



# DUBAI GEM PRIVATE SCHOOL

## STRIVE FOR EXCELLENCE

### ANTIBULLYING POLICY – 2025-2026



Written by:	Ms. Parie Stoneman	Last Review:	October 2025
Position:	Principal	Next Review Date:	October 2026

## **RATIONAL**

The aim of the anti-bullying policy is to ensure pupils learn in a supportive, caring, and safe environment free from the fear of bullying. Bullying is anti-social behaviour that affects everyone. We will incorporate our anti-bullying policy into a school ethos rooted in mutual respect, fairness, and equality, and aim to provide support and management strategies that are pragmatic and non-oppressive. This policy connects with other key policies, including Safeguarding, Child Protection, and the Behaviour Policy, enabling the school to meet its responsibilities.

### **1. Legal & Regulatory Framework**

- KHDA: Safeguarding, wellbeing and behaviour standards; transparent recording and review of bullying incidents; student voice and parental partnership.
- UAE Federal Law No. 3 of 2016 (Wadeema's Law): Children's right to protection from all forms of abuse, including online harm.
- UAE Cybercrime legislation (e.g., Federal Decree-Law No. 34 of 2021): Offences related to online harassment, impersonation, defamation, and non-consensual sharing of images.
- The Ministry of Education's national anti-bullying initiatives and social media campaigns require participation from private schools.
- Benchmarking: structure and clarity aligned to outstanding schools in Dubai, such as JESS and Jumeirah College.

### **2. Scope & Applicability**

This policy applies to all students, staff, volunteers, contractors, parents and visitors. It covers behaviour on campus, off-site (trips, fixtures, events), on school transport, and in digital spaces (including social media and messaging) at any time when conduct affects a member of the DGPS community.

### **3. Definitions & Forms of Bullying**

Bullying is the repetitive, intentional harm of another person where there is an imbalance of power. DGPS recognises physical, verbal, social/relational, discriminatory, and cyber/digital bullying. Serious single incidents may be considered bullying due to their severity or context.

- Physical: hitting, kicking, pushing, damaging property.
- Verbal: insults, threats, slurs, mocking.
- Social/relational: exclusion, shunning, damaging friendships, spreading rumours.
- Discriminatory: targeting race, religion, gender, identity, ability, culture, and appearance.
- Cyber/digital: harassing messages or posts; group exclusion; image/video-based abuse; doxxing; impersonation and deepfakes; account takeover; persistent 24/7 virtual harassment.

## **4. Aims & Objectives**

- Prevent bullying through culture, curriculum, supervision and student leadership.
- Provide safe, confidential and accessible reporting routes, including anonymous options.
- Respond swiftly, fairly, and consistently with restorative and educative approaches alongside sanctions.
- Monitor patterns, analyse trends and report to SLT, Governors and KHDA.
- Continuously improve through stakeholder feedback and data.

## **5. Prevention & Education**

### **5.1 Curriculum & Culture**

- PSHE, Moral Education, SEL, Islamic Studies and assemblies address empathy, respect, digital citizenship and bystander action.
- Student leadership: Wellbeing Ambassadors, Peer Mentors, and Student Council co-lead campaigns (Anti-Bullying Week, Safer Internet Day).
- Staff Training: Recognising Signs, Trauma-Informed Responses, and Restorative Conversations.
- Parent education: e-safety workshops and guidance for home digital supervision.

### **5.2 Environment, Supervision & Digital Spaces**

- Enhanced supervision in higher-risk areas/times (breaks, corridors, transport, arrival/dismissal).
- Acceptable Use and Social Media Policies for Students, Staff, and Parents.
- Clear protocol for capturing digital evidence, including screenshots, timestamps, URLs, and preservation steps.

## **6. Bullying Outside School & Off-Site/Online Incidents**

DGPS supports students who experience bullying outside of school, including in the community, on public transport, or online. Parents are informed, and when appropriate, we liaise with transport providers, local authorities, and law enforcement to safeguard students and the wider DGPS community.

## **7. Reporting Mechanisms**

- Tell a trusted adult: Teacher, Form Tutor, Year Coordinator, Counsellor or SLT member.
- Anonymous digital reporting via QR code/online form; physical 'worry boxes'.
- Peer and bystander reporting actively encouraged.
- Clear escalation to Heads of Year/Section, DSL/SLT and Principal.

## **8. Response Procedures & Timelines**

1. Immediate Safety & Triage (within 24 hours): ensure safety and reassurance; consider safeguarding referral.
2. Investigation (normally within 5 school days): impartial interviews, witness statements and evidence review; maintain records.
3. Parental Involvement: parents/guardians of involved students informed early and updated throughout.
4. Outcome & Recording: decisions documented in the Bullying Register and, where relevant, safeguarding logs.
5. Follow-up & Review: check-ins, monitoring for recurrence; adjust support/sanctions as needed; escalate to SLT/Governors/KHDA where required.

## **9. Support & Restorative Practice**

- Individual support plans for harmed students (counselling, safe-space check-ins, mentoring).
- Restorative conversations/mediation (where safe and appropriate) to repair harm.
- Skill-building for those who bullied (empathy training, social skills, behaviour coaching).
- Regular reviews with students and parents to ensure sustained improvement.

## **10. Warning Signs & Staff Guidance**

Staff are trained to notice and act on signs including withdrawal, attendance changes, avoidance of social times, frequent nurse visits, unexplained injuries, mood changes, or talk of self-harm. Responses must be calm, attentive and reassuring; involve students in next steps; make clear the bullying is not their fault; and advise them not to retaliate.

## **11. Sanctions & Consequences (Zero Tolerance)**

- Reflective tasks/apologies; behaviour contracts and monitored reports.
- Loss of privileges; detention; community service.
- Internal isolation; suspension (as per KHDA processes); permanent exclusion for severe/repeated bullying.
- Social media misuse targeting DGPS community may be referred to authorities under UAE law.

## **12. Roles & Responsibilities**

### **12.1 Governors**

- Approve and annually review this policy; ensure resourcing and oversight.
- Monitor incident data and challenge the school to improve outcomes.

### **12.2 Principal & SLT**

- Model zero tolerance; ensure procedures, training and resources.
- Oversee investigations of serious/repeat incidents; liaise with KHDA/external agencies.

### **12.3 Staff**

- Remain vigilant, intervene early, and record and report consistently using school systems.
- Teach and model respectful conduct; maintain a favourable classroom climate.

### **12.4 Counsellors / DSL**

- Lead student support and restorative pathways; provide therapeutic interventions.
- Maintain accurate records and data dashboards; advise staff and SLT.

### **12.5 Parents/Carers**

- Reinforce respectful conduct online and offline; report concerns promptly.
- Partner with the school and attend review meetings when requested.

### **12.6 Students**

- Reject bullying and discrimination; act as upstanders, not bystanders.
- Report concerns for themselves or others to a trusted adult.

## **13. Recording, Monitoring & Evaluation**

- All incidents logged in a secure Bullying Register; data analysed by type, time, location and demographic factors.
- Termly SLT and Governor reviews; annual Wellbeing & Safeguarding Report aligned with KHDA frameworks.
- Findings drive improvements in supervision, curriculum, staff training and parent engagement.

## **14. Appeals, Complaints & Review**

Decisions may be reviewed under the DGPS Complaints Policy. Exclusion cases include a clear appeals pathway. This policy is reviewed annually with input from students, parents, staff and governors.

## **15. Linked Policies / Cross-References**

- Safeguarding & Child Protection
- Behaviour for Learning
- Digital Safety, Acceptable Use & Social Media
- Equality, Inclusion & SEND
- Educational Visits & Transport

## **Annexes / Operational Templates**

### **Annex A – Student & Parent Anti-Bullying Charter**

- Respect & Kindness – Treat everyone with dignity; celebrate diversity.
- Zero Tolerance – Reject all forms of bullying: physical, verbal, social, discriminatory, and online.
- Safe Reporting – Speak up, trust the school to act, and use anonymous tools if needed.
- Restorative Responsibility – Take responsibility, repair harm where possible.
- Working Together – Students, staff, and parents stand united for a safe, happy school.

### **Annex B – Bullying Incident Report Form (to be completed by staff/parent/student)**

- Date & Time of Report
- Location (on-site/off-site/online)
- Type (physical/verbal/social/discriminatory/cyber)
- Persons Involved (names, year groups)
- Witnesses (names/contact)
- Description of Incident (facts only)
- Evidence attached (screenshots/URLs/video/objects)
- Immediate Safety Measures Taken
- Reported by (name/role/contact)
- Received by (staff name/role)

### **Annex C – Investigation Record & Outcome (staff use)**

- Case ID / Register No.
- Investigating Lead (name/role)
- Students Interviewed (date/time)
- Summaries of Interviews / Evidence Review
- Findings (substantiated / not substantiated / unclear)
- Decision & Rationale
- Parents Informed (dates/method)
- Sanctions / Support Agreed
- Follow-up Review Dates

### **Annex D – Restorative Meeting (when safe & appropriate)**

- What happened from your perspective? (each person)
- Who has been affected and how?
- What needs to happen to repair the harm?

## Agreements and commitments (written below)

Review the date and the staff member responsible

Agreement: \_\_\_\_\_

Signatures: \_\_\_\_\_ Date: \_\_\_\_\_

## Annex E – Behaviour Improvement Contract

- Targets (specific, measurable):
- Support provided by the school:
- Student commitments:
- Parent/Carer commitments:
- Monitoring method (report card/mentor check-ins):
- Review dates and success criteria:

Signatures (Student/Parent/Staff): \_\_\_\_\_ Date: \_\_\_\_\_

## Annex F – Digital Evidence Protocol

- Do not respond to the bully online; preserve evidence.
- Take screenshots that include timestamps, usernames, and URLs.
- Save chat logs and media securely to prevent further sharing.
- Report to school via form/QR and, if necessary, the platform provider.
- For serious incidents, DSL/SLT may contact law enforcement in line with UAE law.

## Annex G – Bullying Register (Data Fields)

Case ID	Date	Location	Type	Students Involved	Action Taken	Parent Notified	Follow-up Date

## Annex H – Staff Response Checklist

- Ensure immediate safety and separate students if needed.
- Listen actively, reassure, avoid blame, and do not promise absolute confidentiality.
- Record facts promptly using Annex B; collect and secure evidence.
- Inform the appropriate lead (YC/Section Head/DSL).
- Inform parents as directed; maintain professional records.
- Schedule follow-up and monitor for recurrence.

## **Annex I – Parent Communication Template**

Dear Parent/Carer,

We are writing to inform you about a reported incident concerning your child on [date]. Please be assured that we take such matters seriously and have initiated an investigation in accordance with our Anti-Bullying Policy. We will keep you updated and invite you to a meeting on [date/time].

Kind regards,

[Name]

[Role]

## **Annex J – Response Flowchart (text)**

- Report received (student/parent/staff/anonymous).
- Immediate safety actions; DSL/SLT triage within 24 hours.
- Investigation (evidence, interviews) – generally within five school days.
- Decision: substantiated/not substantiated/unclear; record in register.
- Support and sanctions have been implemented; parents have been informed.
- Follow-up review; monitor; escalate