The James Hornsby School

Together we excel

Anti-Bullying Policy

Previous iteration Agreed by Governing Body	July 2026 Updated June 2026
Date of Next Review (3 Years)	September 2029

ANTI-BULLYING POLICY

The School aims to comply with Section 154 of the Education Act 1996 by maintaining an ethos and environment which will encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

We understand that our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered, harm. We recognise that, whilst at school, a child's behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that child on child abuse is a reality and any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

The James Hornsby School works under guidance from Essex County Council. Bullying can be any persistent behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten or exclude, as well as being persistent and an abuse of power, leaving the targeted individual feeling defenceless. Bullying will not be tolerated at The James Hornsby School, but incidents must be reported in order for the school to take action. See also Appendix 1.

Definition of bullying

Bullying is repeated, hurtful or unkind behaviour which is deliberate. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

· Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.

· Attacking property – such as damaging, stealing or hiding someone's possessions.

· Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.

· Psychological – such as deliberately excluding or ignoring people.

· Cyber – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

a) Race (racist bullying)
b) Religion or belief
c) Culture or class
d) Gender (sexist bullying)
e) Sexual orientation (homophobic or biphobic bullying)
f) Gender identity (transphobic bullying)
g) Special Educational Needs (SEN) or disability
h) Appearance or health conditions
i) Related to home or other personal situation
j) Related to another vulnerable group of people

We have a lead person for anti-bullying, overseeing a team, who is responsible for ensuring policies and procedures promote positive and safe environments that nurture emotional health, good behaviour and well-being. These areas will be addressed in assemblies, in PSHE lessons, through form times and in conversations with groups and individuals. The lead person also ensures that incidents of bullying are recorded and monitored in such a way that incidents of bullying are resolved positively.

The school will follow and adhere to the guidance in the school's Behaviour Policy and Safeguarding policy to address child on child abuse and impose appropriate consequences as a result of any bullying.

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

The school will deal with sexting matters in house where possible; the guidance taken from Essex County Council will be followed at the school. All incidents involving youth produced sexual imagery will be dealt with under the Child Protection and Safeguarding Policy. If a referral is received, an initial meeting will take place with the young person, the meeting should determine the level of immediate risk. If there is an immediate risk, then the police and Essex Social Care should be informed. If there is deemed to be no immediate risk, where appropriate, the images will be deleted from the device, parents should be informed as early as possible and the young person spoken to about the risks of taking, viewing or sharing images. The school can choose to issue a consequence if appropriate. The school will, if needed, confiscate the device and insist that the young person is spoken to by the Police Liaison Officer regarding the risks.

All types of bullying must be reported to a trusted adult.

Bullying Follow-Up Communication Protocol

Purpose

To ensure all reported bullying incidents are managed consistently, sensitively and thoroughly, with clear communication, sufficient time for investigation, appropriate consequences where required, and structured wellbeing support for all affected students over an 8-week period.

Principles

- Safeguarding and student wellbeing come first.
- Reports are taken seriously and responded to promptly.
- Investigations must be fair, evidence-based and not rushed.
- Communication should be timely, factual and proportionate.
- Confidentiality will be maintained where possible.
- Support continues after the incident is concluded.

When a Bullying Concern is Reported:

Within 24 Hours:

- Incident acknowledged with parent/carer via telephone
- Initial investigation begins
- Logged on My Concern

Within 72 Hours:

- Outcome of investigation communicated to college teams and parent/carer (this includes a holding update to parent/carer if investigation could not take place within the time frame for any reason)

- Follow-up actions to be shared with appropriate staff

Within five school days:

All follow-up actions should have taken place, this could include, but is not limited to:

- Time in BAP
- Restorative work
- Educational work
- Parent/Carer meeting
- First wellbeing check
- Behaviour contracts written and signed
- Risk assessments (where appropriate) written and shared
- Timetable changes (in extreme circumstances)

Across the following 8 weeks:

- Check-in with student(s) (victim and aggressor) – all logged on My Concern
- Review whether issue has stopped (as part of the check in with student(s))
- Follow-up contact with parent/carer where necessary

Recorded Every Time on My Concern:

- Incident details
- Actions taken
- Communication sent
- Review outcome

This policy has been developed with reference to the following legislation and statutory guidance:

Equality Act 2010
Education Act 2011
Education and Inspections Act 2006
Children Act 1989
Children Act 2004
Human Rights Act 1998
SEND code of practice
Keeping Children Safe in Education

Non-Statutory Guidance:

Preventing and Tackling Bullying
Searching, screening and confiscation
Behaviour in schools guidance – advice for headteachers and school staff
Teaching online safety in schools.

Related School and Trust Policies:

Behaviour Policy
Code of Conduct
Child Protection and Safeguarding Policy
Relationship, Sex and Health Education Policy
Special Educational Needs and Disability Policy
Suspension and Permanent Exclusion Policy
Zenith Mental Health and Wellbeing Policy
Online safety Policy