

**Al Ittihad Private School  
Jumeirah**



**Anti-Bullying Policy**  
**AY 2025-2026**



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## I. Introduction

### 1.1 Purpose

At Al Ittihad Private School – Jumeirah (IPSJ), we are committed to providing a safe, inclusive, and respectful learning environment in which every student is free to learn, grow, and belong. This policy establishes the school’s position on bullying and outlines the systems in place to prevent, identify, and respond to it.

This policy aims to:

- Define bullying and its various forms, including cyberbullying.
- Establish clear procedures for preventing, reporting, investigating, and resolving incidents.
- Ensure full alignment with UAE law and Knowledge & Human Development Authority (KHDA) guidelines on student wellbeing and safety.
- Support victims, work restoratively with those who bully, and promote a positive school culture.

### 1.2 Scope

This policy applies to all IPSJ students (KG to Grade 12), staff, parents, contractors, and visitors. It covers incidents that occur:

- On school grounds, during school hours and before/after school.
- At any school-related event, activity, or trip, on or off campus.
- On school transportation.
- Online (cyberbullying), or off-campus where the behaviour has, or is likely to have, a negative impact on the school environment, on student wellbeing, or on the school community.

### 1.3 Objectives

- Prevent bullying through proactive education, awareness, and a strong culture of respect.
- Empower students, staff, and parents to recognise and report bullying with confidence.
- Ensure consistent, fair, and confidential handling of every reported case.

- Provide structured support for those affected and restorative interventions for those who bully.
- Monitor patterns and outcomes to continuously improve the school’s response.

#### 1.4 Alignment with UAE and KHDA Guidelines

This policy is fully aligned with KHDA regulations, the Dubai Inspection Framework, UAE Federal Law No. 3 of 2016 (the Child Rights “Wadeema” Law), and the UAE Moral Education framework. All incidents that fall within KHDA reporting thresholds are reported to KHDA as required, and all sanctions involving exclusion of more than three school days are referred to KHDA for ratification.

## II. Principles

This policy is built on the following principles:

### 2.1 Zero Tolerance

- IPSJ does not tolerate bullying in any form. Every member of the community shares responsibility for preventing it.

### 2.2 Child-Centred Response

- The voice, safety, and wellbeing of the child come first. Responses are age-appropriate, confidential, and trauma-informed.

### 2.3 Education over Punishment

- Behaviour is treated as communication. Restorative practices, counselling, and education are prioritised alongside, not instead of, appropriate consequences.

### 2.4 Confidentiality

- Reports are handled with discretion. Information is shared only with those who need to know in order to safeguard students.

### 2.5 Partnership with Parents

- Parents are informed early, kept updated throughout, and engaged as partners in the resolution and follow-up of every case.

## 2.6 Inclusivity

- The policy protects every student regardless of nationality, religion, gender, ability, language, or background, and explicitly safeguards students with SEN and other vulnerable groups.

## III.Values

This policy is effective because we value:

- Respect for every individual
- Safety and emotional security
- Empathy and kindness
- Accountability and honesty
- Inclusivity and diversity
- Restorative resolution

## IV.Anti-Bullying Procedures

### 4.1 Definition of Bullying

Bullying is intentional, repeated, and harmful behaviour aimed at intimidating, humiliating, isolating, or harming another person. It is characterised by an imbalance of power between the parties involved. Bullying includes, but is not limited to:

- **Verbal bullying** – Name-calling, threats, insults, mocking, or derogatory remarks.
- **Physical bullying** – Hitting, kicking, pushing, tripping, damaging or stealing belongings.
- **Social/relational bullying** – Spreading rumours, deliberate exclusion, public humiliation, or coercion.
- **Discriminatory bullying** – Targeting a person based on race, nationality, religion, gender, sexual orientation, ability, or appearance.
- **Cyberbullying** – Harmful messages, impersonation, image-sharing, exclusion, or threats made through any digital platform.
- **Sexual bullying** – Unwanted contact, comments, gestures, or sharing of sexual content.

## 4.2 Preventative Measures

- **Awareness campaigns** – School-wide initiatives, assemblies, and observances such as Anti-Bullying Week and the UAE’s national wellbeing focus weeks.
- **Curriculum integration** – Anti-bullying content embedded in Moral Education, Social and Emotional Learning (SEL), and Health/PSHE lessons.
- **Staff training** – All teachers and support staff complete annual training on recognising, preventing, and responding to bullying, including cyberbullying.
- **Student pledge** – All students sign the school Anti-Bullying Contract (Appendix A) at the start of each academic year.
- **Parent engagement** – Workshops and resources support parents in recognising signs of bullying and responding constructively.
- **Active supervision** – Break duty rotas, corridor supervision, and bus monitors are designed to reduce opportunity for bullying.
- **Student voice** – Student Council, prefects, and wellbeing ambassadors provide structured channels for student feedback and peer support.

## 4.3 Reporting

Any student, parent, or staff member who witnesses or experiences bullying is encouraged to report it without delay. Reports can be made through any of the following channels:

- Directly to a class teacher, homeroom teacher, or any trusted staff member.
- To the Section Counsellor or Head of Section.
- To the Wellbeing Committee.
- Through the school’s confidential reporting channel (in person, by email, or through the designated reporting form).

All reports are taken seriously. Anonymous reports are accepted and investigated where sufficient information is provided. Retaliation against anyone who reports bullying in good faith is itself a breach of this policy and is treated as a serious disciplinary matter.

## 4.4 Investigation Procedure

- **Step 1: Immediate intervention** – Ensure the safety and emotional support of the alleged victim, separate the parties as needed, and notify the Section Counsellor and Head of Section.

- **Step 2: Confidential investigation** – Interview the alleged victim, alleged perpetrator(s), and any witnesses separately. Collect statements and any supporting evidence (screenshots, written records).
- **Step 3: Documentation** – Record details on the school’s Bullying Incident Report form. Maintain a confidential case file.
- **Step 4: Parent notification** – Parents of all directly involved students are informed promptly, kept updated, and invited to meet with the school.
- **Step 5: Decision and action** – Determine appropriate consequences and support based on the nature and severity of the incident, applying the response framework in section 4.5.
- **Step 6: Follow-up support** – Provide counselling, peer support, and structured monitoring for the victim, the perpetrator, and any affected witnesses for an agreed period.
- **Step 7: Closure and review** – Confirm in writing to the families involved that the case has been resolved, and review the case as part of ongoing trend monitoring.

#### 4.5 Response Framework

Responses are proportionate to the severity, frequency, and impact of the behaviour, and balance accountability with education and restoration.

- **First incident (low severity)** – Counselling session, restorative conversation, parent notification, and a written behaviour agreement.
- **Repeated or moderate incidents** – Formal warning, structured behaviour support plan, parent meeting, possible loss of privileges or device restrictions, and ongoing counselling.
- **Severe or persistent incidents** – Suspension in line with the school’s Behaviour Policy, referral to the Behavioural Support Committee, mandated counselling, and a documented re-entry plan.
- **Extreme cases** – Cases involving serious harm, threats, illegal activity, or repeated severe breaches may result in extended suspension or expulsion. Exclusions beyond three school days are referred to KHDA for ratification. Where required by UAE law, the matter is reported to the relevant authorities.

## V. Cyberbullying

### 5.1 Definition

Cyberbullying is the use of digital technologies — social media, messaging apps, email, online games, websites, or any other electronic means — to harass, threaten, embarrass, exclude, impersonate, or otherwise harm another person. Cyberbullying may occur on or off school premises and at any time; where it affects the school community, this policy applies.

### 5.2 Examples

- Sending threatening, insulting, or hateful messages.
- Creating fake accounts or impersonating another person.
- Sharing private images, videos, or information without consent.
- Deliberate exclusion from online groups or chats.
- Posting humiliating content publicly or in group chats.
- Coordinating others to harass an individual online (“pile-on” behaviour).

### 5.3 Consequences

- **First offence** – Counselling, parental notification, mandatory digital safety education session, and removal of any harmful content where possible.
- **Repeated offences** – Device restrictions on campus, suspension, and a formal behaviour support plan.
- **Severe cases** – Extended suspension or expulsion subject to KHDA approval where applicable, and referral to the relevant UAE authorities where the behaviour may breach UAE cybercrime law (Federal Decree-Law No. 34 of 2021 on Combating Rumors and Cybercrimes).

### 5.4 Prevention Strategies

- Digital citizenship and online safety embedded throughout the curriculum from KG to Grade 12.
- Annual digital safety assemblies for students and information sessions for parents.
- Clear school rules on device use during the school day, communicated to all students and parents.
- Staff guidance on safe and appropriate online communication with students and families.

- Encouragement of students to “screenshot, save, and report” evidence of cyberbullying rather than retaliate.

## VI. Roles and Responsibilities

The Senior Leadership Team oversees the implementation of this policy, ensures resources are allocated for prevention and response, and reviews trend data each term.

The Designated Safeguarding Lead (DSL) and the Wellbeing Committee coordinate the school-wide response to bullying. They:

- Maintain the confidential bullying log and KHDA reporting records.
- Review every incident report and ensure follow-up actions are completed.
- Identify patterns by grade, class, or platform and recommend preventative measures.
- Coordinate annual staff training and awareness campaigns.
- Liaise with parents and, where appropriate, external authorities.

The Heads of Section lead the day-to-day response within their section. They:

- Ensure all reports are investigated promptly, fairly, and confidentially.
- Apply the response framework consistently.
- Communicate decisions clearly to parents.
- Monitor the wellbeing of victims and perpetrators after incidents.

The Counselling Department provides direct support to students. Counsellors:

- Conduct individual sessions with victims, perpetrators, and affected witnesses.
- Deliver classroom-based prevention work and small-group interventions.
- Maintain confidential counselling records in line with KHDA expectations.
- Refer cases to external specialists where the level of need exceeds school provision.

All school staff will:

- Read and adhere to this policy.
- Model respectful, inclusive behaviour at all times.

- Take every report seriously and act on it without delay.
- Supervise students actively and remain alert to signs of bullying.
- Document and escalate concerns through the correct channels.

All students will:

- Treat every member of the school community with respect.
- Report bullying that they witness or experience.
- Refuse to participate in bullying or join in with others who do.
- Support peers who are being bullied and stand against exclusionary behaviour.
- Use digital platforms responsibly and in line with the school's acceptable use guidance.

All parents are asked to:

- Reinforce the school's values of respect and kindness at home.
- Report concerns to the school promptly and engage as partners in resolution.
- Monitor their child's online activity and discuss digital safety regularly.
- Avoid taking matters into their own hands or contacting other families directly about an incident; the school will mediate.

## VII. Monitoring and Review

- All bullying incidents are logged and reviewed by the Wellbeing Committee each term.
- Annual student, parent, and staff surveys include questions on perceived safety and bullying.
- This policy is reviewed annually, and at any point following a serious incident or change in UAE/KHDA guidance.
- Aggregated, anonymised data is shared with the Senior Leadership Team and used to plan preventative work.

## VIII. Glossary

- **Bullying** – Repeated, intentional, harmful behaviour involving an imbalance of power.
- **Cyberbullying** – Bullying conducted through digital platforms or electronic communication.

- **Restorative practice** – A structured approach to repairing harm by bringing together those affected and the person responsible, with the goal of accountability and reconciliation.
- **Wellbeing Committee** – The school team responsible for coordinating wellbeing and safeguarding, including the response to bullying.
- **Designated Safeguarding Lead (DSL)** – The senior staff member with overall responsibility for safeguarding and child protection at IPSJ.
- **KHDA** – Knowledge & Human Development Authority, the regulatory body for private education in Dubai.
- **Bystander** – A person who witnesses bullying without participating; bystanders are encouraged to become “upstanders” by reporting and supporting the victim.

## IX. Disclaimer

This policy is subject to annual review and updates to remain aligned with UAE educational laws and KHDA guidelines.

For concerns or inquiries, contact the Wellbeing Committee, the Counselling Department, or the School Administration.

This policy was developed by Arabian Development Education Company. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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