



Jasmine House School

Anti-Bullying Policy

Policy updated	September 2026
Next scheduled review	September 2027
Policy owner	Jordan Handley
Review arrangements	Earlier review if legislation, statutory guidance or school arrangements change

1. Statement of intent

Jasmine House School is committed to providing an environment in which every pupil is safe, valued and able to learn. Bullying is unacceptable and will be addressed promptly, consistently and proportionately. Staff will listen to pupils, take reports seriously and provide support to all pupils involved.

This policy supports paragraph 10 of the Education (Independent School Standards) Regulations 2014, as amended, which requires an effective anti-bullying strategy, and is informed by Keeping Children Safe in Education 2026, the Equality Act 2010 and DfE guidance on preventing and tackling bullying.

2. What is bullying?

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

A single incident may not meet the usual definition of bullying, but it will still be taken seriously and managed under the school's Behaviour and/or Safeguarding policies where appropriate.

3. Forms of bullying

- physical bullying, including hitting, kicking, spitting, damaging belongings or intimidation;
- verbal bullying, including threats, name-calling, humiliating comments or repeated teasing;
- relational or social bullying, including deliberate exclusion, rumour-spreading or coercion;
- online or cyberbullying through messaging, social media, gaming, images, video, impersonation or other digital means;
- prejudice-based or discriminatory bullying related to race, religion or belief, sex, disability, sexual orientation, gender reassignment, age or other protected characteristics, as well as appearance, family circumstances or care status;
- sexual bullying or harassment, including sexualised comments, pressure, unwanted conduct, image-sharing or behaviour of a sexual nature; and
- bullying connected with SEND, communication differences, vulnerability or perceived difference.

4. Bullying and safeguarding

Bullying can be a safeguarding matter. Where a report involves child-on-child abuse, sexual violence or sexual harassment, harmful sexual behaviour, coercion, exploitation, threats of serious harm, discriminatory abuse or any other safeguarding concern, staff must follow the Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead without delay.

Staff must never assume that bullying, harassment or abuse is an inevitable part of growing up or of a pupil's SEND. The school's response will remain child-centred and will consider the needs and safety of all pupils involved.

5. Prevention

- clear expectations for respectful behaviour and relationships;
- a relational and restorative behaviour approach with high expectations;
- PSHE/RSHE, online-safety, safeguarding and personal-development teaching;

- active teaching about protected characteristics, diversity, consent, boundaries and respectful relationships;
- appropriate supervision, especially during less structured times and in identified higher-risk locations;
- pupil voice and accessible ways to raise concerns;
- staff training and regular safeguarding/behaviour briefings; and
- analysis of incidents and patterns so that preventive action can be targeted.

6. Reporting bullying

Pupils can report bullying to any member of staff. Staff will support pupils to communicate concerns using methods appropriate to their communication profile, including visual supports, writing, supported conversation or communication systems where needed.

Parents/carers and professionals should report concerns to the Headteacher, class/pastoral lead or Designated Safeguarding Lead. Urgent safeguarding concerns should be reported immediately using the school's safeguarding procedures.

No report will be dismissed because a pupil has difficulty describing events, has previously displayed challenging behaviour, or has a known communication or social-interaction need.

7. School response

1. Ensure immediate safety and provide support to the pupil reporting bullying.
2. Record the concern on the school's appropriate behaviour/safeguarding recording system.
3. Establish what happened using an approach that is fair, accessible and proportionate.
4. Consider whether the matter meets the threshold for safeguarding action and involve the DSL where required.
5. Take action to stop the behaviour and protect against retaliation.
6. Apply educational, relational, restorative and disciplinary responses in line with the Behaviour Policy, taking account of SEND and reasonable adjustments without lowering expectations for safety.
7. Inform parents/carers and relevant professionals where appropriate.
8. Follow up with the pupils involved to check that the behaviour has stopped and that support remains effective.

8. Support for pupils

Pupils who experience bullying will receive support appropriate to their needs, which may include trusted-adult contact, pastoral or therapeutic support, safety planning, adjustments to routines, communication support and work to rebuild confidence and participation.

Pupils who engage in bullying will also be supported to understand the impact of their behaviour, develop safer ways of communicating and relating to others, and address underlying needs. Support for a pupil who has bullied will never reduce the school's responsibility to protect those who have been harmed.

9. Online and off-site bullying

Bullying that occurs online or outside school may still affect pupils' safety, wellbeing or education. Where the school becomes aware of such behaviour, it will respond where it is reasonable and appropriate to do so. Criminal behaviour or serious threats may be referred to the police, and safeguarding concerns will be managed through safeguarding procedures.

10. Recording and monitoring

Leaders maintain records of bullying and related incidents and review them for patterns, recurrence, location, online factors, pupil vulnerability and prejudice or discrimination linked to protected characteristics. This analysis informs supervision, curriculum, staff development, pupil support and school improvement.

The Headteacher reports relevant trends and assurance information through the school's governance arrangements while maintaining appropriate confidentiality.

11. Staff bullying and harassment

Bullying or harassment involving adults is addressed through the school's staff Code of Conduct, grievance, whistleblowing, safeguarding and employment procedures as appropriate. Concerns about an adult's behaviour towards a child must always be dealt with under the Safeguarding and Child Protection Policy.

12. Key references

- Education (Independent School Standards) Regulations 2014, as amended - paragraph 10.
- Keeping Children Safe in Education 2026.
- Equality Act 2010.
- DfE, Preventing and tackling bullying, current guidance.
- DfE, Preventing and tackling the bullying and harassment of school staff, 2026.
- School Behaviour Policy and Safeguarding and Child Protection Policy.