

DARLAND HIGH SCHOOL ANTI-BULLYING POLICY

(In line with Welsh Government Guidance and the Curriculum for Wales)

September 2025

1. Statement of Intent

At Darland high School we are committed to creating a safe, inclusive, and respectful learning environment where the rights and dignity of all learners are upheld. We recognise our duty under Welsh legislation to safeguard learners from bullying and promote their well-being in accordance with the **United Nations Convention on the Rights of a Child (UNCRC)** and the **Curriculum for Wales**.

Bullying of any kind is unacceptable and will be dealt with seriously and promptly. Every learner has the right to learn free from fear, prejudice, or harassment.

2. Aims of This Policy

- To promote a school culture of respect, equality, and kindness.
- To prevent all forms of bullying through education and positive relationships.
- To ensure students, staff, and families understand how to report, respond to, and prevent bullying.
- To meet the school's legal responsibilities under the *Education Act 2002*, *Equality Act 2010*, and *Rights, respect, equality* (Welsh Government, 2019).

3. Definition of Bullying

Behaviour by an individual or group, repeated over time, which intentionally hurts others either physically or emotionally.

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour is bullying.

Bullying usually has three key elements, and can take place face-to-face or online.

- It is intentional or deliberate hurtful behaviour.
- It is repeated behaviour that usually happens over a period of time.
- The person or people being bullied feel powerless to defend themselves.

Forms of bullying may include (but are not limited to):

- **Physical** – hitting, pushing, damaging belongings
- **Verbal** – name-calling, insults, racist or homophobic remarks
- **Emotional** – excluding, threatening, coercion
- **Cyberbullying** – online abuse, sharing harmful content, harassment
- **Prejudice-related bullying** – based on protected characteristics such as race, religion, disability, gender identity, or sexual orientation

Bullying is not:

- When friends have an argument or fall out
- One off incident such as a fight
- An accident – an act of hurt which is caused unintentionally
- Relationship issues where children or young people need to learn how to get along better
- Someone being ‘nasty’ with unkind or disrespectful words or action

We recognise that some learners are more vulnerable to bullying due to personal or social circumstances and will offer appropriate support.

4. Rights-Based Approach

This policy is rooted in the **UNCRC**, particularly:

- **Article 19** – protection from all forms of violence
 - **Article 12** – right to be heard and taken seriously
 - **Article 29** – right to an education that develops every child’s personality and respect for others
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5. Roles and Responsibilities

Learners

- Respect and support others.
- Report bullying to a trusted adult or via school systems.
- Contribute to a positive school ethos.

Staff

- Model respectful, inclusive behaviour.
- Be alert to signs of bullying and report all concerns.

- Educate learners about empathy, equity, and digital citizenship.

Parents/Carers

- Promote respectful behaviour at home.
- Support the school's procedures.
- Report concerns promptly and work in partnership with the school.

Governors and SLT

- Ensure statutory compliance and regular policy review.
 - Provide oversight and strategic direction.
 - Monitor incidents and outcomes regularly.
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6. Prevention Strategies

We take a whole-school approach, including:

- Delivery of anti-bullying and well-being education through Curriculum for Wales Areas of Learning and Experience (particularly Health and Well-being).
- Pupils are educated about E-Safety in ICT lessons as a considerable part of the ICT Scheme of Work is dedicated to e-safety. This is also supported by workshops in PSE and assemblies.
- Peer supporter scheme – the school operates a scheme that is based on all pupils helping and supporting each other. Trained peer mentors act as support for younger pupils and are specially trained to act as bullying buddies who are trained to support and report incidents of bullying. Some of these buddies help younger pupils.
- CCTV. A high proportion of the grounds outside the school buildings are monitored by CCTV cameras. In the event of an incident, CCTV may be used to identify perpetrators.
- Use of pupil survey data – the whole school is consulted on a regular basis to gain an overview of how happy our pupils are in school.
- The Hive – led by a member of the pastoral team who provide support for small groups of pupils or individuals.
- Advice from other agencies – contact has been established with various external agencies that offer help and guidance e.g. NSPCC, Childline. These can be used to gain advice and support. We will always continue to seek further contact with outside agencies.
- Mediation – A central strategy for resolving conflict between pupils is a supervised mediation meeting. This takes place with our school's Police Liaison Officer and sometimes staff from our pastoral team who are used in the role of neutral mediator. Restorative Justice may also be used our Police Liaison Officer.
- Restorative practices.
- Annual participation in Anti-Bullying Week (Wales) and other awareness initiatives.
- Staff CPD and learner voice activities.

7. Responding to Incidents

All incidents of bullying will be taken seriously. Our response includes:

1. **Initial Report:** Any learner or parent can report concerns. Confidentiality is respected. As well as reporting in school to staff, the school's online reporting system, the SHARP system may be used to report incidents. This is checked during term time only.
 2. **Investigation:** Thorough, impartial investigation by pastoral staff.
 3. **Action Taken:** Interventions may include restorative work, targeted support, behaviour plans, or sanctions where appropriate. Parents/carers of both the victim(s) and perpetrator(s) will be contacted.
 4. **Support for Those Affected:**
 - Learners experiencing bullying will be supported emotionally and practically.
 - Learners displaying bullying behaviour will be supported to change behaviour.
 5. **Monitoring and Follow-up:** Regular check-ins with those involved.
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8. Recording and Monitoring

Log of Bullying Incidents

- Records include nature, type, and outcome of incidents.
- SLT and governors receive regular data to review patterns and effectiveness of interventions.

All reported incidents of bullying will be recorded in a bullying log.

Information kept in this register includes:

- Names of those involved, including the victim, bully and any witnesses
- Dates of incidents
- Brief details of incident
- Details of incidents are kept in the pupil's files of those involved
- Action taken
- Monitoring of the situation

Details of the incident(s) are recorded in pupil files as well as in bullying log book.

9. Cyberbullying

Definition

Cyberbullying is bullying that occurs via digital technologies, such as:

- Text messages or calls
- Social media platforms (e.g. Snapchat, Instagram, TikTok – this is not an exhaustive list)
- Online games or forums
- Instant messaging or email
- Sharing of images, videos, or private information without consent

It may include:

- Sending or sharing threatening, abusive, or offensive messages
- Spreading rumours or false information online
- Creating fake profiles to harass or impersonate
- Excluding individuals from online groups or chats
- Sharing humiliating or manipulated images or videos

Cyberbullying can happen 24/7, extend beyond the school day, and affect learners even in their homes.

Our Responsibilities

We recognise that cyberbullying is just as serious as face-to-face bullying. We have a duty to protect learners under the **Education Act 2002, Keeping Learners Safe (Welsh Government)**, and **Rights, Respect, Equality: Anti-bullying Guidance for Schools in Wales**.

The **Curriculum for Wales** places learner well-being and digital competence at its heart. Through the **Health and Well-being AoLE** and the **Digital Competence Framework**, we educate learners about:

- Respectful digital communication
- Online safety, privacy, and consent
- How to recognise, report, and block harmful behaviour online
- The impact of online actions on mental health and self-worth

Prevention and Education

We promote a preventative, whole-school approach to cyberbullying that includes:

- PSHE / Health and Well-being lessons on digital citizenship
- Assemblies and campaigns linked to **Safer Internet Day**, **Anti-Bullying Week**, and **CEOP** resources
- Student digital leaders
- Engagement with families to reinforce safe online practices

Links to Curriculum and Strategy

Cyberbullying prevention supports:

- **Curriculum for Wales: Health and Well-being AoLE** – emotional development, ethical behaviour
- **Digital Competence Framework** – digital communication and safety
- **Rights, Respect, Equality (Welsh Government, 2019)** – promoting learners' rights and inclusion
- **Keeping Learners Safe** – our statutory safeguarding duties

10. Working with External Agencies

Where appropriate, the school works with:

- School Community Police Officers
- Local Authority Education or Inclusion Services
- Counselling and Youth Support Services
- External organisations (e.g. NSPCC, Youth Justice, CAMHS, Info Shop – this is not an exhaustive list)

11. Policy Review and Evaluation

This policy is reviewed every two years

Date of next review: September 2027

Approved by: [Governing Body / Headteacher]
