مدرسة الإبداع
العلمي الدولية

**INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE**

ANTI-BULLYING POLICY

2025 - 2026

International School of Creative Science – Nad Al Sheba

Anti-Bullying Policy
Academic Year 2025-26

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1.0   Preamble

The International School of Creative Science (ISCS NAS) is committed to safeguarding and promoting the welfare of all children. We take seriously our duty to prevent bullying in all its forms, recognising that bullying can have a profound impact on a child's well-being, learning, and future life chances.

This policy is written in accordance with:

- *Keeping Children Safe in Education (KCSIE, 2025)*
- *Preventing and Tackling Bullying* (DfE, 2017)
- *Teaching Online Safety in Schools* (DfE, 2023)
- The *Online Safety Act (2023)*
- The Equality Act (2010) and Public Sector Equality Duty

1.1   Statement of intent:

"Bullying will not be tolerated at this school. Everyone — staff, students, parents, and governors — shares responsibility for preventing it. We are committed to creating a safe environment where children can learn and flourish without fear."

The policy applies to bullying that takes place:

On school premises or during school activities

- On the journey to and from school
- Online or via digital platforms, whether during or outside of school hours, where the behaviour impacts a child's safety, welfare, or learning

2.0   Definition of Bullying.

2.1   Bullying is defined as:

- Deliberate and hurtful behaviour
- Repeated over time
- Directed at someone who finds it difficult to defend themselves

2.2   Bullying can cause long-term psychological and emotional harm. It may take the form of:

- **Physical bullying** – hitting, pushing, taking or damaging belongings
- **Verbal bullying** – name-calling, threats, insults, offensive remarks
- **Non-verbal bullying** – gestures, exclusion, intimidation, spreading rumours
- **Online / digital bullying (cyberbullying)** – harmful behaviour carried out via messaging, social media, gaming, email, or image/video sharing platforms

2.3   Bullying may be related to *differences* — real or perceived — such as:

- Appearance
- Academic ability or achievement
- Health, including mental health
- Family or home circumstances
- Socio-economic background
- Race, religion, language, or culture
- Gender

The school recognises that bullying can also include child-on-child abuse, which is addressed under *Keeping Children Safe in Education (2025)*. This includes:

- Verbal or physical intimidation
- Online harassment or image-sharing
- Sexual harassment (verbal or physical)
- Coercion or exploitation

It is important to note that normal friendship fallouts or disagreements are not considered bullying, though these will still be addressed in line with our Behaviour Policy where necessary.

3.0   Roles and responsibilities

3.1   Governors

The Governing Body holds overall responsibility for the Anti-Bullying Policy. It will:

- Support the Principal and staff in implementing the policy
- Monitor reports of bullying, including online safety incidents
- Ensure the school has effective systems for filtering, monitoring, and reporting online risks
- Appoint a governor with specific responsibility for anti-bullying and digital safety

3.2   Principal and School Leadership Team (SLT)

The Principal is responsible for the day-to-day implementation of this policy. The SLT will:

- Ensure bullying, including cyberbullying, is addressed in the Behaviour Policy and wider curriculum
- Oversee the school's digital safety framework, which includes:
    - A strict no-smartphone policy for students on school grounds
    - Use of firewalls and filtering systems to prevent access to harmful content
    - An MDM (Mobile Device Management) system for monitoring and safeguarding iPads and other school devices
    - Provision of a licensed parental control tool, enabling families to monitor and manage children's screen time and online use at home
- Ensure all staff receive annual safeguarding training, including online harms, child-on-child abuse, and digital resilience
- Report regularly to governors on bullying and digital safety incidents

3.3   Staff

All staff play a key role in modelling respectful behaviour and supporting children's safety and well-being. Staff will:

- Be alert to signs of bullying, including online harassment and misuse of technology
- Provide children with clear boundaries and expectations, consistent with the Behaviour Policy
- Intervene promptly and follow procedures for recording and reporting incidents
- Provide students and parents with feedback on actions taken
- Promote responsible and respectful use of technology, supporting pupils to develop digital resilience

3.4   Parents / Carers

Parents and carers are partners in creating a safe school environment. They are expected to:

- Contact the school immediately if they suspect bullying or online harassment
- Support the school's no-smartphone policy and guidance on safe technology use
- Make use of the school-issued parental control licence to monitor and limit screen time at home
- Work with the school to resolve any issues of bullying, whether their child is the victim or perpetrator

3.5 Students

Students are central to the success of this policy. They are expected to:

- Treat others with kindness and respect, both in school and online
- Report bullying promptly to a trusted adult
- Follow the school's rules on technology, including the no-smartphone policy and acceptable use of school devices
- Support peers who may be experiencing bullying by seeking adult help rather than being passive bystanders

4.0   Procedures for Dealing with Bullying Incidents

The school treats all bullying — including incidents that occur **online or outside of school hours** but impact student welfare — as serious safeguarding concerns.

4.1   Recording and Reporting

- All reported incidents are logged on the school's safeguarding system and categorised as bullying.
- Records include actions taken, support provided, and follow-up monitoring.
- Online incidents (such as harassment on messaging apps, social media misuse, or sharing of images) are recorded in the same way as in-person bullying and addressed with equal seriousness.
- Data is regularly monitored by the Designated Safeguarding Lead (DSL) and reported to governors.

4.2   Support for Victims

- Immediate priority is given to stopping the bullying and protecting the child.
- Victims are offered counselling, mentoring, or restorative meetings as appropriate.
- Parents are kept informed and involved at every stage.

4.3   Support for Perpetrators

- Students who bully others are helped to understand the impact of their actions and are given opportunities to change behaviour.
- Sanctions are applied in line with the Behaviour Policy and may include loss of privileges, detentions, seclusion, or exclusion.
- Repeat offenders may be referred to external agencies or, in extreme cases, to the police.

4.5   Four-Stage Response Framework

Stage One

- The Form Tutor investigates the incident.
- Sanctions may include detention, restorative conversations, or loss of privileges.
- Both sets of parents are informed, and the incident is logged.
- Victim and perpetrator are referred to the school counsellor/social worker for support.

Stage Two

- A repeated incident results in escalation to the SLT.
- Parents of the perpetrator are urgently invited to school for a meeting.
- Stronger sanctions apply; warning that further incidents may lead to exclusion.
- Continued counselling/support for all parties.

Stage Three

- A third incident leads to a **fixed-term exclusion or seclusion**.
- Re-admission requires a meeting with the Assistant Principal and a signed agreement on expected conduct.
- Incident logged formally in student's file.

Stage Four

- A fourth incident may lead to **recommendation for permanent exclusion**.
- In all cases, the victim continues to receive support.

4.6   Digital/Online Specific Measures

Where bullying occurs via technology (messaging apps, gaming, social media, or sharing of images/videos):

- The school will investigate promptly, collect evidence (screenshots, reports), and involve parents.
- Students may face restrictions on device use or removal of digital privileges.
- Serious cases (e.g. threats, harassment, harmful image sharing) will be escalated to external agencies, including the police, where appropriate.
- Parents will be reminded of the school-issued **parental control licence** to help monitor behaviour at home.

5.0   Prevention Strategies

The school recognises that prevention is more effective than reaction. We therefore take a proactive and whole-school approach to creating an environment in which bullying is less likely to occur.

5.1   Culture and Awareness

- Promote a positive school culture built on respect, compassion, and collaboration.
- Celebrate diversity and inclusion through assemblies, displays, and curriculum content.
- Mark key events such as Anti-Bullying Week and Safer Internet Day.
- Deliver awareness sessions through PSHCE, drama, and whole-school initiatives.

5.2 Digital Safety

- Maintain a strict no-smartphone policy on school premises.
- Operate firewalls and filtering systems to prevent access to inappropriate content.
- Use Mobile Device Management (MDM) to safeguard and monitor school devices.
- Provide all families with access to the school's licensed parental control system, enabling them to manage screen time and online safety at home.
- Embed digital resilience education into the curriculum, teaching students how to stay safe, respectful, and responsible online.

5.3 Student Involvement

- Consult students annually on areas in school where they feel vulnerable.
- Train and deploy peer mentors to support younger and new students.
- Provide anonymous reporting systems (suggestion box, safeguarding email).
- Encourage students to take leadership roles in anti-bullying initiatives.

5.4 Supervision and Environment

- Ensure staff supervision in high-risk areas during unstructured times.
- Use CCTV monitoring to support a safe environment.
- Provide targeted support programmes for vulnerable students.

5.5 Staff Training and Development

- Deliver annual anti-bullying and safeguarding training for all staff.
- Provide specialist CPD on recognising and responding to online bullying and child-on-child abuse.

6.0   Monitoring, Evaluation, and Review

The effectiveness of this Anti-Bullying Policy will be monitored continuously and formally reviewed on an annual basis.

6.1 Leadership Oversight

- The Designated Safeguarding Lead (DSL) has overall responsibility for monitoring bullying incidents, including online safety concerns.
- The Head of Primary (or designated senior leader) oversees the day-to-day implementation of prevention and response strategies.
- The Principal reports termly to the Governing Body on bullying and online safety trends, actions taken, and impact.

6.2 Recording and Reporting

- All bullying incidents are recorded in the school's safeguarding management system and categorised clearly as bullying.
- Incidents are also logged with KHDA, as required.
- Records are used to identify patterns, vulnerable groups, and areas requiring targeted intervention.

6.3   Evaluation

- Termly reviews of bullying data are undertaken by the SLT and DSL to assess the effectiveness of interventions.
- Governors receive a summary of incidents, sanctions, and preventative measures.
- Students and parents are consulted through surveys, focus groups, and the school council.

6.4   Review Cycle

- This policy will be reviewed annually in line with updates to DfE guidance (including KCSIE) and KHDA requirements.
- Reviews will consider:
  - National and international guidance on safeguarding and online safety
  - Feedback from students, parents, and staff
  - Inspection outcomes and recommendations
  - Effectiveness of school systems such as the smartphone ban, firewalls, MDM, and parental control licence

Policy Links

This Anti-Bullying Policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- Staff Code of Conduct
- ICT and Acceptable Use Policy (AUP)