

6 Responsibilities

6.1 The Headteacher and proprietor

- ensure that this policy is implemented effectively across all Jasmine Hall sites;
- ensure staff understand reporting, recording and escalation procedures;
- review patterns, actions and assurance information; and
- ensure the policy is reviewed at least annually and sooner when guidance or school arrangements change.

6.2 The Designated Safeguarding Lead

- advises where bullying meets or may meet a safeguarding threshold;
- coordinates safeguarding action and referrals where required;
- monitors links with child-on-child abuse, online harm, discrimination and vulnerability; and
- works with leaders to identify themes and strengthen prevention.

6.3 All staff

- model respectful behaviour and challenge bullying, discriminatory language and harmful conduct;
- listen to pupils, take every report seriously and act promptly;
- make reporting and investigation accessible to the pupil's communication profile;
- record facts accurately and pass concerns to the appropriate leader; and
- follow agreed support, safety and monitoring plans.

6.4 Pupils and parents or carers

Pupils are encouraged to report bullying, avoid participating in or sharing harmful content, and support others to seek help. Parents and carers should report concerns promptly, preserve relevant online evidence where safe to do so, work with the school and use the Complaints Policy if they remain dissatisfied with the school's response.

7 Preventing bullying

Jasmine Hall uses a whole-school approach which combines clear expectations with teaching, supervision, pastoral support and early intervention. Preventive work includes:

- trusted-adult, form tutor, key-worker and pastoral relationships;
- PSHE and RSHE teaching about respectful relationships, consent, boundaries, protected characteristics, prejudice and online safety;
- British Values, SMSC, assemblies, pupil voice and age-appropriate awareness activities;
- explicit teaching and modelling of communication, emotional regulation and conflict-resolution skills;
- appropriate supervision during less structured times and in locations where risk is higher;
- accessible information about how to report concerns;
- staff induction, safeguarding updates and behaviour briefings; and
- analysis of incidents so that curriculum, supervision and support can be adjusted.

8 Reporting bullying

A pupil can report bullying to any member of staff. They may speak to a trusted adult, form tutor, key worker, pastoral staff member, the DSL or a member of the Senior Leadership Team. A pupil may also report through writing, drawing, visual supports, supported conversation or an agreed communication system.

Parents, carers and professionals may report concerns to the pupil's form tutor or key worker, the Headteacher or the DSL. Urgent safeguarding concerns must be reported immediately using the school's safeguarding procedures.

No concern will be dismissed because a pupil has difficulty describing events, communicates differently, has previously displayed distressed behaviour, or has a known social-communication need. Staff will record the pupil's own words where possible and distinguish fact, observation and professional judgement.

9 School response

The precise response will depend on the seriousness, context and safeguarding risk. The school will normally:

- 1. Secure immediate safety.** Provide reassurance, first aid or urgent safeguarding action where needed, and reduce the risk of further contact or retaliation.
- 2. Record the concern.** Create an accurate record on the appropriate behaviour or safeguarding system and preserve relevant evidence.
- 3. Listen separately.** Speak with the pupils involved and relevant witnesses using fair, accessible and non-leading approaches. Pupils will not be required to face one another.
- 4. Assess the concern.** Consider repetition, intent, power, impact, vulnerability, discrimination, online factors and whether safeguarding, police or external-agency action is required.
- 5. Agree protective action.** Set out how the behaviour will stop, how retaliation will be prevented and what immediate adjustments or safety arrangements are required.
- 6. Respond to the behaviour.** Use educational, pastoral, restorative and disciplinary responses under the Behaviour Policy. Restorative work will be voluntary, safe and appropriate; it will not replace safeguarding action or be used to pressure a pupil to forgive.

7. Inform and involve. Contact parents or carers and relevant professionals where appropriate, unless doing so would create a safeguarding risk or conflict with agreed safeguarding action.

8. Follow up. Check with pupils that the behaviour has stopped, support remains effective and there has been no retaliation. Further action will be taken if concerns continue.

Serious or persistent bullying may lead to suspension or permanent exclusion in accordance with the school's Suspension and Permanent Exclusion Policy. Decisions will be lawful, proportionate, evidence-based and attentive to SEND and reasonable adjustments.

10 Support for pupils

A pupil who experiences bullying will receive support matched to their needs. This may include a named trusted adult, safety planning, pastoral or therapeutic input, communication support, adjustments to routines, support with online reporting, work to rebuild confidence and participation, and coordination with parents, carers or external professionals.

A pupil who has engaged in bullying will also be supported to understand the impact of their behaviour, develop safer ways to communicate and relate to others, and address relevant unmet needs. Support for the pupil responsible will never reduce the school's duty to protect the pupil who has been harmed.

Witnesses and bystanders may also need support, particularly where they have been pressured to participate, share content or remain silent.

11 Online and off-site bullying

Online bullying may continue beyond the school day, reach a large audience and leave a lasting digital record. Where online or off-site behaviour affects pupils at school, their safety or education, Jasmine Hall will respond when it is reasonable and appropriate to do so. This may include safeguarding action, parental contact, support to preserve and report content, work with transport providers or other settings, and referral to the police or another agency.

Staff will not ask a pupil to forward illegal sexual images. Any concern involving nude or semi-nude images will be managed under safeguarding procedures and current national guidance.

12 Equality and discriminatory bullying

The school will take active steps to prevent and respond to discrimination, harassment and victimisation. Records will identify where an incident is linked or may be linked to a protected characteristic or another aspect of identity or vulnerability. Leaders will consider whether wider curriculum, staff training, supervision or environmental action is required, rather than treating repeated prejudice-based incidents as isolated events.

13 Bullying or harassment involving adults

Bullying or harassment involving staff, volunteers, parents or carers is addressed through the relevant staff Code of Conduct, grievance, whistleblowing, complaints, safeguarding, health and safety or employment procedure. Concerns about an adult's conduct towards a child must always be managed under the Safeguarding and Child Protection Policy.

Online or offline bullying, harassment, intimidation or threats towards staff are unacceptable. The Headteacher or proprietor will agree proportionate action and support, taking account of the Department for Education's July 2026 guidance on protecting school staff.

14 Recording monitoring and governance

Leaders maintain records of bullying and related incidents and review them for recurrence, location, time, online factors, pupil vulnerability, protected characteristics and the effectiveness

of actions taken. Records of bullying that meet a safeguarding threshold will also form part of the pupil's safeguarding chronology.

The Headteacher and DSL review trends at least termly. Findings inform supervision, curriculum planning, staff development, pupil support and school improvement. Relevant assurance information is reported through the school's governance arrangements without identifying individual pupils unnecessarily.

Success is assessed through evidence that pupils feel safe and know how to report concerns, reports are acted upon promptly, repeated incidents reduce, protective actions are effective, and pupil and parent feedback informs improvement. A reduction in recorded incidents will not be treated as success unless reporting confidence and pupil voice also support that conclusion.

15 Complaints

Parents or carers who believe a bullying concern has not been handled appropriately should first raise this with the Headteacher. If the concern remains unresolved, they may use the school's Complaints Policy. Safeguarding concerns will continue to be managed through safeguarding procedures regardless of any complaint.

16 Accessibility review and publication

This policy is published on the Jasmine Hall School website and is available in hard copy on request. The school can provide the policy in an alternative or accessible format where required.

The policy will be reviewed annually and earlier if legislation, statutory guidance, inspection requirements, local arrangements or evidence from incidents indicates that a change is needed.

17 Related Jasmine Hall policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Mobile Phone and Personal Smart Device Policy
- Online Safety and Acceptable Use arrangements
- RSHE Policy
- SEN and Inclusion Policy
- Suspension and Permanent Exclusion Policy
- Complaints Policy
- Staff Code of Conduct, Grievance and Whistleblowing procedures

18 Key external references

Education (Independent School Standards) Regulations 2014:

<https://www.legislation.gov.uk/uksi/2014/3283/contents>

Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Preventing and tackling bullying: <https://www.gov.uk/government/publications/preventing-bullying>

DfE Preventing and tackling the bullying and harassment of school staff:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying-and-harassment-of-school-staff>

Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>