



مدرسة اركاديا البريطانية
**ARCADIA BRITISH
SCHOOL**

Anti-Bullying Policy

This policy is reviewed annually to ensure compliance with required regulations

Approved/reviewed by	Executive Principal and Assistant Headteachers (Pastoral)
Date of review	July 2026
Date of next review	July 2027



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1. Policy Statement

Arcadia British School believes that every student has the right to feel safe, respected and supported in school. Bullying, in any form, undermines this right and has no place within our community. Through our relationships-first and character-led approach, we actively foster kindness, compassion, integrity and respect.

We recognise that bullying can significantly impact a student's emotional wellbeing, self-esteem, attendance, engagement and academic progress. Therefore, bullying concerns are treated seriously, investigated thoroughly and responded to in a way that is proportionate, supportive and educational. We seek not only to address incidents, but also to understand root causes, rebuild relationships where appropriate and ensure that all students feel safe and able to thrive.

2. Aims

The aims of this policy are to:

- Promote a positive, inclusive and respectful school culture rooted in Arcadia Values.
- Prevent bullying through education, awareness, pastoral support and early intervention.
- Provide clear procedures for reporting, recording, investigating and responding to concerns.
- Ensure consistent approaches across the school.
- Support students affected by bullying and those displaying bullying behaviours.
- Promote strong partnerships with parents and external agencies where appropriate.
- Fulfil safeguarding and legal responsibilities in line with UAE and international best practice.

3. Legal & Regulatory Framework

This policy is informed by:

- [UAE Federal Law No. 3 of 2016 \(Wadeema's Law\)](#)
- [KHDA expectations and wellbeing guidance](#)
- [Keeping Children Safe in Education](#) (KCSIE 2023)
- [DfE Preventing and Tackling Bullying Guidance](#)
- [Cyberbullying: Advice for Headteachers and School Staff](#)
- [Working Together to Safeguard Children](#)
- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

The school recognises that all staff are mandatory reporters where safeguarding concerns arise and that bullying may, in some cases, meet safeguarding thresholds.

4. Bullying

a. Definition of bullying

At Arcadia British School, we recognise the importance of educating students, staff and parents that not every



disagreement, friendship issue or one-off act of unkindness constitutes bullying.

Bullying is defined as the repeated and intentional misuse of power in a relationship through verbal, physical, emotional, relational or online behaviour that causes physical, emotional or psychological harm. Bullying often involves a real or perceived imbalance of power and may be carried out by an individual or group.

Bullying may involve:

- Deliberate intimidation
- Exclusion or humiliation
- Threats or coercion
- Repeated targeting of an individual
- Harmful online behaviour
- Discriminatory or prejudice-based conduct

b. Bullying vs Conflict

The school recognises that students will inevitably experience friendship difficulties, disagreements and conflict. These situations do not necessarily constitute bullying and may often be resolved through restorative conversations, pastoral intervention and relationship support.

Where behaviour becomes repeated, targeted, intimidating or involves a power imbalance, concerns may move into bullying territory and require a more formal response.

Professional judgement, safeguarding thresholds and the individual needs of students will always be considered when determining next steps.

c. Types of Bullying

Bullying can take many forms, including but not limited to:

- **Physical bullying** - including hitting, pushing, kicking, damaging belongings or physical intimidation.
- **Verbal bullying** - including name-calling, teasing, insults, offensive language or threatening comments.
- **Emotional or relational bullying** - including exclusion, spreading rumours, manipulation, social isolation or humiliation.
- **Cyberbullying** - including harmful messages, online harassment, inappropriate images, social media misuse, impersonation or exclusion through digital platforms.
- **Prejudice-based bullying** - including racism, sexism, homophobia, transphobia, discrimination linked to disability, religion, culture, nationality, language or SEND.
- **Sexualised harmful behaviour** - including inappropriate sexual comments, coercion, sexual harassment or behaviour that causes distress or harm.

5. Prevention Strategies



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Arcadia British School believes prevention is central to effective anti-bullying practice. The school adopts a proactive and educational approach that seeks to prevent bullying before concerns escalate.

This includes:

a. Whole-School Education

Arcadia British School adopts a proactive, preventative approach to anti-bullying through a comprehensive programme of education designed to promote positive relationships, empathy and respectful behaviour. This includes:

- Whole-school assemblies and tutor programme activities focused on kindness, empathy, diversity, inclusion and respectful relationships.
- Character education linked to the Arcadia Values and Virtues, promoting positive decision-making and responsible behaviour.
- Moral Education and wellbeing opportunities to discuss relationships, respect, anti-bullying, digital citizenship and healthy peer interactions.
- Curriculum opportunities to explore bullying, prejudice, discrimination and other forms of anti-social behaviour in an age-appropriate way.
- Wellbeing initiatives and counselling support to help students develop resilience, emotional literacy and positive coping strategies.
- Early identification of concerning behaviours to ensure timely intervention and behaviour modification before concerns escalate.

b. Staff Training and School Practice

All staff play a vital role in creating a safe and inclusive environment and are expected to model the standards and values of Arcadia British School. To support this:

- Staff receive training to recognise the signs and indicators of bullying, including cyberbullying and prejudice-based bullying, and understand how to respond effectively.
- Staff are expected to listen to all parties involved in incidents and take all concerns seriously, including low-level concerns or changes in student behaviour.
- Active supervision is implemented in identified higher-risk areas to promote student safety and positive behaviour.
- Staff foster, through example, the values and behaviours expected within the Arcadia community.
- All incidents are investigated thoroughly, proportionately and sensitively, with a range of restorative and behaviour-based strategies used to challenge bullying behaviour and prevent recurrence.
- Staff are encouraged to provide guidance, support and reassurance to students, helping them make



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positive choices and resist peer pressure.

c. Student and Community Engagement

Arcadia believes that preventing bullying is a shared responsibility between school, students, parents and the wider community. To strengthen this partnership:

- Student leadership opportunities and student voice initiatives are used to promote inclusion, belonging and peer advocacy.
- Students are encouraged to report concerns, support one another and actively contribute to a respectful and inclusive school culture.
- The school reassures students that concerns will be listened to, investigated and supported appropriately.
- Parents are supported through workshops, guidance and communication around topics such as online safety, healthy relationships and digital wellbeing.
- The school works collaboratively with families to ensure early intervention, consistent messaging and positive outcomes for students.

6. Reporting Concerns

Students are encouraged to speak up if they are worried about themselves or someone else. Arcadia promotes a culture where concerns are listened to and taken seriously.

Students may report concerns through:

- A trusted adult
- Form Tutor
- Head of Year / Head of Key Stage
- School counsellor
- DSL/DDSL
- The 'I Don't Feel Safe' reporting process

Parents are encouraged to raise concerns promptly so that issues can be investigated and addressed before escalating.

All staff are expected to maintain professional curiosity, remain vigilant to behavioural changes and report concerns promptly using school systems including Go4Schools and MyConcern where appropriate.

7. Responding to Bullying and Investigation Procedures

All allegations or concerns of bullying will be investigated thoroughly, sensitively and proportionately.

The school seeks to understand the wider context of incidents and avoid making assumptions or placing blame



before investigations are complete. Confidentiality will be respected as far as possible, although information may need to be shared where safeguarding or wellbeing concerns exist.

Responses to bullying will always seek to ensure student safety, accountability and behaviour change.

As a school, we will endeavour to:

- Take all bullying problems seriously.
- Deal with each incident individually and to access the needs of each student separately.
- Regard all incidents as potentially serious and investigate them thoroughly.
- Ensure that bullies and victims are interviewed separately.
- Obtain witness information.
- Speak with staff who may hold relevant contextual information.
- Contact parents where appropriate.
- Keep a written record of the incident, investigation and outcomes which should be recorded on the Incident Reporting Form and copied to the relevant staff;
- Ensure that action is taken to prevent further incidents. Such action may include: Imposition of sanctions; Obtaining a sincere apology; Informing parents of both bully and bullied; Provide support for both victim and bully.

Actions may include:

- Restorative conversations (where appropriate and safe)
- Parent meetings
- Counselling support
- Behaviour agreements
- Increased monitoring
- Formal warnings and in more severe cases, internal or external suspension

Where behaviour is severe, persistent or safeguarding thresholds are met, additional sanctions and external support may be required.

8. Support for Students

Arcadia British School recognises that students affected by bullying require personalised support.

For students experiencing bullying may receive:

- One to one pastoral support with a trusted adult or school counsellor
- Safe spaces, if required
- Pastoral mentoring
- Friendship or peer support
- Increased supervision

For students who engaged in harmful behaviour:



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

Students displaying bullying behaviours will also receive intervention and support to understand the impact of their actions, develop empathy and rebuild positive relationships.

9. Cyberbullying & Behaviour Beyond School

The school recognises that bullying increasingly occurs online and outside school hours, particularly through social media, messaging platforms, gaming environments and digital communication. While incidents may occur beyond the physical school environment, Arcadia British School reserves the right to investigate and respond to online behaviour where it impacts the safety, wellbeing, relationships, or learning of students, or negatively affects the wider school community.

To support student wellbeing, minimise distractions and reduce opportunities for cyberbullying during the school day, mobile phones are not permitted for use on site during school hours. In Secondary, the use of Yondr pouches is compulsory, with all mobile devices securely stored for the duration of the school day. In Primary, mobile phones must remain switched off and securely stored in student lockers throughout the day. Further to this whilst students are in school and on the school MDM, their online activity is monitored. If any concerns are raised these are followed up by the appropriate member of the safeguarding team.

Students are expected to behave responsibly online and demonstrate respectful digital citizenship at all times, acting as positive ambassadors of Arcadia British School both in and outside of school. Parents are encouraged to support the safe and responsible use of technology at home and to communicate concerns promptly where online behaviour may be impacting student wellbeing.

10. Safeguarding

Some incidents of bullying may constitute a safeguarding concern, particularly where behaviour involves coercion, discrimination, emotional harm, sexualised behaviour, exploitation or risk of harm.

Where safeguarding thresholds are met, concerns will be escalated immediately through safeguarding procedures and external agencies may be involved where required.

11. Monitoring & Review

The school regularly monitors bullying concerns through pastoral systems, safeguarding records, student voice and parental feedback.

Patterns and trends are reviewed to identify emerging concerns, vulnerable students and areas for preventative action. This policy will be reviewed annually or sooner where necessary.