



Norfolk House School

Anti Bullying Policy

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1. Introduction

- 1.1. This is the Anti Bullying Policy of Norfolk House School (**School**).
- 1.2. Norfolk House School does not tolerate bullying and ensures, in so far as reasonably practicable, that bullying is prevented. All connected with the School work together to create a happy and secure environment for all pupils; this Policy is designed to help the School to achieve this goal and is a fundamental part of the day to day running of the School. This policy has been written with regard to guidelines from 'Preventing and Tackling Bullying' (DfE October 2017) and relates to all pupils, including those in the Early Years Foundation Stage.

2. Aims

- 2.1. The aims of this policy are:
 - 2.1.1. to provide a happy, calm and secure learning environment where bullying does not take place, or in the event that an incident or perception of an incident does arise, that the matter receives early identification and is dealt with quickly and efficiently.
 - 2.1.2. to promote trust and mutual respect for everyone, treating everyone as an individual and offering the relevant support.
 - 2.1.3. to deal with both the victim and the alleged bully to offer a range of support systems and guidance.
 - 2.1.4. to work with staff and pupils to avoid instances of bullying behaviour appearing in school.
 - 2.1.5. to encourage parents and pupils to talk about perceived or actual bullying at the earliest opportunity.

3. Scope and application

- 3.1. This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

4. Regulatory framework

- 4.1. This policy has been prepared to meet the School's responsibilities under:
 - 4.1.1. Education (Independent School Standards) Regulations 2014;
 - 4.1.2. *Statutory framework for the Early Years Foundation Stage* (DfE, updated September 2025);
 - 4.1.3. Education and Skills Act 2008;

- 4.1.4. Children Act 1989;
 - 4.1.5. Childcare Act 2006;
 - 4.1.6. Data Protection Act 2018 and General Data Protection Regulation (GDPR);
and
 - 4.1.7. Equality Act 2010.
- 4.2. This policy has regard to the following guidance and advice:
- Keeping children safe in education (DfE, September 2025) (**KCSIE**);
 - Preventing and Tackling Bullying (HM Government 2017)
 - Working together to safeguard children (HM Government, updated June 2025) (**WTSC**);
 - Educate Against Hate (HM Government, updated 2024);
 - What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);
 - Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, updated May 2024);
 - Sharing nudes and semi-nudes: advice for education settings working with children and young people (UK Council for Child Internet Safety (UKCIS), updated March 2024);
 - Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);
 - Sexual violence and sexual harassment between children in schools and colleges (DfE, updated September 2021)
 - Searching, screening and confiscation: advice for schools (DfE, updated July 2023);
 - Listening to and involving children and young people (DfE, January 2014);
 - Safeguarding children (links to government guidance and resources);
 - Safeguarding children and protecting professionals in early years settings: online safety considerations (UK Council for Internet Safety, February 2019);

Relationships education, relationships and sex education and health education guidance (DfE, Sept 2021);

Birmingham Safeguarding Children Partnership referral / threshold procedures / guidance;

What equality law means for you as an education provider: schools (Equality and Human Rights Commission, April 2014)

The Equality Act 2010 and schools (DfE, June 2018);

Mental health and behaviour in schools (DfE, November 2018)

Teaching online safety in schools (DfE, updated January 2023)

4.3. The following School policies, procedures and resource materials are relevant to this policy:

Statement of Ethos and Aims;

Equal Opportunities Policy;

Special Educational Needs Policy;

Safeguarding and Child Protection Policy;

PSHCE Policy;

Behaviour and Discipline Policy;

Accessibility Plan;

Disability Policy;

Acceptable use of Technology by Pupils Policy;

Online Safety Policy;

Policy for Supporting Pupils with Mental Health Problems;

CPOMS Policy

Risk Assessment Policy for Pupil Welfare; and

Relationships Education Policy.

5. Publication and availability

5.1. This policy is published on the School website and in the Virtual Staffroom.

5.2. This policy is available in hard copy on request.

6. Definitions

6.1. Where the following words or phrases are used in this policy:

6.1.1. references to the **Proprietor** are references to the Board of Directors of Norfolk House School Limited;

7. Responsibility statement and allocation of tasks

7.1. The Proprietor has overall responsibility for all matters which are the subject of this policy.

7.2. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head of Pastoral Care	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	“ “ “	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	“ “ “	As required, and at least annually
Formal annual review	Proprietor, Headmistress, Head of Pastoral Care	Annually

8. What is bullying?

- 8.1. Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It may be motivated by prejudice against particular groups such as on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because a child is adopted or is a carer. It may also result through cyber-technology such as social websites, mobile phones, text messages, photographs and email.
- 8.2. Prejudice-based bullying is bullying which is motivated by prejudice. This means that for bullying to be considered prejudice-based, there must be a subjective element of prejudice or hostility on the part of the perpetrator towards a protected characteristic (as defined by the Equality Act 2010, including race, religion or belief, sex, sexual orientation, gender reassignment, disability, pregnancy and maternity, and age). It is not sufficient that the victim merely possesses a protected characteristic; the bullying must be motivated by prejudice or hostility towards that characteristic. Prejudice-based bullying is regarded by the School as a serious breach of discipline which may merit exclusion or required removal.
- 8.3. It is important for teachers, pupils and parents to recognise that one-off incidents of name-calling and other examples cannot always be classed as incidents of bullying. Whilst the School is eager not to overlook any incident, the true nature of it is established through discussion with parents and pupils at an early stage. Training will be provided for staff as appropriate and discussions at staff meetings and pupil concern meetings focus upon pupils where concern lies.
- 8.4. Bullying can take many forms, but is often said to present as four main types: physical, verbal, social and psychological and includes:
Racial Bullying - related to race, religion or culture
- 8.5. Pupils may experience racist or faith-based taunting and teasing. They may be from minority ethnic groups and face hostility such as name-calling and comments related to their culture from others.
Sexual Bullying - sexual, sexist and related to sexual orientation
- 8.6. Pupils of both genders can be subject to sexual and/or sexist bullying and comments may relate to name-calling and comments about appearance, particularly during puberty. It may also include uninvited touching, innuendo and inappropriate images. Homophobic bullying may also be evident in the same way with pupils victimised by peers.

Disability - related to those with special educational needs or disabilities

- 8.7. Such pupils may not have high levels of social confidence and may be subjected to taunting related to their disability. Equality of opportunity should be stressed. This also applies to young people with health or visible medical conditions, such as eczema, and can relate to comments made about size or weight.

Cyber-bullying - related to any use of technology

- 8.8. This is a method of 'virtual' bullying, as opposed to a type of bullying and includes bullying via text message, instant-messenger services and social network sites, email, images or videos posted on the internet or spread via mobile phone. It can occur both inside and outside school. The technology can be used to bully for reasons of race, religion, sexuality, disability etc. Pupils are not allowed to use mobile phones during the school day or take them on educational visits.
- 8.9. Cyberbullying could involve communications by various electronic media, including for example:
- 8.9.1. Texts, instant messages or calls on mobile phones;
 - 8.9.2. The use of mobile phone camera images to cause distress, fear, or humiliation;
 - 8.9.3. Posting threatening, abusive, sexual, discriminatory, offensive, or humiliating material or comments on websites (including blogs, personal websites, and social networking sites such as Facebook, Instagram, X (formerly known as Twitter) or YouTube);
 - 8.9.4. Using e-mail to message others in a threatening or abusive manner; or
 - 8.9.5. Hijacking/ cloning e-mail accounts.
- 8.10. The School acknowledges that cyberbullying may take many different forms including: cyberstalking, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, encouraging derogative comments on online platforms, sharing nudes/semi-nudes, upskirting, and sexting.
- 8.11. The School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app. In taking this forward, the School has regard to the DfE's non-statutory guidance on *Teaching online safety in school* (January 2023).

8.12. For the prevention of cyberbullying, in addition to the measures described above, the School:

8.12.1.Expects all pupils to adhere to its Pupil IT Acceptable Use Policy and Online Safety Policy. Certain sites are blocked by our filtering system and the School's IT consultant monitors pupils' use;

8.12.2.May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the Behaviour and Discipline Policy;

8.12.3.Issues all pupils with their own personal School email address. Access to all social media sites and personal email sites such as "hotmail" is not allowed from School computers/ tablets inside the School;

8.12.4.Offers guidance on cyberbullying in PSHE lessons, which covers blocking, removing contacts from "friend" or similar lists and sharing their personal data;

8.12.5.Ensures its pupils are aware of the various forms in which cyberbullying can take place, that it can have severe and distressing consequences, and that participation in cyberbullying will not be tolerated;

8.12.6.Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;

8.12.7.Does not allow the use of mobile phones in classrooms, public areas of the School, or where they may cause annoyance, humiliation, or distress to others; and

8.12.8.Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas.

9. What the School will do

9.1. Every allegation of bullying will be investigated by the Head of Pastoral Care, and pupils, parents and teaching staff are encouraged to discuss their concerns. Information will then be given to the Class Teacher and relevant staff. The victim, the bully and any witnesses will be interviewed to find out the truth of what has occurred.

9.2. A full written record of the incident will be kept and further action will be taken as appropriate. The Headmistress will be kept fully informed. Parents may be involved, and asked to attend a meeting to discuss the problem.

- 9.3. The School acknowledges that prevention is better than intervention. We will use appropriate methods during form periods/circle time, assemblies and PSHCE lessons to help children understand the concept of bullying and how to avoid those types of behaviour.
- 9.4. The reasons for bullying will vary from case to case, so it would not be appropriate to use the same strategies on every occasion. Our aim is for the bully to recognise and stop his/her behaviour.
- 9.5. We all work together to create a happy and secure environment for all pupils.
- 9.6. We endeavour to create this atmosphere by:
 - 9.6.1. ensuring all staff are aware of the policy's guidelines
 - 9.6.2. challenging stereotypical views
 - 9.6.3. celebrate the differences within our community
 - 9.6.4. close communication with playground supervisors and all duty and class-based staff emphasising the link between consequence and actions teaching children to take responsibility for their own actions
 - 9.6.5. emphasising respect for self and others
- 9.7. The School rejects the use of corporal punishment.

10. Safeguarding

- 10.1. Teaching staff should be aware that sexualised abuse, including verbal abuse, by peers upon peers is a potential safeguarding issue and should consult with the Designated Safeguarding Leads as soon as possible when further advice can be sought from Birmingham's Local Safeguarding Board as necessary. As is specified in the school's Safeguarding Policy, an immediate referral to children's social care and/or the police should be made if a child is deemed to be in immediate danger.

11. Supporting victims of bullying

11.1. The School is clear in wishing to ensure that all forms of bullying are treated with equal gravity. The serious nature of bullying, both physical and emotional, is acknowledged. In rare and extreme cases it can lead to psychological damage, self-harm and even suicide. In recognition of this, staff and pupils are also made aware of how to identify different methods of bullying through in-house and guest speaker assemblies, inset, themes within school, PSHCE, posters and project work, links to historical figures and circle time occasions for younger ones. Ongoing links with the NSPCC also help in this area and Childline posters are displayed around school to raise general awareness. Further information on cyber-bullying avoidance is provided in the separate Acceptable Use of Technology Policy, Online Safety Policy and Safeguarding and Child Protection Policy.

12. Detection of bullying

12.1. Bullying can take different forms. It is important that staff, both teaching and domestic, are vigilant at all times. Parents or relatives, too, should be aware of the first signs of a child under pressure of this nature. Updates, where relevant, will be provided for staff in staff training sessions with awareness given to the vulnerabilities of those pupils with Special Educational Needs or disabilities or LGBT pupils.

12.2. In some cases, the signs of a child being bullied may be very obvious. However, it is also common for children to try to hide their emotions and keep problems to themselves, which may lead to serious concerns in the long term.

12.3. Detection of psychological bullying may be the most difficult for adults to detect immediately. There are a number of signs of which the staff should be aware. The child may:

Be frightened to go to school

Underachieve in their schoolwork for no apparent reason

Become withdrawn

Develop a nervous twitch or start stammering

Become visibly distressed at odd times

Lose their normal appetite

Have unexplained bruises, scratches etc

Have their possessions go missing

Refuse to say what is wrong for fear of recriminations

Give improbable excuses to explain any of the above

12.4. It is, of course, possible that any of the above signs may not be linked directly to bullying. However, it is important for adults to follow up any suspicions which they might have. It is better to be proved wrong than to let a child who is being tormented suffer in silence. There are no schools where bullying does not occur. We must be in a position to detect it as soon as possible so that further corrective steps can be taken for both the bully and the victim. Staff are responsible for ensuring they are fully aware of the School's policy and know how to apply its guidelines and where to seek support. Amendments and updates are regularly discussed with staff as required and training given as needed.

13. The Message About Bullying - Children's Awareness

13.1. It is important that every pupil knows that the School condemns bullying. It is also important that the pupils learn to discern what bullying is. However, our pupils are still very young and need considerable guidance in understanding this complex distinction. They will learn with experience and are encouraged to tell their concerns and anxieties, whatever the nature, to whoever they feel most comfortable speaking to, be that a mentor, an adult, an official body or an independent person.

13.2. Pupils who experience bullying can expect to:

13.2.1. be listened to

13.2.2. be assured that steps will be taken to help them feel safe again.

13.2.3. be given strategies for how to deal with the problem, including:

- (a) asking the pupil firmly to stop doing what is hurting or upsetting them
- (b) telling an adult if the behaviour continues, and
- (c) helping other children in distress

13.3. Staff supervise play areas, where bullying issues may most commonly arise.

- 13.4. The Anti Bullying Policy is available on the School website or may be requested in hard copy. An environment of good behaviour and respect is created, with helpful examples set by staff and older pupils. The theme is also built in to the Assembly Programme organised by the Head of Pastoral Care. Bullying should be talked about whenever it is necessary in the day to day running of the school. Class teachers and the Head of Pastoral Care play an important role in supporting the Headmistress. Open explanation and discussion are encouraged so that the pupils become better informed.
- 13.5. Parents may find it helpful to refer to the DfE publication Preventing and Tackling Bullying (October 2017) as it offers supplementary advice documents in respect of online bullying, including a fact sheet so that they are aware about the part they can play in preventing bullying.

14. Procedure to follow

- 14.1. Incidents of bullying of any kind are to be reported to the Head of Pastoral Care immediately (or the Designated Safeguarding Lead if the incident relates to a sexualised abuse, including verbal abuse) and staff should record details of the incident on CPOMS. The Head of Pastoral Care is then responsible for investigating the matter fully and informing the Class Teacher and also the Headmistress. The incident will then be recorded in the Bullying Log. The Head of Pastoral Care will, at regular intervals, consider incident notes in respect of any apparent trends in bullying and act accordingly.
- 14.2. The steps taken by the Head of Pastoral Care may include the following:
- 14.3. To speak to the victim of the bullying as well as the pupil/s accused of bullying. It may be that an underlying concern is leading to the behaviour and the Head of Pastoral Care will work with the pupil/s, parents and class teacher as necessary to support them. The pupils involved will be spoken to separately and/or together depending upon the nature of the incident and the sensitivity of the pupils in question. Full records of meetings and action points will be kept.
- 14.4. To talk with other witnesses of the bullying this may include staff or other children and, in some instances, parents. It is very important to get the facts clear and correct before further action is taken. False accusations can lead to further problems and wrongful punishment of an alleged perpetrator.
- 14.5. Once the facts have been clearly established the following action will then be taken, as appropriate:
- a reprimand
 - missed playtime
 - a follow-up meeting

discussion in PSHCE lessons

assembly theme

counselling

opportunities for reflection

problem-solving approaches

Involvement of parents will be necessary if the bullying has resulted in physical damage to the victim.

- 14.6. Should the bullying continue, further sanctions will be applied according to the severity of the incident. Sanctions will be in line with the Behaviour and Discipline Policy and may involve a fixed term exclusion or the placing of a child on a behaviour card for a limited period.
- 14.7. The School's primary objective is for the bully to alter their pattern of behaviour and contracts or special arrangements may be more appropriate in specific cases. Counselling of the bully will also continue. He/she may be put under the threat of permanent exclusion and his/her parents will be informed.
- 14.8. The decision to exclude permanently a child would be taken in accordance with the Behaviour and Discipline Policy. This would be used only as a last resort. A bullying incident will be treated as a safeguarding concern where there is reasonable cause to believe that a pupil is suffering or likely to suffer significant harm and external agencies (such as police, CASS) may be involved. Reference should be made to the school's Safeguarding and Child Protection Policy.
- 14.9. Whilst dealing with the bully, it must be remembered that the victim may still be feeling insecure. The Headmistress and all staff will be responsible for ensuring that the victim is no longer under threat and that any after effects of the original incident are properly addressed.
- 14.10. An ethos of good behaviour is promoted in school, particularly during Celebration Assemblies each week, as well as the use of House Points and the modelling of good behaviour by peers and teachers.

15. EYFS Children

- 15.1. The School's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful, and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of Early Years is responsible for the management of behaviour in the EYFS classes (Transition and Reception).
- 15.2. We explain to our EYFS children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the EYFS setting; but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see the Head of Early Years, who will explain the inappropriateness of a particular action and introduce a more appropriate action; but such instances are rare. Parents are always informed when any sanction or reproof is needed towards their child, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the School to discuss the situation with the child's teacher and the Head of Early Years to agree a method of handling the difficulty.

16. Training

- 16.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 16.2. The level and frequency of training depends on role of the individual member of staff.
- 16.3. The School maintains written records of all staff training.
- 16.4. Staff will be trained to understand the types of disabilities and how to deal with pupils who are disabled. Staff will not be expected, unless medically qualified or trained, to administer medication.

17. Risk assessment

- 17.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

17.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see clause 7 for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

18. Record keeping

18.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

18.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

19. Version control

Date of adoption of this policy	28.2.20
Date of last review of this policy	7.2.26
Date for next review of this policy	7.2.27
Policy owner (SLT)	Head of Pastoral Care
Policy owner (Proprietor)	Chair of Directors