



Anti-Bullying Policy

2026-2027

“Work hard, be kind”

Introduction

At Carnarvon Primary School, we aim to provide a supportive, caring, and friendly environment that allows all our pupils to learn in an atmosphere that is focused on improving their life chances and helping them maximise their potential. We expect our pupils to act safely and feel safe, in and outside of school – we do not tolerate any form of bullying and are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying occurs, we believe our pupils, parents/carers, and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Carnarvon Primary School, we encourage open discussions about differences between people, actively challenge prejudice, and celebrate diversity. We adopt a contextual safeguarding, trauma-informed, and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025) and was formulated in consultation with the whole school community, with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (through written consultations, parents' evening meetings)
- Pupils (through the school council, circle time in class, surveys)
- Governors (through governor meetings and governor training)
- Carnarvon Kids’ Club (On-site before and after school club)
- Other partners (sports coaches, etc)

This policy is available:

- Online at <https://www.carnarvon.notts.sch.uk/anti-bullying-and-behaviour/>
- From the school office
- Child-friendly versions are on display and in welcome packs for new pupils
- Parent-friendly leaflet called ‘One Kind Word’

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, as well as online. All staff members understand the school’s anti-bullying strategy and approach, and know the important role they each play in preventing and tackling bullying.

The Headteacher, Andrew Board, is responsible for Anti-Bullying at our school. They appoint an Anti-Bullying Coordinator and liaise with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator, Rose Cartwright, is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) and their Deputies in our school are Andrew Board (DSL), Rose Cartwright (DDSL), Sarah Ellwood (DDSL), and, in Carnarvon Kids' Club, Wendy Forbes Buckingham (DDSL). Safeguarding is the responsibility of all; however, all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated governor responsible for anti-bullying and behaviour is Sally Edmonds.

What is bullying, and how does it differ from relational conflict?

At Carnarvon Primary School, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example, on the grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children or perceived differences.

However, we also recognise that incidents may occur between pupils that may not be deemed ‘bullying’ but still require support or intervention from trusted adults. These incidents may be called ‘relational conflicts’ or falling out. Relational conflict differs from bullying in that it usually involves individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents are occasional (not repetitive) or accidental (not intentional). Usually, after a relational conflict, pupils show remorse and are generally willing to make things right or resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally, some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that they often take place in front of others (either physically or virtually); pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils in resolving negative feelings. Our school will monitor children involved in a relational conflict to ensure the situation is resolved and does not escalate into bullying. Our school will challenge, address, and monitor bullying incidents to ensure that they do not continue and that all pupils feel supported (including the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Carnarvon Primary School, we consider the context within which incidents and/or behaviours of concern occur. We consider the motivations behind the behaviours and consider the pupils' age and stage of development. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching, etc.
- **Verbal** – name-calling, sarcasm, spreading rumours, threats, teasing, belittling and gossiping.
- **Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films, etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion, posting / sharing socially embarrassing material, etc.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related** – derogatory and discriminatory language and behaviour, including that which is racist, sexist, homophobic, biphobic, transphobic and disablist. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying; all forms of bullying are taken equally seriously and will be dealt with appropriately.

Our school also understands that some behaviour, such as ‘baiting’ or ‘false friendships’, may constitute bullying; we will consider the context of all incidents and aim to support all children involved.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying and can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as ‘just banter’ and that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines ‘prosocial banter’ as ‘playful, typically funny, teasing between friends’. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by carefully considering the *intention, content and topic* of reported incidents.

Where does bullying take place?

At Carnarvon Primary School, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers, and families who have experienced any form of bullying, whether it occurred in or out of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle bullying.

We anticipate the full support of parents/carers and families during our investigations of reports of bullying or relational conflicts and request that they work in partnership with our school colleagues to help provide all evidence and context to any reported incidents (particularly when alleged incidents have taken place online). We ask that parents/carers remain vigilant about their children's online activities and behaviour online, and work in partnership with the school to educate children about the importance of online safety.

How to report bullying concerns

At Carnarvon Primary School, we want pupils, parents/carers, staff, and visitors to confidently report bullying and know their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved, including the target, the alleged perpetrator, and any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group in our school community. The effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all community members.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any teaching or non-teaching staff member, including a class teacher, a TA, the Headteacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and assemblies to remind our pupils who they can report concerns to.

The staff member will listen to the pupil and make an initial note of their concerns. They will then discuss the next steps with them and reassure them that they will be supported. The staff member will make a formal record of the bullying report on the school's recording system (CPOMs), and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally. Therefore, we have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name, a brief note about their concerns, or a picture of their concern. These worry boxes are introduced to the pupils at the start of the year, and pupils are reminded of them regularly.

Even if the behaviour/incident that has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, they contact a school staff member. Initially, we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email) to explain their concerns. The class teacher will take initial notes on the concerns but may ask to schedule a meeting to discuss them in more detail. Following the report and/or meeting, the teacher/form leader will formally record the bullying incident in the school's recording system (CPOMs), and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community, in person or online. We ask that parents/carers remain vigilant about their child's online and out-of-school activities and that they work in partnership with the school to provide any evidence to allow staff to investigate the matter fully and in a timely manner.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident that has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them resolve any concerns.

We will endeavour to ensure that all parties are informed of progress and developments, but we must also comply with GDPR (General Data Protection Regulation). This may mean that, at times, we cannot provide or share information or updates.

School Staff

Our staff work closely with our pupils and, therefore, may notice a change in a pupil's behaviour or attitude that might indicate something is wrong before receiving a report from a pupil or a school community member. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead. The staff member receiving the report will take initial notes of the concerns, then make a formal record of the bullying report in the school's recording system (CPOMs), and other relevant staff members will be alerted. The staff member must directly alert the school's Designated Safeguarding Lead if the report is urgent or a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (this may differ depending on the purpose of the visit, e.g., supply teacher, governor, external agency, etc.).

If a visitor to our school has any concerns about bullying behaviour they have witnessed or been told about, they should report them at the earliest opportunity, in person, to one of the school's Designated Safeguarding Leads. We ask that visitors report their concerns in person by the end of the school day. For example, waiting until the following day or leaving a written note with concerns would not be appropriate. The member of staff receiving the report will take an initial note of the concerns, then make a formal record of the bullying report in the school's recording system (CPOMs), and alert other relevant staff members. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At Carnarvon Primary School, all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all bullying reports in our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is regularly discussed at staff meetings to ensure that all staff are kept up to date and remain alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding, and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the child who has allegedly displayed bullying behaviour, and any bystanders/witnesses
- Talk to the parents/carers (of the target and/or the child who has allegedly displayed bullying behaviour). We anticipate the full support from parents/carers and request that they provide staff with all available evidence (particularly when alleged incidents have taken place online).
- Our school will take a restorative and education-based approach in order to address the possible root causes for any bullying behaviours. When appropriate, we will implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable. We may issue bespoke interventions or next steps of support depending on the circumstances and root causes.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the broader community if the bullying occurs off the school premises (e.g., the Police, District Council, etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are informed of progress and developments, but we must also comply with GDPR. This may mean that, at times, we cannot provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the child who has displayed bullying behaviour, individual or group work with any witnesses/bystanders, group work with the wider school community, etc.).
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns, and consider the potential impact of the experiences – a DSL may then liaise with other professionals and Local Authority teams as appropriate (e.g., school counsellor, CAMHS, MASH, etc.).

If a parent or carer is not satisfied with our school's actions, they should follow our school's complaint policy and procedures. These are available online from our school website and on request from the school office.

Strategies for preventing bullying

At Carnarvon Primary School, we are committed to the safety and welfare of our pupils. Therefore, we have developed the following strategies to promote positive, friendly behaviours and discourage bullying. Throughout the academic year, the effectiveness of these strategies is reviewed, and a variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year group
- Speak-out ambassadors /Play Leaders – peer-mentoring schemes
- Taking part in Anti-Bullying Week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust RHE curriculum for all year groups
- Collaborative work with safeguarding leads, SENCOs and other colleagues and specialists
- Specific curriculum inputs for online safety and cyberbullying
- End-of-term/end of academic year celebration events
- Opportunities for pupils to share their voices and opinions – through surveys, etc.
- Inclusive displays throughout the school with diverse work, photographs, etc.
- Inclusive toys and books throughout the school, raising awareness of and celebrating differences
- ELSA support for identified students
- Specific initiatives for identified individuals or groups
- Parent events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Breaches / Complaints

As determined by the headteacher and governing body, breaches of this policy will be dealt with in the same way as breaches of other school policies.

If a parent or carer is not satisfied with our school's actions, they should follow our school's complaint policy and procedures. These are available online from our school website and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other school policies:

Policy	How it may link
Child-on-Child Abuse Policy	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics

RHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: 13/05/2026

Date to be reviewed: 03/02/2027