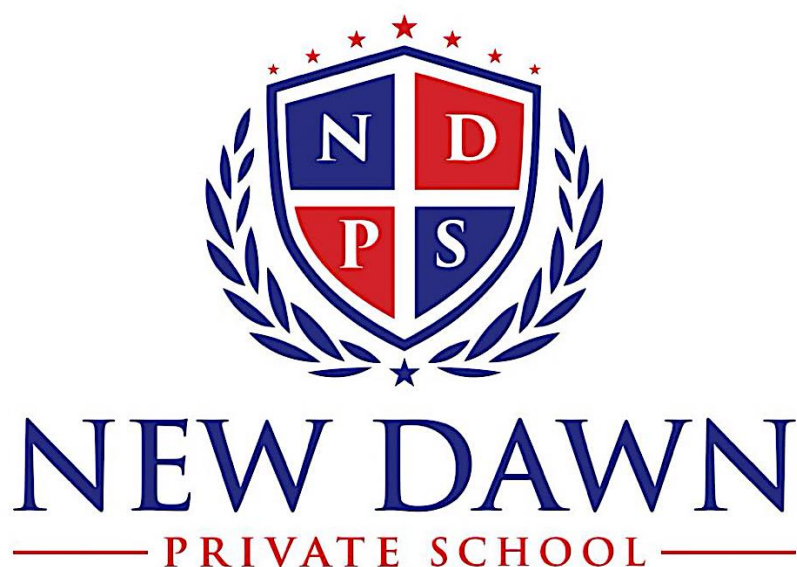


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	Quality Procedures for Anti-Bullying Policy		

Integrated Management System (IMS)

Anti-Bullying Policy



This Document has been reviewed and approved by:

Name	Position	Signature
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Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
1.0	30-Aug -2026	Initial Edition		

This document has been approved by the School Management System

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Appendix 1: Student Reporting Routes

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1. Purpose

New Dawn Private School (NDPS) is committed to providing a safe, respectful, inclusive and supportive environment in which every student can learn, participate and develop without fear of bullying. Bullying in any form is unacceptable. This policy sets out the school's approach to prevention, reporting, investigation, support, intervention, recording, monitoring and follow-up. The policy supports NDPS's whole-school pastoral approach by promoting kindness, empathy, respect, resilience, responsibility and inclusion, while ensuring students know how to speak up and staff respond consistently.

This policy should be read alongside the school's Child Protection & Safeguarding Policy, Behaviour for Learning Policy, Inclusion Policy, Online Safety procedures, Attendance & Punctuality Policy, Student Wellbeing procedures and Staff Code of Conduct.



Kindness



Empathy



Respect



Resilience



Responsibility



Inclusion

2. Scope

This policy applies to all students and to staff, parents, visitors and other adults whose actions or responsibilities affect students within the school community. Allegations involving an adult towards a student are managed immediately under safeguarding and staff conduct procedures rather than peer-to-peer anti-bullying procedures.

on school premises, including classrooms, corridors, playgrounds and shared areas;

during lessons, break, lunch, arrival, dismissal and transitions;

on school transport and during transport handover arrangements;

during trips, educational visits, competitions, extracurricular activities and school events;

through digital platforms, social media, messaging, gaming or other technology where the behaviour affects a student or the school community;

outside school where there is a clear connection to school relationships, safety, wellbeing or learning.

3. Core Principles



4. Definition of Bullying

Bullying is harmful behaviour involving an actual or perceived imbalance of power that is intended, or reasonably understood, to cause harm, fear, humiliation, exclusion or distress and is repeated, or has the potential to be repeated. It may occur face-to-face or online and may be carried out by an individual or a group.

The school considers repetition or potential repetition, power imbalance, intent, impact and context when determining whether behaviour meets the definition of bullying.

5. What Bullying Is Not

Not every disagreement, friendship difficulty, isolated unkind comment or one-off conflict is bullying. Such behaviour may still breach school expectations and require action under the Behaviour for Learning Policy. A single serious incident does not need to be labelled as bullying before the school acts. Violence, threats, discriminatory abuse, sexual harassment, harmful sexual behaviour,

extortion, serious cyber abuse or any safeguarding concern must be addressed immediately through the appropriate safeguarding and behaviour procedures.

6. Forms of Bullying

Physical: hitting, kicking, pushing, tripping, spitting, intimidation, taking or damaging belongings or deliberate physical harm.

Verbal: name-calling, insults, threats, mocking, humiliation, offensive jokes or repeated hurtful remarks.

Social / relational: deliberate exclusion, rumours, manipulation of friendships, public humiliation or encouraging others to isolate a student.

Cyberbullying: harassment, intimidation, threats, impersonation, harmful posts, messages, images, videos, rumours or unauthorised sharing through digital platforms.

Discriminatory / identity-based: harmful behaviour linked to disability/SOD, nationality, race, language, culture, religion, gender or another personal characteristic.

Sexualised bullying / harassment: sexual comments, rumours, gestures, unwanted sexualised attention, image-based abuse or harmful sexual behaviour.

Property / financial: repeated taking, hiding, damaging or demanding money, food, belongings or other property.

Coercive: pressuring, threatening or manipulating a student to act against their wishes.



7. Signs That a Student May Be Experiencing Bullying

No single sign proves that bullying is occurring. Staff and parents should remain alert to changes or patterns such as:

reluctance or refusal to attend school, particular lessons, transport, activities or locations;
unexplained injuries or damaged/lost belongings;
withdrawal, anxiety, tearfulness, irritability, aggression or sudden behaviour changes;
decline in attendance, punctuality, engagement, attainment or concentration;
changes in friendship groups or repeated isolation;
distress linked to phones, social media or online activity;
comments suggesting humiliation, fear, hopelessness or feeling unsafe.

Any concern about a student's immediate safety or wellbeing must be referred promptly through safeguarding procedures.

8. Prevention

NDPS uses a whole-school preventative approach rather than relying only on sanctions after incidents occur. Prevention is embedded within pastoral care, wellbeing, safeguarding, behaviour, student voice and active supervision.

Explicit teaching and reinforcement of respectful behaviour, relationships and school expectations. Age-appropriate wellbeing/PSHE learning, assemblies, campaigns and anti-bullying awareness activities.

Online safety and cyberbullying education.

Staff guidance and training on identifying, recording and responding to bullying.

Visible, active staff supervision during break, lunch, arrival, dismissal and transitions.

Student voice through surveys, Student Council, ambassadors, peer support and focus groups.

Clear pastoral, wellbeing, inclusion and safeguarding referral routes.

Review of behaviour and pastoral data to identify repeated students, locations, times and patterns.

Targeted support for vulnerable students and students who may find reporting difficult.

Parent communication and partnership to promote respectful behaviour and responsible online conduct.

9. Reporting Bullying

Students may report concerns to any trusted adult, including a teacher, supervisor, pastoral lead, counsellor, Head of Key Stage, DSL/DDSL or senior leader.

Parents may report concerns through the class teacher, pastoral team, Head of Key Stage, DSL/DDSL or school leadership.

Staff who observe, receive or become aware of possible bullying must record and escalate the concern through the school's approved incident/pastoral reporting process.

Students must not be told simply to ignore repeated intimidation or resolve it alone.

Urgent safeguarding concerns must be reported immediately to the DSL/DDSL and must not wait for completion of routine forms.

10. Immediate Response

Ensure the immediate safety of the student(s) involved.

Listen calmly and take the concern seriously.

Do not promise secrecy; explain that information is shared only with those who need to help.

Record factual information, including date, time, location, students involved, witnesses and available evidence.

Notify the Head of Pastoral / relevant Key Stage leader and DSL/DDSL where safeguarding concerns are present.

Consider temporary safety measures such as increased supervision, separation, seating or transport adjustments.

Preserve relevant evidence without unnecessarily circulating harmful digital content.

11. Investigation

Bullying concerns will be investigated promptly, fairly and as confidentially as possible. The purpose is to establish what occurred, assess risk, determine whether the behaviour meets the definition of bullying and identify the support and intervention required.

Obtain separate accounts from relevant students and witnesses.
 Review incident reports, behaviour logs, previous concerns, parent communication and lawful digital evidence where appropriate.
 Review CCTV only through authorised school personnel where relevant.
 Consider whether a pattern or repeated concern exists.
 Consider power imbalance, repetition/potential repetition, intent, impact and context.
 Consider safeguarding, wellbeing, SEND/SOD, EAL, communication and vulnerability factors.
 Avoid forced face-to-face confrontation during the investigation.
 Record findings, actions, parent communication and follow-up requirements.
 The outcome will distinguish between substantiated bullying, behaviour that does not meet the bullying definition but still requires action, an inconclusive concern requiring monitoring, and an unfounded allegation.

12. Responding to a Substantiated Bullying Incident

Immediate safety and protective measures for the student who experienced bullying.
 Appropriate consequences in line with the Behaviour for Learning Policy and NDPS progressive behaviour procedures.
 Restorative work only where appropriate, safe and voluntary.
 Counselling, wellbeing or pastoral support where required.
 Behaviour targets, monitoring, mentoring, Behaviour Intervention Plans or contracts where appropriate.
 Explicit re-teaching of respectful behaviour, empathy, self-regulation, digital citizenship and relationship skills.
 Parent meetings with documented agreed actions.
 Increased supervision or environmental changes where patterns are linked to particular locations or times.
 Safeguarding referral or external escalation where the nature or seriousness of the concern requires it.

13. Support for the Student Experiencing Bullying

A named trusted adult and regular check-in arrangement where appropriate.
 Counselling, wellbeing or pastoral intervention where needed.
 A safety plan for high-risk times, locations, transport or online concerns.
 Reasonable adjustments to reduce immediate risk without restricting access to learning.
 Regular follow-up to confirm the behaviour has stopped and there has been no retaliation.
 Support to rebuild confidence, relationships, attendance and engagement where affected.
 Appropriate communication with parents while protecting the confidentiality of other students.

14. Support and Intervention for the Student Displaying Bullying Behaviour

Consequences are important, but NDPS also seeks to understand and change the behaviour.
 Support may focus on empathy, self-regulation, communication, conflict resolution and relationship

skills. Clear explanation of the behaviour that must stop; proportionate consequences under the Behaviour for Learning Policy; reflection and restorative/reparation work where appropriate; counselling, mentoring or pastoral intervention; behaviour targets, monitoring card, Behaviour Intervention Plan or contract; parent partnership and review meetings; Inclusion/SEND review where additional need may be relevant, without excusing harm; review of school-device privileges where directly relevant and proportionate.

15. Cyberbullying

Cyberbullying may occur at any time and can significantly affect school safety and wellbeing. NDPS may respond to online conduct outside school where it affects students, relationships, learning or safety within the school community.

Students should preserve relevant evidence without forwarding or reposting harmful material. Image-based abuse, sexual content, grooming, threats, extortion or serious online harassment must be referred immediately to the DSL/DDSL.

Staff must not unnecessarily copy, download or circulate illegal or highly sensitive content.

Parents may be advised to use platform reporting mechanisms and remove harmful content where this is within their control.

School devices, networks and accounts remain subject to NDPS Online Safety / Acceptable Use procedures.

16. Discriminatory, Sexualised and Safeguarding-Related Bullying

Bullying involving discriminatory abuse, sexual harassment, harmful sexual behaviour, threats, exploitation, serious violence or another safeguarding concern requires safeguarding oversight. Harmful conduct will not be dismissed as 'banter' or 'joking' where it causes harm, targets a personal characteristic or creates an unsafe environment.

17. Students of Determination and Other Vulnerable Students

Students of Determination, students with communication differences, EAL learners and other vulnerable students may be at increased risk or may find it more difficult to report concerns. Staff must provide accessible reporting routes and consider individual communication and support needs. Where a student displaying harmful behaviour has an additional need, reasonable adjustments will be made to intervention and communication while maintaining the right of other students to safety.

18. Parent Partnership

Parents should report concerns promptly and factually and provide relevant evidence where available.

Parents should avoid confronting another child or family directly on school premises or online.

Parents should not post allegations, student names, images or confidential school matters on social media.

Parents are expected to attend meetings and cooperate with agreed safety, behaviour and support plans.

The school will keep parents appropriately informed while respecting the privacy and confidentiality of other students.

19. Confidentiality

Bullying concerns are handled sensitively and information is shared on a need-to-know basis. Confidentiality does not prevent the school from sharing information where necessary to protect a child. The school cannot normally disclose another student's confidential disciplinary, safeguarding or personal information.

20. Roles and Responsibilities

20.1 Principal / Head of School

Ensure effective implementation, resourcing, monitoring and annual review.
Ensure serious or repeated cases receive appropriate leadership oversight.
Authorise formal disciplinary action where required.
Ensure alignment between anti-bullying, safeguarding, inclusion, behaviour and wellbeing procedures.

20.2 DSL / DDSL

Provide safeguarding oversight where bullying involves risk of significant harm, peer-on-peer abuse or another safeguarding concern.
Ensure safeguarding records/referrals are completed where required.
Advise on protective action, parent contact and external referral.

20.3 Head of Pastoral / Heads of Key Stage

Coordinate investigation and response to reported bullying.
Ensure incidents, findings, actions and follow-up are documented.
Coordinate parent communication, student support and behaviour intervention.
Monitor repeated cases, patterns and the impact of interventions through the pastoral/behaviour tracking systems.
Report trends and impact to senior leadership and use findings to strengthen supervision and prevention.

20.4 Teachers and Staff

Model respectful behaviour and challenge unkind, discriminatory or intimidating conduct.
Maintain active supervision and respond promptly to concerns.
Record and report suspected bullying through the agreed process.
Implement agreed safety, support and behaviour strategies.
Never dismiss a report as trivial without appropriate consideration.

20.5 Counselling / Wellbeing / Inclusion Team

Provide targeted support and intervention where required.
Contribute to assessment of vulnerability, underlying need and reasonable adjustments.
Support reintegration, relationship repair, self-regulation and monitoring where appropriate.

20.6 Students

Treat others with respect and kindness.

Report bullying or unsafe behaviour affecting themselves or others.

Do not participate in, encourage, record for entertainment, share or repost bullying.

Cooperate honestly with investigations and support plans.

20.7 Parents

Reinforce respectful behaviour and responsible online conduct.

Report concerns promptly and factually.

Work constructively with the school on agreed actions and support.

21. Escalation and External Referral

Repeated or severe cases are escalated to senior leadership and the Principal. Where conduct may constitute a safeguarding concern, serious threat, criminal matter or other issue requiring external intervention, the DSL/Principal will follow applicable safeguarding and external reporting procedures. External referral is determined by the nature and level of risk rather than used as an automatic consequence for every bullying incident.

22. Follow-Up and Closure

A bullying case is not considered resolved merely because an initial consequence has been issued. The school checks that the behaviour has stopped.

The student who experienced bullying is asked whether they feel safe and supported.

Any retaliation or recurrence is addressed immediately.

Behaviour, pastoral, wellbeing and support plans are reviewed for impact.

Parents are updated appropriately.

The case is closed only when required actions are complete and an outcome is recorded.

23. Recording, Monitoring and Impact

NDPS maintains records of reported bullying, investigations, outcomes, interventions and follow-up through the appropriate pastoral, behaviour and safeguarding systems. Type of bullying or alleged bullying; date, time and location; students involved and witnesses; online/offline context; safeguarding, discriminatory, wellbeing or SEND/SOD factors; actions and consequences; parent communication; support provided; recurrence and follow-up outcome.

The Head of Pastoral and relevant leaders analyse bullying and behaviour data at least termly to identify trends, repeated students, locations, times, vulnerable groups and the impact of interventions. Findings inform duty deployment, assemblies, wellbeing education, staff guidance, targeted support and school improvement.

24. Student Voice and Evaluation

Student surveys and/or focus groups are used to understand whether students feel safe and know how to report bullying.

Student Council and student ambassadors may contribute to prevention and awareness initiatives.

Feedback from students, parents and staff informs policy review and prevention planning.

The school evaluates reporting confidence, recurrence, resolution and students' perception of safety, not only the number of incidents.
This links to the NDPS pastoral target for at least 90% of students to report feeling safe/supported and knowing a trusted adult to approach.

25. NDPS Preventative and Monitoring Framework

The Anti-Bullying Policy forms part of the wider NDPS Pastoral Action Plan 2026-27. Its implementation is supported by the school's attendance, behaviour, wellbeing, safeguarding and early-intervention systems. Central pastoral referral and case tracking, with priority concerns actioned promptly and active cases reviewed regularly. Behaviour data reviewed to identify repeated/high-frequency incidents and students requiring targeted support. Individual behaviour plans/BIPs used where required, alongside restorative and counselling support. PASS, Komodo, Zones of Regulation, Student voice and counselling used to identify and respond to wellbeing needs.
Whole-school behaviour expectations, assemblies, Star of the Week and Value of the Week reinforce positive choices and respectful relationships. Active supervision and staff duty expectations reduce risk during arrival, transitions, break, lunch and dismissal. Parent meetings, documented actions and follow-up strengthen home-school partnership.

26. Related Policies and Procedures

Child Protection & Safeguarding Policy
Behaviour Policy
Inclusion Policy
Online Safety / ICT Acceptable Use procedures
Attendance & Punctuality Policy
Student Wellbeing procedures
Transport procedures
Staff Code of Conduct
Pastoral Referral and Incident Reporting procedures

27. Monitoring and Review

This policy is monitored throughout the academic year and formally reviewed annually. It may be updated earlier where required by changes in school practice, safeguarding expectations, applicable UAE/KHDA requirements or lessons learned from significant incidents. Feedback from students, parents and staff will inform review.

APPENDIX 1 - STUDENT REPORTING ROUTES

Students should report bullying or unsafe behaviour to any trusted adult. This may include a class/form teacher, subject teacher, supervisor, counsellor, Head of Key Stage, Head of Pastoral, DSL/DDSL or senior leader. Students should seek immediate adult help where they or another student are in danger.

APPENDIX 2 - NDPS RESPONSE PATHWAY

1. Concern reported / observed.
2. Immediate safety secured and factual information recorded.
3. Head of Pastoral / Key Stage leader notified; DSL/DDSL involved immediately where safeguarding applies.
4. Separate investigation and evidence review.
5. Outcome determined and proportionate action agreed.
6. Support plan for affected student and intervention plan for student displaying harmful behaviour.
7. Parents informed appropriately and actions documented.
8. Follow-up checks completed; recurrence and student safety monitored.
9. Case closed only when actions are complete and impact has been reviewed