A Parents' Guide to our Anti-Bullying Policy

2026–2027

"Work hard, be kind"

At Carnarvon Primary School, we encourage every child to live out the school motto: **"Work hard, be kind."** The school is dedicated to creating a supportive, caring, and safe environment where all pupils can thrive, reach their full potential, and feel secure both inside and outside the classroom. Bullying is never tolerated under any circumstances.

This guide provides parents and carers with a clear overview of the school's Anti-Bullying Policy for the 2026–2027 academic year. It explains how bullying is defined, how concerns are handled, and how families and school staff work in partnership to safeguard every pupil.

1. School Vision and Core Principles

Carnarvon Primary School recognises that as children learn and grow together, they may experience occasional fallouts with their peers. The school is fully committed to helping pupils resolve these early disagreements and preventing them from developing into harmful bullying behaviours.

The school's anti-bullying strategy is built upon several core principles:

- **Contextual and Strengths-Based Safeguarding**: Staff evaluate the context of every incident, considering the child's age, developmental stage, and individual needs.
- **Challenging Prejudice and Celebrating Diversity**: Open discussions about differences are encouraged through class assemblies, circle time, inclusive toys, and diverse literature.
- **Statutory Alignment**: Formulated in consultation with staff, pupils, parents, and governors, the policy reflects the latest *Keeping Children Safe in Education* (KCSiE) statutory guidance.
- **Partnership with Families**: Open, honest communication between home and school is essential to address concerns promptly and effectively.

The full policy is available on the school website, at the school office, and through a parent-friendly leaflet titled *'One Kind Word'*. Child-friendly versions are also displayed across the school and included in welcome packs for new pupils.

2. Defining Bullying vs. Relational Conflict

To address peer behaviour appropriately, it is vital to understand the difference between actual bullying and everyday peer disagreements, which the school refers to as 'relational conflicts'.

The Official Definition of Bullying: Carnarvon Primary School adopts the definition established 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.*

Key Differences at a Glance

School staff carefully evaluate reported incidents to ensure children receive the appropriate support and guidance.

Feature	Relational Conflict ('Falling Out')	Bullying Behaviour
Power Balance	Equal power and status between the children involved	Clear imbalance of power or strength
Frequency	Occasional, accidental, or isolated incident	Repetitive pattern of behaviour over time
Intention	Unintentional harm resulting from a disagreement	Intentional desire to cause harm, hurt, or distress
Remorse & Resolution	Children show remorse and are willing to make amends	Lack of remorse; persistent hurtful actions
School Action	Supported resolution and monitored reconciliation	Immediate formal investigation, tracking, and action

Even when an incident is identified as a relational conflict rather than bullying, staff actively support the pupils involved to resolve bad feelings and ensure relationship friction does not escalate into a pattern of bullying.

Recognised Forms of Bullying

Bullying behaviour can take many forms, all of which are taken equally seriously across the school:

- **Physical**: Pushing, poking, kicking, hitting, biting, pinching, or damaging belongings.
- **Verbal**: Name-calling, sarcasm, spreading rumours, teasing, belittling, or issuing threats.
- **Emotional & Psychological**: Social isolation, tormenting, intimidation, humiliation, or manipulation.
- **Online / Cyberbullying**: Hurtful social media posts, abusive text messaging, sharing embarrassing photos, or digital exclusion.
- **Prejudice-Related**: Derogatory language or behaviour targeting race, ethnicity, religion, sex, sexual orientation, gender identity, special educational needs (SEND), disability, or family status (such as young carers or children in care).
- **Indirect & Exploitative**: Coercive 'false friendships', criminal or sexual exploitation, and radicalisation.

Understanding Banter

The school recognises that light-hearted teasing ('prosocial banter') can be a natural part of friendly social bonding among peers. However, banter can sometimes cross the line into harmful behaviour or be used to dismiss bullying. School staff distinguish between healthy banter and bullying by carefully assessing the **interaction's intention, content, and topic**.

3. How Bullying Concerns Are Reported

Carnarvon Primary School maintains clear, accessible reporting channels so pupils, parents, and visitors feel confident their concerns will be taken seriously.

How Pupils Can Report Concerns

Children are regularly reminded during assemblies and class circle time that they can speak to any trusted adult in school.

- **Speaking directly to staff**: Pupils can talk to their class teacher, a teaching assistant, midday lunchtime supervisors, office staff, or the Headteacher.
- **Classroom Worry Boxes**: Every classroom features a dedicated 'Worry Box' where children can drop a note or drawing expressing their concern if they find it difficult to speak aloud.

How Parents and Carers Should Report Concerns

If you suspect your child is experiencing bullying or displaying hurtful behaviour, the school asks you to follow these steps:

1. **Contact the Class Teacher**: Reach out to your child's class teacher first (in person, by telephone, or via email) to explain your concerns.
2. **Initial Assessment & Meeting**: The teacher will take notes and may schedule a meeting to gather full details and context.
3. **Formal CPOMS Recording**: All reported concerns are formally logged on the school's secure safeguarding system (CPOMS) to alert senior leadership.
4. **Urgent Escalation**: If a report is urgent or a child is considered at risk, staff directly alert the Designated Safeguarding Lead (DSL).

Important Communication Guidance for Parents: Parents are kindly asked to bring any concerns directly to the school rather than discussing incidents with other parents or posting details on social media. Parents are also asked to remain vigilant about their children's online activities at home and provide any digital evidence (such as text messages or screenshots) to help staff conduct a thorough investigation.

4. How the School Responds to Reports

The school investigates every report of bullying thoroughly on a case-by-case basis. The school prioritises the safety, emotional well-being, and welfare of all children involved—including the targeted pupil, the child displaying bullying behaviour, and any bystanders.

The Standard Investigation Sequence

When a concern is raised, the school follows a structured, step-by-step process:

1. **Report Logging**: The concern is formally recorded on CPOMS and assigned to relevant pastoral staff.
2. **Fact-Finding Discussions**: Staff speak sensitively with all pupils involved, including any witnesses or bystanders.
3. **Parental Communication**: Parents of all involved pupils are contacted to discuss findings and agreed next steps.
4. **Restorative Interventions & Support**: The school applies educational and restorative measures to address root causes, which may include peer mentoring, solution-focused meetings, or Emotional Literacy Support Assistant (ELSA) sessions.
5. **Proportional Sanctions**: Where appropriate, sanctions are applied in accordance with the school's Behaviour Policy to reinforce that bullying is unacceptable.
6. **External Agency Liaison**: If necessary, staff consult external agencies such as the Local Authority, MASH (Multi-Agency Safeguarding Hub), CAMHS, or local policing teams.
7. **Long-Term Monitoring**: Staff actively monitor pupil relationships to ensure the situation remains resolved.

Note on Privacy and GDPR: While the school endeavours to keep parents updated on progress, General Data Protection Regulation (GDPR) laws prevent staff from sharing confidential disciplinary details concerning other children.

5. Proactive Strategies for Preventing Bullying

Prevention is central to Carnarvon Primary School's approach. The school integrates anti-bullying awareness into daily school life through structured activities and support systems:

- **Active Student Leadership**: A School Council with pupil representatives, alongside Speak-out Ambassadors and Play Leaders who provide peer mentoring on the playground.
- **National Awareness Campaigns**: Annual participation in **Anti-Bullying Week** (held every November) and **Safer Internet Day** (held every February).
- **Relationships and Health Education (RHE)**: A robust RHE curriculum covering friendships, empathy, online safety, and cyberbullying.
- **Targeted Pastoral Care**: One-to-one or small-group ELSA support tailored for children requiring additional emotional guidance.
- **Staff Training**: Continuous professional development for all staff, including lunchtime supervisors and Carnarvon Kids' Club wrap-around care teams.

6. Key Safeguarding Contacts and Linked Policies

For quick reference, the key staff members and governors responsible for anti-bullying and safeguarding at Carnarvon Primary School are listed below.

Role	Staff Member / Representative
Headteacher & Designated Safeguarding Lead (DSL)	Andrew Board
Anti-Bullying Coordinator	Tommy Lloyd
Deputy Designated Safeguarding Leads (DDSL)	Rose Cartwright Sarah Ellwood
Carnarvon Kids' Club Manager	Wendy Forbes Buckingham
Nominated Governor for Anti-Bullying	Sally Edmonds

Linked School Policies

Parents may find it helpful to read this summary alongside related school policies, which provide further detail on pupil welfare and expectations:

Policy	Overview of Connection
Behaviour Policy	Details the school rewards system and disciplinary sanctions.
Child Protection & Safeguarding	Outlines statutory procedures for protecting pupil welfare.
Child-on-Child Abuse Policy	Addresses peer-on-peer abuse, exploitation, and sexualised bullying.
Online Safety Policy	Focuses on digital citizenship, online behaviour, and cyberbullying.
Equalities Policy	Explains how the school tackles prejudice and promotes inclusion.
RHE / PSHE Policy	Outlines how relationships, friendships, and bullying are taught in class.
Complaints Policy	Sets out formal steps if a parent is not satisfied with the school's response.

A full copy of our Anti-Bullying Policy is available on the school's website.

The Governing Body approved this policy on 13th May 2026, and it is scheduled for review on 3rd February 2027. Policy documents are reviewed and updated annually.