

ANTI-BULLYING POLICY

(Revised in Aug 2026)



Islamiya English School Abu Dhabi LLC



ANTI - BULLYING POLICY

AIMS

We are committed to provide a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and is not tolerated. If bullying does occur, all pupils should be able to tell and know that incidents are dealt with promptly and effectively.

WHAT IS BULLYING?

Bullying is defined as deliberately hurtful behavior, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

OBJECTIVES OF THIS POLICY

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All parents and pupils should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they are supported when bullying is reported.
- Bullying is not tolerated at any level by anyone.

SIGNS AND SYMPTOMS

A child may indicate by sign or behavior that he or she is being bullied. Adults should be aware of these problem signs and they should investigate if a child:

- Is frightened of walking to or from school.
- Changes in their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries to sleep at night or has nightmares
- Falls ill in the morning

- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Comes home starving (money/snacks has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying siblings or other children
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

PRINCIPLES FOR THE MANAGEMENT OF INCIDENTS

- A secure environment should be provided in which incidents can be reported confidently.
- The pupil who has been bullied should be made feel safe
- All pupils should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying
- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and the those who may be colluded, should be encouraged to behave in more acceptable way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.
- School should run anti-bullying campaigns at regular intervals.

Staff should:

- Be available - Break the code of secrecy. Make it known that he/she is ready to listen. Provide immediate support.
- Listen to the child - Ask the bullied child who has involved and how he or she is feeling
- Record - Ensure the incident is recorded and reports are collated
- Respond - Ensure that his/her response is non-aggressive and provides models of positive behavior. Identify people with long term needs requiring a development programme.
- Follow up - Review progress and evaluate policies and intervention.

WORKING WITH PARENTS

It is essential to involve parents where bullying has taken place. The most effective emphasis in meeting with parents is on joint problem solving. The aim of such a meeting is to minimize the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

WORK WITH CHILDREN

Work with individual or a group of children is carried out for two reasons:

- To reduce the likelihood of instance of bullying occurring
- To respond to the needs of the children who have bullied and of those children responsible for the bullying.

PREVENTIVE MEASURES

ETHOS:

- School establishes rules which demonstrate caring behavior, and ensure that they are understood by all children
- Specify clearly that those types of behavior which are considered to be “bullying” and therefore unacceptable
- Specify clearly what sanctions follow bullying behavior
- Regularly remind children in assembly or on notice, etc, of the importance or respectful and caring behavior to be shown to everyone
- Use the personal, health and social curriculum. This curriculum should permeate all aspects of school life and be thoroughly integrated into the more general curriculum wherever possible. Every member of the staff has the responsibility to support and foster this curriculum.
- Children with special educational needs are closely monitored.

PROCEDURES:

1. Bullying incidents are reported to the class teacher(s) of all the children involved.
2. In case of serious bullying, the incidents are recorded by the class teacher(s) and referred on to the Child Protection Committee/School Counsellor/Headmaster/Headmistress/Vice-Principal/Principal.
3. In the serious cases parents of all the children involved should be informed and are asked to come in to a meeting to discuss the problem. This may involve the class teacher(s) and child protection committee members.
4. The bullying behavior or threats of bullying are investigated and bullying stopped quickly.
5. An attempt is made to help the bully (bullies) change their behavior.

WORK WITH CHILDREN AFTER REPORTED BULLYING

The child who is bullied:

Work with children that follow any discovery or report of bullying must scrupulously avoid aggravating the bullied child's physical or emotional distress.

Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying. They should take all responsible measures to ensure that the bullied child is

supported and protected. Interventions which appear to be particularly sensitive to the needs of all the children are those in which more general problems solving strategies are modelled. Where a bullied child suffering is prolonged or intense anxiety or distress, referral to outside agencies should be considered.

Extensive measures:

- Provide an **opportunity** for discussion with the child who has been bullied
- Avoid embarrassing and shaming the bullied by focusing on a particular incident when the child is present
- Use “supportive” children to ensure that the bullied child is befriended and protected, e.g. in going to and from school.
- Consider the appropriateness of referring the child from specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include the Educational Psychology Service, the Education Welfare Service, child and family guidance, etc.

THE CHILD WHO BULLIES

We work hard with those children who bully others to ensure that they receive the help that will prevent further bullying. Bullies themselves are frequently bullied and may need help to see that bullying is not an acceptable behavior.

It is useful for the staff to acknowledge that children sometimes bully because they have not learned appropriate ways of interacting with their peers.

Modelling and role plays are often required. Approaches which are solely punitive are not advisable, since evidence suggested that they do not prevent further bullying.

School will:

- Specifically teach interpersonal and social skills to children who have not acquired them.
- Modelling and role play are often required
- It is ensured that there are serious talks with any child found bullying
- An approach is used which involve all participants, including bystanders.
- The problem is explained and helped everyone to understand how the bullied child feels
- Responsibility is shared for the problem
- Group is involved in sharing ideas and improving the situation.
- A later review of progress is included.

Policy Review

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies.

Draft Date:	03/07/26
Approved By Board of Governors:	Approved
Principal Approval:	
Review Date:	24/08/27

The End.