



Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Anti-Bullying and Cyberbullying Policy 2025-2026

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Safa Community School

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1.0 Rationale

Safa Community School is committed to providing a safe, respectful and inclusive environment where all students are able to learn, develop and thrive.

Bullying, including cyberbullying, is a behaviour and safeguarding issue and will not be tolerated in any form. We recognise that positive behaviour is learned, developed and reinforced over time. When bullying occurs, it is addressed promptly, consistently and proportionately, with a focus on wellbeing, accountability and long-term behaviour change.

This policy aligns with UAE Federal Law No. 3 (Wadeema's Law), UAE Cybercrime legislation, KHDA Wellbeing Guidance, and Safa Community School's Behaviour and Safeguarding policies.

2.0 Aims

This policy aims to:

- Promote a culture of respect, kindness and inclusion
- Ensure all students feel safe, supported and listened to
- Provide clear definitions and thresholds for bullying behaviour
- Ensure consistent responses across all forms of bullying, including online behaviour
- Support both victims of bullying and students who engage in bullying behaviour
- Work in partnership with parents and external agencies to prevent bullying

3.0 Expectations

At Safa Community School, there are consistently high expectations of all children regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not measure themselves against others. Parents are also encouraged to view their own children's achievements, socially and academically, in this light.

All adults at Safa Community School are expected to consistently model positive, respectful behaviour in their approach to anti-bullying and the promotion of equality of opportunity.

All members of the SCS community are expected to:

- Treat others with dignity and respect.
- Act as positive role models.
- Report bullying and seek help for themselves or peers.

Expectations for each group are detailed below:

Students

- Report bullying immediately to a trusted adult
- Be inclusive and supportive of peers
- Follow the SCS Code of Conduct

Staff

- Respond promptly (within 24 hours on working days) to concerns
- Record incidents accurately on Edukey (Primary) or Epraise (Secondary)
- Model respectful behaviour at all times
- Follow reporting guidelines and procedures
- Follow the SCS Code of Conduct

Parents

- Work in partnership with the school
- Avoid discussing incidents publicly or online
- Report concerns directly to the Pastoral Team and SLT where required

4.0 Definition of Bullying Behaviours

All members of the school community are committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers.

At Safa Community School, we define bullying behaviour as:

- Repeated intentionally hurtful deliberate, unjustifiable and unprovoked behaviour. This includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

Examples of bullying behaviours include, but are not limited to:

- Verbal bullying
- Cyberbullying
- Physical bullying
- Indirect bullying, such as spreading rumours or deliberately excluding individuals
- Psychological bullying, including intimidation or coercion
- Racist language, taunts, or gestures
- Sexual harassment or inappropriate behaviour
- Bullying related to disability or special educational needs

Conflict or one-off incidents are not automatically considered bullying but may still require intervention.

4.1 Cyberbullying Specific Guidance

Cyberbullying is the use of digital technologies, including mobile phones, social media platforms, messaging apps, gaming environments or online forums, to intentionally and repeatedly harm, intimidate, harass, humiliate or socially exclude another person.

Cyberbullying is treated as a behaviour and safeguarding issue. While digital platforms and devices may be involved, responses focus on the behaviour, its impact and the wellbeing of those affected, rather than the technology itself.

Examples of cyberbullying include:

- Sending threatening or abusive messages
- Sharing images, videos or screenshots without consent
- Impersonating another person online
- Online harassment or stalking
- Creating or participating in harmful group chats
- Encouraging others to target an individual online
- Storing images or videos of others without consent

The school may take action for online incidents occurring offsite if they impact student wellbeing or

the school community.

All online behaviour is also subject to UAE cybercrime and social media legislation. Staff, students and parents are expected to comply with UAE laws governing online conduct, privacy, defamation, image sharing, and electronic communications, and breaches of these laws may result in school sanctions and referral to external authorities where required.

5.0 Levels of Bullying Behaviour

To ensure consistency, bullying concerns are categorised using the following levels that link directly to the schools behaviour policy:

Level 1 – Low-Level Breach

These behaviours are not classified as bullying but may lead to bullying if not addressed. They include one-off or infrequent unkind behaviours or emerging friendship issues. Examples include teasing, minor exclusion, unkind comments, or early signs of social conflict. These behaviours require monitoring and early intervention but are not recorded as bullying.

Level 2 – Persistent Low-Level Breach (Low-Level Bullying)

This includes repeated or persistent unkind behaviours that meet the definition of low-level bullying. Examples include repeated unkind comments, ongoing minor exclusion, intimidation, or behaviours that show emerging patterns of targeted harm. These concerns represent low-level bullying and must be recorded and addressed promptly.

Level 3 – Major Breach (Bullying / Ongoing Bullying / Cyberbullying)

This level represents confirmed bullying behaviours that are ongoing, targeted, and harmful. Examples include ongoing verbal bullying, physical bullying, cyberbullying, discriminatory behaviour, significant social exclusion, harassment, or repeated online abuse.

Level 4 – Severe Breach (Serious or Safeguarding-Level Bullying)

Behaviours at this level constitute severe bullying and may also meet safeguarding or legal thresholds under UAE law. Examples include serious threats or violence, sharing images or videos without consent, blackmail, coercion, sexual harassment, sustained online harassment, or any bullying that poses significant physical, emotional, or reputational harm. These behaviours may require external authority involvement.

6.0 Prevention of Bullying

We celebrate a warm and open atmosphere which welcomes and values everyone at Safa Community School. We aim to respond immediately to any allegations of bullying behaviour whether it be verbal, implied or physical intimidation or harm.

At Safa Community School we:

- Establish rules and expectations within classrooms which demonstrate positive and caring behaviour using our positive reinforcement and WITS (Primary).
- Have assemblies where the importance of being respectful and valuing others is discussed by children and adults.
- Demonstrate our values through weekly, PSHCE, LIFE, Wellbeing curriculum and Moral, Social and Cultural Studies lessons where every child has a voice.
- Encourage children to talk about their feelings and experiences with any known adult.
- Ensure that all incidents of harassment and bullying are recorded and monitored. These are kept by the Pastoral Team and reported to the Board of Governors.
- Inform parents of the victim and perpetrator in the event of any bullying behaviours.
- Work in partnership with all parties in order to stop and prevent any further incidents of bullying behaviour.
- Encourage student voice, using restorative justice techniques to resolve their own conflicts, with adult support where needed.
- Further support and communication around the use of technology within the classroom and awareness of cyberbullying. Children have regular learning focused around being safe when using their own devices and the increased use of technology with our blended approaches.

6.1 Procedures

All members of the school community, both students and adults, are entitled to a safe environment free from bullying and are encouraged to share any concerns or incidents with a trusted member of staff who is able to intervene and ensure the matter is addressed appropriately. Students are encouraged to report any experiences of bullying to a member of staff at school and to share their concerns with their parents or family. Parents and carers are expected to inform the school promptly of any allegations or concerns relating to bullying behaviour in order that these matters

can be investigated appropriately.

The school ensures that all incidents of and concerns about bullying and cyberbullying, whether occurring on or off school premises, are accessible to report and are recorded accurately and securely. Records of bullying incidents and allegations are maintained by the Pastoral Team and placed on students' files. Where concerns meet safeguarding thresholds, appropriate records are also retained within safeguarding systems. This enables the school to identify patterns of behaviour, monitor risk, and evaluate the effectiveness of this anti-bullying policy.

Any adult who experiences or witnesses bullying is encouraged to report the matter to a colleague, line manager, Governor, or another appropriate member of the school community who is able to provide support and take appropriate action.

6.2 Investigating and Recording Bullying Incidents

All reports of bullying are documented through a clear and accurate written record, which is logged on Edukey in Primary and E-Praise in Secondary. Where a concern reaches a safeguarding threshold, the relevant information is also recorded within the school's Edukey safeguarding documentation platform. The school will investigate all reports thoroughly by gathering information from all parties involved. Any decisions or actions taken will be based on the established facts and implemented in a fair, consistent, and appropriate manner.

Once bullying is reported:

1. A Pastoral Team member responds within 24 hours.
2. A full investigation begins within 48 hours.
3. Interviews are conducted with:
 - Victim
 - Alleged perpetrator(s)
 - Witnesses
4. Evidence is reviewed (e.g., screenshots, statements).
5. A conclusion is reached within 5 school days, unless safeguarding delays require extended time.

7.0 Actions and Consequences

Consequences depending on the level of bullying. Sanctions are always proportionate, fair and designed to support long-term behavioural change. All decisions will be made in line with the school's Behaviour Policy.

8.0 Support for students

Support is offered to both victims and those engaging in bullying behaviours.

Victim Support

- Pastoral mentoring
- Counselling
- Safe spaces and trusted adults
- Increased supervision

Support for students who bully

- Behaviour mentoring
- Social skills intervention
- Restorative justice
- Targeted wellbeing support

9.0 Positive Interactions

We recognise that it is important that all members of the school community model positive behaviours and interaction, including language and the way that they speak to others. This includes language or actions which:

- Avoid transmitting or reinforcing stereotypes
- Demonstrate respect and consideration for others
- Foster an environment in which all individuals can develop positive self-esteem
- Use accurate, respectful, and appropriate terminology when referring to individuals or groups

Safa Community School is committed to providing ongoing training and professional development

for staff in order to enhance understanding of the diverse needs of all students. As part of the Safa Learning Culture, every child is valued equally, and all members of the school community are treated with dignity and respect.

10.0 Partnerships

We aim to work in close partnership at all times with parents and carers to help pupils to achieve their full potential. Parents and carers have an important role to play in actively encouraging their child to be a positive member of Safa Community School. If bullying is reported to the school, parents and carers need to be informed in a sensitive, responsible and professional manner.

We encourage close contact between pastoral staff and parents/ guardians, and will always make contact if we are worried about a pupil's well-being. If parents know or suspect that their child, or another pupil, is being bullied, they should contact the school without delay. All concerns will be taken seriously. We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

Any concerns over bullying behaviour should be taken to a trusted adult or a member of the Pastoral Team as soon as possible. These concerns should be shared with the members of staff and not the parents or other child/children involved. The best place to resolve conflicts between children is in the school where all sides and aspects of incidents can be explored.

11.0 Communication

A member of the Pastoral Team will provide a meaningful response to parents within 24 hours of the complaint. This may be in the form of an email, conversation or phone call. Additional time may be required to follow up or monitor the situation and parents will be informed of a timeline in which they will receive further details.

Parents and members of staff will be informed of any significant incidents involving children in order to support the children and the school in seeking resolutions and restoring a safe environment for all. Each case or incident will be dealt with according to the individual circumstances and appropriate actions will be taken. These may include;

- Parent/carer meetings
- Resolution meetings between children and/or teachers
- Referral to the School Counsellor

- Movement of classes for an agreed period of time

In cases where additional support is required, or where parents are dissatisfied with the handling of a matter, the Pastoral Team will escalate the concern to the Head Teachers, who hold overall responsibility for reviewing the situation and determining the most appropriate course of action, ensuring that all matters are addressed effectively, appropriately, and in line with established procedures and school policies.

12.0 Pastoral Care

The Pastoral Team will work closely with all parties involved in any bullying incidents or cases in the following ways:

- Discussion with children individually
- Meetings with teachers and/or parents to inform them of incidents and actions
- Providing mentoring or buddy support where applicable
- Referral to outside agencies if required

13.0 Confidentiality

All parties involved in any allegation or incident of bullying are expected to maintain strict confidentiality. Parents and carers are asked to avoid discussing or circulating information relating to incidents, as incomplete or inaccurate accounts may cause distress and could adversely affect the reputation and wellbeing of individuals and the wider school community.

When a student discloses information concerning a bullying incident to a member of staff, the staff member will inform the student that the concern must be shared with the Pastoral Team in order for appropriate support, investigation, and action to be taken. Students are informed of the members of the Pastoral Team and the appropriate channels through which they can seek support.

14.0 Roles and Responsibilities

The implementation of this policy is the responsibility of everyone within our school community. The responsibility for keeping the issues of anti bullying at a high level of priority at all times and in all areas, is that of the Pastoral Teams, Heads of school and the Principal.

15.0 Reference Documents

Other policies supporting this document include:

- Primary Positive Behaviour Management (Pastoral) Policy
- Secondary Positive Behaviour Management (Pastoral) Policy
- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- SCS Staff Code of Conduct - Teachers
- BYOD Policy
- Mobile Phone Policy
- UAE Federal Law No. 3 (Wadeema's Law)
- UAE Cybercrime legislation,
- KHDA Wellbeing Guidance

Next Review Date: August 2026

Person responsible for policy updates: Mat Ashton and Linda Marmion