



Nurture
Lifelong
Learning

AGS Anti-bullying Policy

This procedure is reviewed annually to ensure compliance with current regulations.

Approved/reviewed by	Vice Principal
Date of review	August 2024
Date of next review	August 2026

We aspire to be an inclusive, world class school of choice for parents in Dubai, where every student is happy, positive and thriving academically, socially and emotionally.

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1. Policy Statement

At Arcadia Global School, we are committed to fostering a safe, inclusive, and supportive environment where every student is valued and respected. Bullying, in any form, undermines this ethos and will not be tolerated. We take a proactive and compassionate approach to understanding the reasons behind students' behaviour while ensuring clear and fair processes for addressing any incidents that do not align with our core values.

This policy aligns with KHDA guidelines with a zero-tolerance policy towards bullying.

2. Definition of Bullying

Bullying is defined as **repetitive, intentional behaviour** that causes harm to another individual, either physically, emotionally, or psychologically. It can occur in different forms, including:

- **Emotional Bullying** – Excluding others, spreading rumours, making threats, intimidation.
- **Physical Bullying** – Hitting, kicking, pushing, damaging belongings.
- **Verbal Bullying** – Name-calling, teasing, using derogatory language.
- **Cyberbullying** – Sending harmful messages via social media, emails, or online platforms.

All forms of bullying are serious and will be addressed in line with this policy.

Scope: This policy applies to all school-related activities, including classrooms, playgrounds, school transport, extracurricular activities, and digital platforms.

3. Prevention Strategies

At Arcadia Global School, we believe prevention is key. Our approach includes:

a. Whole School Education

- Embedding anti-bullying education into our Posana curriculum, Moral, Social and Cultural Studies assemblies, and character-building lessons.
- Promoting positive behaviour through discussions on empathy, kindness, and inclusivity.
- Encouraging peer mentoring and student-led anti-bullying initiatives.
- Social-Emotional Learning (SEL): Teaching students self-awareness, empathy, and interpersonal skills to reduce conflict.

b. Staff Training

- Annual training for all staff to recognise signs of bullying and respond effectively.
- Clear protocols on handling incidents sensitively and consistently.

- Active Supervision: Ensuring an increased adult presence in high-risk areas such as playgrounds and cafeterias.

c. Student and Community Engagement

- Establishing a Student Team (Student Council and Posana Leaders) to raise awareness and support peers.
- Providing safe reporting mechanisms (e.g., anonymous reporting boxes, digital platforms).
- Parental Workshops: Educating parents on recognising and addressing bullying.

4. Reporting and Response Procedures

a. Reporting

Students, parents, or staff can report bullying through:

- Speaking to a trusted adult (teacher, form tutor, pastoral lead).
- Using a locked reporting box outside the counselling rooms.
- Using our designated safeguarding email.

b. Investigation

- All reports are taken seriously and investigated promptly by the Pastoral and Safeguarding Team.
- The victim and alleged perpetrator will be spoken to separately, ensuring confidentiality and support.
- Parents will be informed and involved where appropriate.

c. Consequences & Interventions

If bullying is confirmed, the following may apply:

- Restorative conversations and mediation.
- Behaviour reflection sessions to address the root cause.
- Counselling support for both the targeted student and the student who engaged in harmful behaviour, facilitated by the school counsellor.
- Formal warnings, parental meetings, and, in severe cases, exclusion in line with school policies.

This approach ensures **fair, supportive, and proportionate** responses.

5. Support for Those Impacted by Bullying

a. For Targeted Student/s:

- One-to-one pastoral support with a trusted adult or the school counsellor.

- Safe spaces provided if the student feels unsafe.
- Peer and mentor support to rebuild confidence.

b. For Student/s Who Engaged in Harmful Behaviour:

- Guided reflection sessions to understand the impact of their behaviour.
- Personalised individual behaviour plans to help them realign with school values.
- Parental involvement to reinforce positive behaviour at home.
- Counselling sessions with the school counsellor to address any underlying issues contributing to harmful behaviour.

c. Support for Vulnerable Student Populations:

- **Inclusive Policies:** Protecting all students, regardless of gender identity, race, or disability.
- **Safe Spaces (Thrive and Bloom rooms and counselling rooms):** Creating environments where vulnerable students feel secure.
- **Staff Training:** Equipping staff with the skills to support high-risk students effectively.

Our approach ensures every child receives the support they need.

6. Addressing Cyberbullying

Given the rise of digital interactions, cyberbullying prevention is a priority:

- **Digital Citizenship Education:** Teaching students responsible online behaviour.
- **Clear Reporting Mechanisms:** Making it easy for students to report cyberbullying incidents.
- **Collaboration with Parents:** Encouraging parents to monitor and guide their children's online activities.
- **Counselling Support:** The school counsellor will provide guidance to students affected by cyberbullying.

Proactive cyberbullying measures help protect students in the digital space.

7. Monitoring and Review

- This policy will be reviewed annually, considering feedback from students, staff, and parents.
- The effectiveness of interventions will be monitored through pastoral meetings, incident analysis and student surveys.
- Adjustments will be made to continuously improve our approach to bullying prevention and response.

By adopting this policy, **Arcadia Global School reaffirms its commitment** to ensuring a safe and positive learning environment for all.

8. Responsibility of Key Stakeholders

The Role of the Parents

At Arcadia Global School, parents play a crucial role in fostering a bully-free environment by reinforcing kindness, respect, and empathy at home. Through consistent communication and collaboration with the school, parents help address concerns, support interventions, and promote positive peer relationships.

The Role of the Classroom Coaches and Learning Support Assistants.

Classroom Coaches (CCs) and Learning Support Assistants (LSAs) help prevent bullying by creating a safe, inclusive, and supportive learning environment. They model respectful behaviour, intervene in incidents, and escalate concerns to teachers to ensure all students feel protected and valued.

The Role of Form Tutor, Class Teacher and Year Leaders

Form tutors, class teachers, and year leaders are responsible for identifying, investigating, and addressing bullying incidents while providing pastoral support to all students involved. By closely monitoring student interactions, they help prevent patterns of bullying and ensure timely intervention.

The Role of Key Stage Leads/Heads of Section

Key stage leads and heads of section are responsible for implementing the school's anti-bullying policy and ensuring all staff are trained to recognise and respond to incidents effectively. They help create a positive school climate where students feel empowered to speak up and seek help.

The Role of Pastoral Assistant Head

The Pastoral Support Lead assists in conducting and documenting bullying investigations, working with the vice principal to implement effective action plans. They also engage with students, staff, and parents to provide follow-up support and ensure a safe and respectful school culture.

The Role of Governors

Governors are informed of any serious incidents of students' bullying.

9. Relevant Policies

[Behaviour Policy](#)

[Safeguarding Policy](#)

[Inclusion Policy](#)

[Counselling Policy](#)