

Integrated Management System (IMS)
Anti-Bullying Policy



This Document has been reviewed and approved by:

Name	Position	Department
Hiba Khateeb	Quality Assurance Representative	
Michael Hughes	Principal	
Samia Mughrabi	CEO	

Revision History of the Document

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1. Purpose and Aims

1.1 Purpose

New Dawn Private School is committed to providing a safe, inclusive, respectful and supportive environment in which every learner feels valued, protected and able to achieve their full potential. Bullying is unacceptable and will not be tolerated. Every learner has the right to learn, develop friendships and participate in school life without fear of intimidation, humiliation, exclusion or harm.

This policy establishes a clear and consistent approach to preventing, identifying, reporting, investigating and responding to bullying. It ensures that concerns are taken seriously, action is proportionate, affected learners receive appropriate support, and learners who engage in bullying are held accountable for their behaviour.

The policy supports the school's commitment to **Nurture. Develop. Perform. Succeed.** It reflects the belief that positive relationships, emotional wellbeing, safeguarding and a strong sense of belonging are essential foundations for successful learning.

As a British international school in the UAE, New Dawn Private School promotes British Values through respectful relationships, fairness, personal responsibility, tolerance and respect for the rule of law. These values are promoted in harmony with UAE laws, culture, national identity and applicable regulatory requirements.

1.2 Aims

The aims of this policy are to:

- Prevent bullying through positive relationships, effective supervision, education and a culture of respect.
- Ensure that all learners, staff and parents understand what bullying is, how to recognise it and how to report it.
- Provide accessible and trusted reporting routes for learners who experience or witness bullying.
- Ensure that all allegations of bullying and harmful behaviour are taken seriously and addressed promptly.
- Protect the physical, emotional, psychological and social wellbeing of learners.
- Promote inclusion, dignity, equality of opportunity and respect for individual differences.
- Address cyberbullying and bullying that occurs outside school where it affects learner safety, wellbeing or school life.

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- Apply fair, consistent and proportionate consequences in line with the Behaviour Policy and applicable UAE requirements.
- Support learners who experience bullying, learners who engage in bullying and those who witness it.
- Work in partnership with parents and relevant professionals to prevent recurrence.
- Monitor patterns of behaviour, identify areas of risk and evaluate the effectiveness of interventions.
- Demonstrate compliance with relevant KHDA requirements, UAE safeguarding expectations and the Standards for British Schools Overseas (BSO).

The school seeks not only to respond effectively to individual incidents, but also to develop a community in which learners understand the impact of their actions, take responsibility for their behaviour and contribute positively to the wellbeing of others.

2. Scope

2.1 Who the policy applies to

This policy applies to all learners from FS1 to Year 8, all members of staff, school leaders, parents, volunteers, visitors, contractors and external providers where their actions affect the school community.

It applies:

- During lessons, breaktimes, lunchtimes, assemblies and other school activities.
- In corridors, playgrounds, toilets, changing areas and other school spaces.
- On school transport, during arrival and dismissal, and while travelling to or from school where school-related safety concerns arise.
- During educational visits, extracurricular activities, events and off-site school activities.
- Through online platforms, social media, messaging applications, gaming platforms and other digital communication.
- Outside school hours where behaviour has a demonstrable impact on learner safety, wellbeing, relationships or participation in school life.

2.2 Definition of bullying

Bullying is behaviour that is deliberately hurtful, threatening, humiliating or intimidating, typically repeated over time, where there is a real or perceived imbalance of power that makes it difficult for the person targeted to defend themselves or stop the behaviour.

Bullying may involve one learner or a group of learners targeting another person. It can be physical, verbal, emotional, social or digital. A single serious incident may not meet the definition of repeated bullying but must still be addressed under the Behaviour Policy and, where appropriate, safeguarding procedures.

Bullying may include:

- **Physical bullying:** hitting, kicking, pushing, tripping, pinching, damaging belongings or other physical intimidation.
- **Verbal bullying:** repeated insults, name-calling, mocking, threats, humiliating comments or deliberately hurtful remarks.
- **Emotional or psychological bullying:** intimidation, manipulation, deliberate humiliation, coercion or behaviour intended to make someone fearful or distressed.
- **Social bullying:** deliberately excluding someone, encouraging others to reject them, spreading rumours or damaging friendships and relationships.
- **Prejudice-based bullying:** targeting someone because of nationality, race, culture, religion, language, disability, additional learning needs, appearance, sex or another personal characteristic.
- **Sexual harassment or inappropriate conduct:** unwanted sexualised comments, gestures, pressure, harassment or other inappropriate behaviour. Such conduct must also be assessed under safeguarding procedures.
- **Cyberbullying:** using digital technology to threaten, humiliate, impersonate, harass or target another person, including through messages, social media, gaming platforms, photographs, videos or manipulated digital content.
- **Group bullying:** several learners participating in or encouraging the targeting of an individual.
- **Coercive or controlling behaviour:** pressuring another learner to comply, give possessions, share private information or participate in unwanted activities.

Bullying may occur even where the learner responsible claims that it was a joke or that the targeted learner should not be upset. The school will consider the behaviour, context, impact, repetition and power imbalance rather than relying solely on the intention claimed by the person responsible.

2.3 Bullying and other harmful behaviour

Not every disagreement, argument, isolated unkind comment or conflict between learners constitutes bullying. However, all harmful behaviour must be addressed appropriately.

The school distinguishes between:

- **Bullying:** typically repeated harmful behaviour involving a power imbalance.

- **Peer conflict:** a disagreement between learners where neither party consistently holds power over the other.
- **Unkind behaviour:** behaviour that causes hurt or distress but may not involve repetition or a power imbalance.
- **Serious misconduct or safeguarding concerns:** behaviour involving violence, threats, harassment, exploitation, discriminatory abuse, sexual misconduct or other risks requiring an immediate safeguarding response.

The absence of a repeated pattern does not make an incident acceptable or remove the school's responsibility to act. Serious incidents may require immediate protective measures, formal sanctions or external referral regardless of whether bullying has been established.

2.4 Inclusion and individual circumstances

The policy applies equally to all learners, including learners of determination, learners with additional learning needs, learners who require language support and learners who may be particularly vulnerable because of their circumstances.

Leaders will consider individual needs, communication difficulties, developmental stage and relevant support plans when investigating incidents and deciding appropriate interventions. Such considerations will not prevent the school from protecting other learners or addressing harmful behaviour.

3. Regulatory and Policy Framework

3.1 UAE and KHDA requirements

New Dawn Private School will implement this policy in accordance with applicable UAE legislation, child protection requirements, KHDA regulations and relevant education authority guidance.

The policy reflects the UAE's expectations that schools provide safe and supportive learning environments, protect learners from harm, prevent discriminatory treatment and maintain effective systems for reporting and addressing safeguarding concerns.

The school will have regard to relevant UAE Ministry of Education child protection and bullying-prevention frameworks, including applicable requirements relating to the prevention of bullying, learner wellbeing, confidentiality, reporting, intervention and monitoring.

The school will also follow applicable Dubai private-school requirements concerning learner safety, student affairs, conduct and safeguarding, including relevant KHDA-approved policies and procedures.

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Where a bullying incident raises concerns about abuse, violence, exploitation, serious harassment or another potential safeguarding matter, the school will follow its Safeguarding and Child Protection Policy and make referrals to competent UAE authorities where required.

3.2 British Schools Overseas (BSO) alignment

This policy supports the Standards for British Schools Overseas, particularly the expectation under Standard 16, *Preventing Bullying*, that schools take proactive and effective steps to prevent bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying, and provide accessible reporting systems for learners.

The school will demonstrate BSO alignment through:

- A clear, accessible and implemented written anti-bullying policy.
- Effective systems for learners to report bullying and seek help.
- Staff understanding of bullying prevention, identification and response.
- Appropriate supervision and action in locations and situations where bullying risks may be higher.
- Consistent recording, investigation and follow-up of incidents.
- Support for affected learners and appropriate intervention with learners responsible for bullying.
- Preventative education through the curriculum, assemblies, pastoral provision and digital citizenship teaching.
- Monitoring of incident patterns and evaluation of the impact of actions taken.

The school recognises that inspection evidence must demonstrate effective implementation, not simply the existence of a written policy.

3.3 British Values

The school promotes the fundamental British Values through its approach to relationships, behaviour and bullying prevention.

Democracy: Learners are encouraged to express concerns, contribute to discussions about respectful behaviour and participate in age-appropriate opportunities to improve school life. Their voices will be listened to and taken seriously.

The rule of law: Learners are taught that school expectations and applicable laws protect individuals from harm. Bullying, intimidation, harassment and other harmful behaviour have consequences.

Individual liberty: Learners are encouraged to develop independence, confidence and self-respect while recognising that personal freedom does not include the right to harm, intimidate or control others.

Mutual respect: Learners are expected to respect the dignity, feelings, rights and personal boundaries of others. The school promotes kindness, empathy, cooperation and positive relationships.

Tolerance of different faiths and beliefs: Learners are taught to respect different faiths, beliefs, cultures, backgrounds and perspectives, in harmony with UAE laws and cultural expectations. Prejudice, intolerance and discriminatory bullying are not accepted.

3.4 Related school policies

This policy must be read alongside:

- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- IT, Digital Technology and Online Safety Policy.
- Staff Code of Conduct.
- Inclusion Policy.
- Complaints Policy and Procedures.
- Attendance and Pastoral Procedures.
- Health, Safety and Environment Policy.
- Relevant transport behaviour procedures.

Where a bullying incident also involves safeguarding, online safety, staff conduct, transport or another regulated area, the relevant procedures must be followed alongside this policy.

4. Core Principles

4.1 Zero tolerance of bullying

New Dawn Private School will not tolerate bullying. Every report will be taken seriously, assessed fairly and addressed appropriately.

The school's commitment to zero tolerance means that bullying will never be dismissed as harmless teasing, an inevitable part of growing up or something the targeted learner must manage alone. It does not mean that every incident automatically receives the same sanction; responses will be proportionate to the circumstances and impact.

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4.2 Learner safety and wellbeing come first

The immediate priority is to protect learners from further harm. Staff must assess whether a learner is at risk, whether the behaviour may escalate and whether additional supervision, separation or safeguarding intervention is required.

Where there is an immediate risk of harm, staff must take appropriate protective action and inform the relevant senior leader or Designated Safeguarding Lead (DSL) without delay.

4.3 A child-centred and fair approach

All learners involved must be treated with dignity and fairness. The school will listen to the learner who reports bullying, the learner alleged to have engaged in bullying and any relevant witnesses.

The school will not assume that an allegation is proven before reviewing the available evidence. Equally, it will not dismiss a concern because evidence is initially limited or because a learner struggles to explain what has happened.

4.4 Accessible reporting and a culture of trust

Learners must know how and where to report bullying. They may speak to their class teacher, a trusted member of staff, their Head of Key Stage, the Pastoral Lead, the DSL, the Principal or another identified safeguarding contact.

Learners may report bullying on behalf of a friend or as a witness. Staff must not promise absolute confidentiality but should explain that information will be shared only with those who need it to help keep learners safe and manage the concern.

No learner should be blamed, punished or disadvantaged for raising a concern in good faith.

4.5 Prevention and education

The school will promote positive relationships and respectful behaviour through:

- Classroom expectations and consistent behaviour management.
- Assemblies, pastoral sessions and age-appropriate PSHE provision.
- Online safety and digital citizenship education.
- Teaching about empathy, personal boundaries, inclusion and responsible decision-making.
- Positive role modelling by staff.
- Learner voice and opportunities to discuss safety and belonging.

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- Appropriate supervision of areas and activities where incidents may occur.
- Parent partnership and communication.

Prevention will be adapted to learners' ages and developmental stages, from early identification of unkind behaviour in the Foundation Stage to more detailed work on peer relationships, social responsibility and cyberbullying in older year groups.

4.6 Equality, inclusion and respect

Bullying related to nationality, race, culture, religion, language, disability, additional learning needs, appearance or other personal characteristics will be treated seriously.

The school will promote inclusion and ensure that learners are not excluded, humiliated or disadvantaged because of their individual needs or background. This commitment will be implemented in accordance with UAE law and applicable regulatory requirements.

4.7 Accountability and proportionate sanctions

Learners who engage in bullying must understand the impact of their behaviour and take responsibility for their actions.

The school will use appropriate educational, restorative, pastoral and disciplinary responses. Sanctions will reflect the seriousness, frequency and impact of the behaviour and will be consistent with the Behaviour Policy and applicable UAE requirements.

Restorative approaches may be used where appropriate, but a learner who has experienced bullying will never be required to meet, forgive or reconcile with another learner if this would be unsafe or distressing.

4.8 Partnership with parents

The school recognises that effective bullying prevention requires constructive partnership with parents and carers.

Parents will be informed of significant concerns involving their child where appropriate and safe to do so. The school will explain the actions being taken to protect and support the learner while maintaining appropriate confidentiality regarding other learners and staff.

4.9 Confidentiality and accurate records

All bullying concerns and investigations must be recorded factually and securely. Records must distinguish between reported allegations, information established during the investigation, decisions reached and actions taken.

Information will be shared on a need-to-know basis, subject to safeguarding and legal requirements. The school will not guarantee absolute confidentiality where information must be shared to protect a learner or comply with applicable requirements.

4.10 Monitoring and continuous improvement

The school will analyse bullying records to identify patterns, repeat incidents, locations, times, types of behaviour and learners who may need additional support.

Leaders will use the findings to improve supervision, staff training, curriculum provision, pastoral support and school procedures. The school will evaluate whether interventions have reduced harmful behaviour and improved learner safety, wellbeing and belonging.

5. Roles and Responsibilities

5.1 Proprietor or governance representatives

The Proprietor or appropriate governance representatives are responsible for:

- Ensuring that the school has an appropriate anti-bullying policy and effective oversight arrangements.
- Reviewing significant patterns and risks reported by the Principal.
- Monitoring whether the school's procedures are implemented effectively.
- Supporting appropriate accountability and improvement.
- Ensuring that concerns involving senior leaders are managed through an appropriate alternative route.

5.2 Principal

The Principal is responsible for:

- Ensuring that this policy is implemented consistently across the school.
- Ensuring that staff understand their responsibilities and reporting routes.
- Overseeing serious, repeated or complex bullying cases.
- Ensuring that appropriate safeguarding referrals are made.

- Ensuring that sanctions are fair, proportionate and consistent with school procedures.
- Monitoring records and patterns of bullying.
- Ensuring that parents are appropriately informed.
- Reporting significant concerns and improvement actions to the Proprietor or relevant governance body.
- Reviewing the effectiveness of the policy and arranging updates where required.

Where a concern involves the Principal, it must be referred through the school's alternative reporting and governance arrangements rather than being investigated by the Principal.

5.3 Designated Safeguarding Lead

The DSL is responsible for:

- Assessing whether a bullying incident presents a safeguarding risk.
- Ensuring that concerns involving abuse, exploitation, serious threats, violence or other significant harm are escalated promptly.
- Coordinating safeguarding responses and external referrals where required.
- Ensuring that safeguarding records are maintained securely.
- Advising leaders and staff on protective measures and appropriate information sharing.
- Working with pastoral staff and relevant professionals to support learners at risk.
- Ensuring that bullying investigations do not delay urgent safeguarding action.

5.4 Heads of Key Stage and Pastoral Leaders

Heads of Key Stage and designated pastoral leaders are responsible for:

- Receiving and responding to bullying reports.
- Ensuring that incidents are recorded and investigated appropriately.
- Arranging meetings with learners and parents where required.
- Monitoring behaviour and relationships in relevant classes and areas.
- Coordinating support for learners affected by bullying.
- Implementing agreed behaviour interventions and sanctions.
- Monitoring whether bullying has stopped following intervention.
- Escalating serious, repeated or unresolved concerns to the Principal and DSL as appropriate.

5.5 Teachers and other staff

All staff are responsible for:

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- Modelling respectful and inclusive behaviour.
- Challenging bullying, discriminatory language and harmful behaviour when it is safe to do so.
- Listening carefully when a learner reports a concern.
- Avoiding dismissive responses or assumptions about what has happened.
- Taking immediate action to protect learners where necessary.
- Recording and reporting concerns promptly through the correct route.
- Maintaining appropriate supervision, including in areas where incidents may occur.
- Avoiding promises of absolute confidentiality.
- Supporting learners to understand positive relationships and responsible behaviour.
- Monitoring learners after an intervention to check whether the behaviour has stopped.

Staff must not ignore an incident because they did not witness it directly, believe it to be a joke or consider it outside their immediate area of responsibility.

5.6 Counsellor and inclusion staff

The school counsellor and relevant inclusion staff will:

- Provide appropriate emotional and pastoral support.
- Help learners develop strategies for managing distress, building confidence and seeking help.
- Support learners who engage in bullying to understand and change their behaviour.
- Contribute to individual support plans where appropriate.
- Advise staff on relevant additional needs and reasonable adjustments.
- Monitor wellbeing and recommend further intervention where necessary.

Counselling or inclusion support must complement, not replace, appropriate investigation, safeguarding action and accountability.

5.7 Learners

All learners are expected to:

- Treat others with kindness, dignity and respect.
- Follow school expectations and the Behaviour Policy.
- Avoid bullying, intimidation, discrimination and harmful online behaviour.
- Report bullying or unsafe behaviour to a trusted adult.
- Support peers by seeking adult help rather than encouraging, recording or sharing harmful incidents.
- Cooperate honestly with investigations.

- Respect the privacy of others and avoid spreading rumours or sharing information about an incident.

Learners who witness bullying should not be expected to intervene physically or place themselves at risk. They should seek help from a trusted adult.

5.8 Parents and carers

Parents and carers are expected to:

- Encourage respectful relationships and responsible behaviour at home.
- Report concerns promptly through the school's communication channels.
- Provide relevant information to support an investigation.
- Work constructively with the school to resolve concerns.
- Avoid confronting or contacting another learner directly about an alleged incident.
- Avoid posting allegations, photographs or identifying information about learners on social media.
- Support agreed actions intended to prevent recurrence.

The school will listen to parents' concerns and explain the process being followed, while respecting the privacy and rights of all learners involved.

6. Procedures

6.1 Reporting a concern

Any learner, parent, staff member or other member of the school community may report suspected bullying.

Concerns may be reported to:

- The learner's class teacher or another trusted teacher.
- The relevant Head of Key Stage.
- The Pastoral Lead or counsellor.
- The DSL or designated alternative safeguarding contact.
- The Principal.
- Another authorised senior leader where the concern involves the usual reporting contact.

A learner may report in person or with support from a trusted adult. Staff must make the process accessible to younger learners and learners who need communication, language or additional support.

Reports should be made as soon as possible and include, where known, what happened, when and where it occurred, who was involved, whether it has happened before, and whether the learner feels unsafe.

Staff must not require a learner to provide written evidence before taking a concern seriously.

6.2 Immediate response and safety assessment

When a report is received, the member of staff must:

1. Listen calmly and take the concern seriously.
2. Reassure the learner that reporting the concern is the right thing to do.
3. Establish whether anyone is in immediate danger or requires medical or emotional support.
4. Take reasonable steps to prevent further contact or harm where necessary.
5. Inform the appropriate Head of Key Stage, senior leader or DSL.
6. Record the concern through the school's approved system.

Where the incident involves serious violence, threats, suspected abuse, exploitation, sexual misconduct, discriminatory abuse or another significant safeguarding concern, the DSL or designated alternative must be informed immediately.

Staff must not delay a safeguarding referral while attempting to resolve the matter informally.

6.3 Recording the concern

The receiving member of staff or designated leader must ensure that an appropriate record is created.

The record should include:

- Date and time the concern was received.
- Name of the person reporting the concern.
- Learners and other individuals involved.
- Date, location and description of the alleged incident.
- Whether the behaviour is reported to be repeated.
- Any identified power imbalance, threats or safeguarding risks.
- Relevant witness information and available evidence.
- Immediate protective action taken.
- Staff members and leaders informed.
- Investigation findings and decision.

- Parent communication, where appropriate.
- Sanctions, support and follow-up arrangements.

Records must distinguish clearly between what was reported, what was witnessed, what was established and what remains uncertain. Records must be stored securely and shared only with authorised individuals.

6.4 Initial assessment and allocation

The relevant Head of Key Stage or authorised senior leader will assess the information and determine the appropriate response.

The assessment will consider:

- Whether the behaviour appears to meet the definition of bullying.
- Whether the incident involves a serious breach of the Behaviour Policy.
- Whether the matter raises safeguarding concerns.
- Whether the behaviour is repeated or escalating.
- Whether there is an imbalance of power or a group targeting an individual.
- Whether immediate protective measures are required.
- Whether the matter needs a formal investigation.

If the allegation concerns a member of staff, the Staff Code of Conduct and relevant safeguarding procedures must be followed. If the allegation concerns the Principal or another senior leader responsible for the normal process, the school's alternative reporting route must be used.

6.5 Investigation

The investigation must be fair, proportionate and appropriate to the age and needs of the learners involved.

The investigating leader should:

1. Speak separately with the learner reporting the bullying.
2. Speak separately with the learner alleged to have engaged in bullying.
3. Obtain information from relevant witnesses where appropriate.
4. Review available evidence, including messages, photographs, recordings or other digital information where relevant and lawfully accessible.
5. Consider the history of previous incidents and any relevant records.
6. Assess the impact on the learner's safety, wellbeing, attendance, relationships and learning.

7. Determine whether the evidence supports a finding of bullying, another form of misconduct or an unsubstantiated allegation.
8. Record the findings, rationale and actions.

Investigations should begin promptly and be completed as soon as reasonably possible. Where additional time is needed, appropriate leaders and parents should be updated where suitable.

Staff must avoid leading questions, public discussions or group confrontations that could intimidate learners or compromise the investigation. Learners must not be required to confront one another to prove what happened.

6.6 Determining the outcome

Following the investigation, the school will decide the most appropriate response based on the available evidence.

Possible outcomes include:

- Bullying is substantiated.
- The behaviour is established but is more appropriately classified as another form of misconduct or peer conflict.
- The available evidence is insufficient to reach a clear conclusion.
- Further investigation or safeguarding action is required.

An inconclusive finding does not mean that the concern was dishonest or that no support is needed. The school may continue to monitor relationships and implement protective measures where appropriate.

The outcome and reasons for the decision must be recorded. Parents should receive an appropriate explanation of the outcome concerning their own child, subject to confidentiality and legal requirements.

6.7 Supporting the learner who has experienced bullying

The school will assess the support required by the learner who has experienced bullying. Support may include:

- Regular check-ins with a trusted member of staff.
- Pastoral or counselling support.
- Increased supervision in relevant locations.

- A clear plan for reporting any further incidents.
- Support with friendships, confidence and reintegration into learning or activities.
- Reasonable adjustments where additional needs affect the learner's ability to report or manage the situation.
- Communication with parents and relevant professionals where appropriate.

The school must avoid placing the burden of resolving bullying on the learner who has experienced it. They should not be required to change classes, activities or routines as the default response when the school can reasonably address the behaviour of those responsible.

Any change to a learner's arrangements must be considered carefully, in consultation with the family where appropriate, and must not unfairly disadvantage the learner who reported the concern.

6.8 Responding to learners who engage in bullying

Where bullying is substantiated, the school will apply an appropriate response in accordance with the Behaviour Policy and applicable UAE requirements.

Possible actions include:

- A formal warning or behaviour sanction.
- Parent notification and a meeting.
- A behaviour improvement plan with clear targets.
- Loss of relevant privileges where appropriate.
- Increased supervision or restrictions on contact with the affected learner.
- Targeted education on empathy, respectful relationships, digital citizenship or responsible behaviour.
- Counselling or pastoral intervention where appropriate.
- More serious disciplinary action for repeated or severe incidents.
- Safeguarding referral or referral to competent UAE authorities where required.

The school will consider the learner's age, developmental stage, needs, intent, impact, previous behaviour and level of cooperation when determining the response.

Support and accountability are not mutually exclusive. A learner may need additional support while also receiving an appropriate sanction for harmful behaviour.

6.9 Sanctions and escalation

Sanctions must be proportionate to the seriousness and impact of the behaviour, the learner's previous conduct and any relevant safeguarding considerations.

Repeated, deliberate or serious bullying may result in escalating sanctions in accordance with the Behaviour Policy and applicable KHDA requirements. Serious incidents may require immediate action without waiting for earlier stages of the behaviour process.

The school will not apply an automatic sanction without considering the circumstances and applicable requirements. Any suspension or other significant disciplinary measure must follow the approved school procedure and relevant regulatory requirements.

Where behaviour may involve criminal conduct, serious violence, exploitation or other unlawful activity, the school will refer the matter to competent authorities where required.

6.10 Cyberbullying and online incidents

Cyberbullying will be managed in accordance with this policy, the IT, Digital Technology and Online Safety Policy and the Safeguarding and Child Protection Policy.

The school may:

- Secure relevant information or evidence through appropriate procedures.
- Instruct learners to stop harmful online contact.
- Contact parents where appropriate.
- Restrict access to school systems or devices where justified.
- Apply behaviour sanctions for school-related misuse.
- Support affected learners and monitor further incidents.
- Refer safeguarding or potentially unlawful matters to competent authorities where required.

Staff must not unnecessarily copy, forward or circulate harmful or potentially illegal content. Where a concern involves intimate imagery, exploitation, threats or other serious harm, the DSL must be informed immediately and staff must follow safeguarding instructions.

Cyberbullying that occurs outside school may be addressed where it has a relevant impact on learner safety, wellbeing, relationships or school life. The school will act within its authority and refer matters to the appropriate external route where necessary.

6.11 Parent communication

Parents of learners directly involved will be informed when appropriate, taking account of the seriousness of the incident, the learner's safety and any legal or safeguarding restrictions.

Communication should:

- Explain the nature of the concern as it relates to their child.
- Outline the steps being taken.
- Identify any support or actions required from the family.
- Explain how further concerns should be reported.
- Provide an appropriate opportunity for parents to share relevant information.

The school will not disclose confidential information about another learner's personal circumstances, support plan or disciplinary consequences.

If a parent remains dissatisfied with the school's response, they may use the school's Complaints Policy and Procedures. Safeguarding concerns must still be escalated promptly and must not be delayed by the complaints process.

6.12 Follow-up and prevention of recurrence

Following intervention, the responsible leader must arrange appropriate follow-up to establish whether the bullying has stopped and whether the affected learner feels safe.

Follow-up may include:

- Checking in with the affected learner.
- Monitoring interactions in relevant lessons, social spaces and activities.
- Reviewing behaviour records for further incidents.
- Communicating with parents where appropriate.
- Checking that agreed sanctions and support measures have been implemented.
- Adjusting supervision or intervention where the risk continues.
- Escalating repeated incidents to the Principal or DSL.

A case should not be considered successfully resolved solely because a sanction has been issued. Leaders must consider the impact of the intervention and whether further action is needed.

6.13 Preventative education and whole-school culture

The school will promote anti-bullying awareness through its curriculum, assemblies, pastoral provision and everyday interactions.

Education will help learners understand:

- The difference between bullying, conflict and unkind behaviour.
- The impact of bullying on emotional wellbeing, attendance, relationships and learning.
- How to show empathy, resolve disagreements and respect boundaries.
- How British Values support fairness, mutual respect, responsibility and tolerance.
- How to report bullying safely and seek adult support.
- How to respond safely when witnessing bullying.
- The risks of cyberbullying and the importance of responsible online conduct.
- The importance of respecting UAE laws, culture, national identity and the dignity of others.

Staff will receive appropriate guidance and training on identifying bullying, recognising safeguarding risks, recording incidents and implementing this policy consistently.