

ANTI-BULLYING POLICY

Policy Name	Anti-Bullying
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Razia Ahmed / Dr. Princiya Karim
Role	Vice Principal / Head of Inclusion
Approval	May 2026
Reviewed by	Benjamin Barry
Role	Principal
Review Date	November 2026

Mission Statement

Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- Encouraging students to take ownership of their learning.
- Developing teaching strategies that are innovative, engaging and fun.
- Preparing our students for the challenges ahead and make them ready for life as global citizens.
- Enabling our students to become critical, independent thinkers who embrace lifelong learning.
- Ensuring that equal opportunity exists to empower our students to achieve their personal best.
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community.
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.

1. Policy Statement

Grammar School Dubai is committed to ensuring that all students feel safe, respected, and valued. Bullying in any form will not be tolerated. We believe in a proactive, inclusive, and restorative approach, where both victims and perpetrators are supported and guided toward positive behaviour change.

2. Definition of Bullying

Bullying is defined as deliberate, repeated behaviour by an individual or group with the intent to hurt, threaten, or intimidate another person. It involves an imbalance of power and can take many forms:

- Physical – hitting, pushing, tripping, damaging property
- Verbal – name-calling, sarcasm, racist or sexist remarks
- Social/Relational – excluding, gossiping, spreading rumours
- Cyberbullying – via social media, messaging apps, email, online games
- Emotional – intimidation, manipulation, threats
- Racial, religious, or disability-based bullying
- Sexual or gender-based bullying

3. Aims of the Policy

- Promote a safe and supportive school environment
- Encourage reporting and empower bystanders
- Establish clear processes for prevention, intervention, and follow-up
- Promote empathy, conflict resolution, and restorative justice
- Provide ongoing care for both victims and perpetrators

4. Roles and Responsibilities

4.1 Students

- Report bullying directly or anonymously to any trusted adult
- Support peers and speak up as bystanders
- Engage in peer support and positive behaviour models

4.2 Parents

- Monitor signs of distress or changes in behaviour
- Contact class teacher or Head of Key Stage with concerns
- Support school restorative approaches and policies

4.3 Teachers and Staff

- Intervene immediately when witnessing bullying
- Apply the Bullying Test and respond using SSS or RRR
- Log incidents and refer to Heads of School and Inclusion as required
- Promote kindness, respect, and digital responsibility

4.4 Principal and SLT

- Embed anti-bullying in school culture and curriculum
- Ensure all staff are trained and aware of procedures
- Lead awareness campaigns and review effectiveness
- Take disciplinary action and ensure follow-up support

5. Stepwise Response to Bullying

STEP 1: The Bullying Test

Ask:

- Was the action intentional and hurtful?
 - Was it repeated or likely to be repeated?
 - Is there a power imbalance?
- If YES, proceed to STEP 2.

STEP 2: The Level Test

- Low-Level: Isolated, minor, first-time behaviour
- High-Level: Ongoing, repeated, or severe in impact

STEP 3: The Response Strategy

Low-Level (SSS):

- Spell It Out – Label the behaviour and its impact
- Signal Consequences – Set expectations
- Support Victim – Check-in and offer counselling

High-Level (RRR):

- Respond – Immediate action and consequence
- Report – Use bullying incident form
- Refer – To Principal and Inclusion Team

6. Restorative and Supportive Measures

6.1 Victim Support

- Access to school counsellor
- Safe spaces and peer buddy support
- Staff check-ins and follow-up

6.2 Bully Support and Accountability

- Behaviour contracts
- Reflective tasks or counselling
- Parent meetings and monitoring

6.3 Restorative Approaches

- Mediation between students
- Structured apology and repair actions
- Restorative circle conversations

7. Reporting and Record-Keeping

All incidents must be logged through the Pastoral team. Confidentiality will be maintained, and outcomes tracked. Annual review of data will be led by SLT and Inclusion.

Students can contact:

Dr. Princiya Karim, Head of Inclusion

 headofinclusion@grammarschool.ae

8. Success Indicators

- Increased student confidence in reporting bullying
- Reduction in repeated bullying incidents
- Positive feedback from wellbeing surveys
- Clear case resolutions and restorative outcomes



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9. Monitoring and Review

This policy will be reviewed annually and updated based on school data, student feedback, and inclusion best practices. All stakeholders will be invited to contribute to its review.

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.

Signed:

Date: May, 2026

Benjmain Barry

Policy review date: November, 2026



04 282 4822



www.grammarschool.ae | info@grammarschool.ae



P.O.Box: 11230, Al Garhoud, Dubai