

GLENDALE INTERNATIONAL SCHOOL, DUBAI

Anti-Bullying Policy

Competent and compassionate leaders, safe to learn, free to thrive

Policy details	
Applies to	All students (FS1 to Year 9), staff, governors, parents and visitors
Policy owner	Head of Inclusion and Designated Safeguarding Leads (DSLs)
Approved by	Principal and Board of Governors
Date approved	September 2026
Next review	September 2027, or sooner if regulations change
Linked policies	Safeguarding; Behaviour; Wellbeing; Inclusion; E-Safety and Acceptable Use; Attendance; Complaints

1. Our vision, values and commitment

Glendale's vision is *to positively impact the interconnected world by creating competent and compassionate leaders*. Every member of our community has the right to learn, work and play in an environment that is safe, respectful and inclusive. Bullying in any form contradicts everything we stand for.

In line with the KHDA parent-school contract, Glendale has a zero-tolerance approach to bullying in all its forms. Every concern is taken seriously, investigated promptly and resolved with care for everyone involved.

Our Leader in Me values guide how we prevent and respond to bullying:

Value	What it means for anti-bullying at Glendale
Responsibility	We own our actions, speak up when we see bullying and put things right when we cause harm.
Empathy	We seek to understand how others feel and treat everyone with kindness and dignity.
Collaboration	We look out for one another and act as upstanders, not bystanders.
Humility	We listen, accept feedback and learn from our mistakes.
Resilience	We help students build confidence and the skills to seek help and recover from hurtful experiences.
Mindfulness	We notice changes in ourselves and others and respond thoughtfully online and in person.
Achievement	We know that every student achieves their best when they feel safe and valued.

These values sit alongside the UAE's national values of tolerance, respect and coexistence, which we actively promote through Moral Education, UAE Social Studies, Islamic Education and school life.

2. Regulatory framework

This policy is written in line with the following:

- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai, including the requirement for a KHDA-approved student affairs policy that ensures equality and prevents discrimination

- The KHDA parent-school contract, including its zero-tolerance provisions on bullying
- UAE Ministry of Education Ministerial Resolution No. (851) of 2018 on the Code of Behaviour Management for Students
- Federal Law No. (3) of 2016 on Child Rights (Wadeema's Law)
- Federal Decree-Law No. (34) of 2021 on Combating Rumours and Cybercrimes, in relation to online bullying
- The UAE School Inspection Framework, in particular Standard 2 (Personal Development) and Standard 5 (Protection, Care, Guidance and Support)
- KHDA wellbeing expectations for Dubai private schools

Leaders should check this list against current KHDA and MoE guidance at each review.

3. Aims

- Create a culture in which bullying is recognised as unacceptable and every student feels safe, valued and able to speak up.
- Ensure that governors, staff, students and parents share a clear understanding of what bullying is and what to do about it.
- Prevent bullying through the curriculum, student leadership and a positive school climate.
- Respond to every concern swiftly, fairly and consistently, keeping parents informed at every stage.
- Support students who have been harmed and help students who bully to change their behaviour.
- Use data from Toddle, YouHQ and PASS to identify patterns, evaluate impact and continually improve.

4. What is bullying?

Glendale adopts the KHDA definition: bullying is *"the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means."*

Bullying usually has three features:

- It is deliberate: the behaviour is intended to hurt, upset or frighten.
- It is repeated: it happens more than once, or a single act is shared or repeated online.

- There is an imbalance of power: the person targeted finds it hard to defend themselves because of age, size, popularity, numbers or access to information.

We teach students to remember STOP: Several Times On Purpose, and what to do about it: Start Telling Other People.

What bullying is not

Occasional disagreements, friendship fallouts or a single unkind remark are not usually bullying. They still matter, and staff will help students repair relationships. Any single incident that is serious, such as violence, a threat or sharing an intimate image, is dealt with immediately under this policy, the Behaviour Policy or the Safeguarding Policy, whether or not it is repeated.

5. Forms of bullying

Form	Examples
Physical	Hitting, kicking, pushing, pinching, damaging or taking belongings, or threatening violence
Verbal	Name-calling, insults, mocking, threats or persistent teasing
Emotional and social	Deliberate exclusion, spreading rumours, humiliation, manipulating friendships
Cyber (online)	Hurtful messages, posts or comments; sharing images or videos without consent; exclusion from group chats; impersonation; abuse in online games; AI-generated or edited images designed to humiliate
Prejudice-based	Targeting someone because of their nationality, race, religion, culture, language, gender, appearance, family circumstances or a disability or special educational need
Sexual	Unwanted physical contact, sexualised comments or gestures, or pressure to share images. Always referred to the DSL

Students who may be more vulnerable

Staff are alert to students who may be at greater risk, including students of determination, EAL learners and students new to the school or country, students with low attendance, and students experiencing difficulties at home or with their

wellbeing. Their needs are considered in prevention planning, IEPs and support plans.

6. Roles and responsibilities

Who	Responsibilities
Board of Governors	Approve the policy; receive termly bullying data and analysis; hold leaders to account for its implementation and impact through the governor responsible for personal development and wellbeing.
Principal	Ensure the policy is implemented consistently; approve serious sanctions; seek KHDA approval before any suspension or exclusion.
Head of Inclusion and DSL	Lead the policy; oversee investigations with a safeguarding dimension; maintain the bullying log; analyse data termly and report to SLT and governors; coordinate staff training.
Heads of School	Lead investigations in their phase; ensure consistent consequences; communicate with parents; monitor follow-up.
School counsellor and wellbeing team	Provide support for students who are harmed and students who bully; use PASS data to identify concerns early.
Form tutors and teachers	Promote respectful behaviour; supervise actively; respond to and record concerns on Toddle the same day; follow up with students.
Support, bus and security staff	Report any concern to the Head of School or DSL on the same day.
Students	Treat others with respect; act as upstanders; report bullying, including when it happens to others; support Wellbeing Ambassadors' and School Council campaigns.
Parents	Uphold the parent-school contract; model respectful behaviour, including online; report concerns promptly; support the school's actions and monitor children's device use at home.

7. Prevention

Prevention is at the heart of our approach. We reduce bullying by building a culture of respect and by teaching students the skills to recognise it, resist it and report it.

- Curriculum: Leader in Me, Moral Education, Islamic Education, weekly YouHQ wellbeing lessons and form time address empathy, respect, healthy relationships, digital citizenship and upstander behaviour.
- Whole-school events: Anti-Bullying Week, Safer Internet Day and the UAE International Day for Tolerance are marked each year through assemblies and student-led activities.
- Student voice and leadership: Wellbeing Ambassadors and the School Council lead anti-bullying campaigns, contribute to reviews of this policy and act as a first point of contact for their peers.
- Early identification: PASS survey data and Toddle incident patterns help staff spot concerns before they escalate.
- Supervision: Staff actively supervise corridors, washrooms, dining areas, playgrounds and buses, with duty rotas reviewed in response to incident data.
- Online safety: Students are taught to use technology responsibly, and mobile phones are managed in line with MoE Ministerial Resolution No. (851) of 2018 and the school's E-Safety certificate.
- Staff training: All staff, including support and bus staff, receive annual safeguarding training, which includes recognising and responding to bullying, and new staff receive it during induction.

8. Signs that a student may be being bullied

Staff and parents should be alert to changes such as a student:

- becoming withdrawn, anxious, tearful or lacking in confidence
- not wanting to come to school, use the bus or go to certain areas of the school
- a drop in attendance, punctuality or quality of work
- unexplained injuries or damaged or missing belongings
- changes in eating or sleeping, or frequent complaints of feeling unwell
- becoming aggressive or disruptive, or bullying others
- being secretive or distressed after using a phone or device

Safeguarding: any sign that a student may be at risk of harm, including any mention of self-harm or suicide, must be reported to the DSL immediately and handled under the Safeguarding Policy.

9. How to report bullying

Students can report bullying, including anonymously, by:

- talking to any trusted adult, such as their form tutor, a teacher, the counsellor or a Head of School
- using the school's safeguarding QR code
- requesting a check-in through YouHQ lessons
- speaking to a Wellbeing Ambassador, who will pass the concern to a member of staff

Parents can report concerns to their child's form tutor or Head of School through Toddle, email or a meeting.

When a student reports bullying, staff will:

- listen calmly and without interruption, and reassure the student that they were right to tell
- make clear that bullying is never their fault and that they should not retaliate
- ask open questions only to clarify what happened
- never promise confidentiality where a safeguarding concern arises
- explain what will happen next and agree when they will follow up
- record the concern on Toddle the same day and inform the Head of School

10. Responding to bullying

Every report is treated as potentially serious. Staff follow these steps:

Step	Timescale	Action
1	Immediately	Ensure the safety of the student. Refer to the DSL at once if there is any safeguarding concern.
2	Same school day	Record the concern on Toddle and inform the Head of School.
3	Within 1 school day	Begin the investigation. Interview the students involved and any witnesses separately, and gather evidence such as screenshots.
4	Within 1 school day	Inform the parents of all students involved and explain the process.
5	Within 5 school days where possible	Reach an outcome, apply proportionate consequences and put support plans in place. Record the outcome on Toddle.
6	After 1, 2 and 6 weeks	Hold follow-up check-ins with the students and parents involved to confirm the bullying has stopped.

Step	Timescale	Action
7	On closure	Close the case on Toddle once the bullying has stopped and the student harmed feels safe.

Where behaviour may be criminal, such as serious assault, threats or the sharing of intimate images, the Principal and DSL will involve the relevant authorities, including Dubai Police and the MoE Child Protection Unit, in line with UAE law.

11. Consequences

Consequences are fair, proportionate, age-appropriate and applied consistently, in line with the Behaviour Policy and MoE Ministerial Resolution No. (851) of 2018. They are always combined with support to help the student change their behaviour.

Level	Possible responses
Level 1: first or minor concern	Restorative conversation; reflection time; verbal warning; parents informed
Level 2: repeated or more serious	Parent meeting; written warning; loss of privileges; behaviour support plan; counsellor sessions
Level 3: persistent or severe	Formal meeting with the Head of School and parents; in-school suspension; behaviour contract; referral to the DSL
Level 4: serious harm or continued bullying	Referral to the Principal; external suspension or exclusion, only with KHDA approval; involvement of authorities where required

12. Support and restorative practice

For the student who has been harmed

- an individual support plan agreed with the student and parents
- counselling and regular check-ins with a named trusted adult
- practical measures such as changes to seating, groupings or supervision
- opportunities to rebuild confidence through Leader in Me and wellbeing activities

For the student who has bullied

- help to understand the impact of their behaviour and to develop empathy
- counselling or mentoring to address any underlying causes
- a restorative conversation or mediation, only where the student harmed agrees and it is safe to do so
- clear targets, monitored through regular reviews with parents

13. Cyberbullying

The school will act on cyberbullying that happens outside school hours where it affects a student's safety or wellbeing at school. Students and parents should:

- not reply to or forward hurtful messages
- keep evidence, such as screenshots, including dates and usernames
- block and report the user on the platform
- report the concern to the school as soon as possible

Parents are reminded that cyberbullying can be an offence under UAE law, and that they are responsible for supervising their children's use of devices and social media at home.

14. Recording, monitoring and evaluation

- All incidents, investigations, outcomes and follow-ups are recorded on Toddle and maintained in a bullying log by the Head of Inclusion.
- The Head of Inclusion analyses the data termly by year group, type of bullying, location and student group, and reports trends and actions to SLT and the Board of Governors.
- YouHQ and PASS data and student voice surveys are used to evaluate how safe students feel and the impact of prevention work.
- Findings inform staff training, supervision rotas, the wellbeing curriculum and the school's self-evaluation.

15. Policy review

This policy is reviewed annually by the Head of Inclusion, with contributions from staff, students (through the Wellbeing Ambassadors and School Council) and parents. It is shared with parents on the school website and Toddle, and with students in age-appropriate language.

Appendix A: Student guide

Bullying is never OK at Glendale

- What is bullying? Bullying is when someone hurts or upsets you Several Times On Purpose, in person or online.
- If it happens to you: remember STOP, Start Telling Other People. Tell your form tutor, any teacher, the counsellor, your parents or a Wellbeing Ambassador. You can also use the safeguarding QR code or request a check-in on YouHQ.
- If you see it happening: be an upstander. Show empathy, don't join in, and tell an adult. Speaking up is taking responsibility.
- Online: don't reply, take a screenshot, block the person and tell an adult.
- Remember: it is never your fault, and we will always help you.