



مدرسة جيمس متروبول  
**GEMS Metropole School**  
MOTOR CITY

## Anti-Bullying Policy



|             |                  |               |              |
|-------------|------------------|---------------|--------------|
| Reviewed by | Mr. Naveed Iqbal | Reviewed Date | October 2025 |
| Next Review | October 2027     |               |              |

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### **Rationale**

At GEMS Metropole, we believe bullying is wrong and damages the well-being of individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If bullying does occur (please see definition below) students, staff and parents should feel confident that they can report the behaviour and that swift action will be taken. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **Our Aim**

In our school we believe that every child and adult should be able to work and study in a safe and nurturing environment. Coming to school should be something to look forward to. It is the responsibility of everyone to make sure that our community understands that GEMS Metropole is a school built on mutual respect, understanding and equality and that bullying will not be tolerated at any time. This aim aligns with our Wellbeing vision

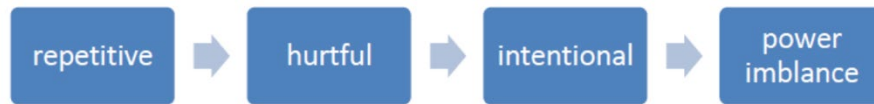
*'We are proactive in promoting wellbeing, allowing us all to personally thrive'.*

### **How the Anti-Bullying Policy is supported by our PERMAH Wellbeing Model**

- **Positive Emotions:** By promoting a safe, inclusive, and respectful school environment, students are more likely to feel happy, valued, and emotionally secure throughout the school day.
- **Engagement:** When bullying is addressed swiftly and effectively, students are more able to fully engage in lessons, extracurricular activities, and collaborative learning without fear of harassment or exclusion.
- **Relationships:** The policy actively promotes kindness, empathy, and mutual respect, supporting the development of positive peer and adult-student relationships while addressing and restoring harm through restorative approaches.
- **Meaning:** Our school culture reinforces that everyone has a role to play in making Metropole a safe and welcoming place, giving students a strong sense of purpose and shared responsibility in upholding community values.
- **Accomplishment:** When students feel safe and supported, they are more able to focus on their learning and personal goals, increasing their ability to achieve academic and social success.
- **Health:** Addressing bullying and building a culture of psychological safety reduces stress, anxiety, and depression, thereby supporting both the mental and emotional health of every member of the school community.

### **Definition**

Bullying is "The **repetitive**, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online" Anti-Bullying Alliance



### ***Why It Is Important to Respond to Bullying***

Bullying has a profound and lasting impact on a child’s mental health, wellbeing, and academic success. It undermines a safe and inclusive school culture and contradicts the principles of respect, compassion, and tolerance that underpin both our school ethos and the UAE National Wellbeing Framework.

Bullying can cause anxiety, depression, and emotional distress, leading to social withdrawal and reduced self-esteem. Victims of bullying may experience lower attendance or avoid school altogether due to fear or discomfort. Academic progress often suffers, as pupils who are bullied struggle to concentrate, participate, and engage confidently in lessons.

The long-term effects of bullying can include ongoing mental health challenges, diminished confidence, and difficulty forming positive relationships later in life. Research from KHDA’s Wellbeing Census demonstrates that emotional safety and positive relationships are key predictors of happiness, resilience, and academic motivation in young people.

For these reasons, bullying in any form is completely unacceptable in our school community. Our response will always be prompt, proportionate, restorative, and effective, ensuring that all pupils feel safe, respected, and supported.

### ***Our Commitment***

In line with KHDA guidance and the UAE National Wellbeing Framework, our school ensures that:

- Every pupil has the right to be treated with respect and dignity.
- Every pupil has the right to feel happy, safe, and secure at all times.
- No member of our community should ever feel isolated, threatened, or targeted by bullying behaviour.
- Pupils who display unkind or bullying behaviour will be supported to understand the impact of their actions and guided towards empathy, self-regulation, and positive relationships through restorative education.

### ***Types of Bullying***

- **Emotional Bullying** - Behaviour that causes distress, embarrassment, or exclusion.  
*Examples:* spreading rumours, isolating others, victimisation, online humiliation, or deliberate social exclusion.
- **Physical Bullying** - Harmful actions against another person’s body or property.  
*Examples:* hitting, kicking, tripping, pushing, pulling hair, or damaging/stolen belongings.
- **Verbal Bullying** - Hurtful use of language directed at an individual or group.  
*Examples:* teasing, insults, name-calling, sarcasm, discriminatory remarks, or spreading gossip.

- **Racist Bullying** - Targeting individuals because of their ethnicity, race, religion, or cultural background.  
*Examples:* racial slurs, mockery of accents or customs, exclusion based on nationality, or offensive comments about traditions.
- **Sexual Bullying** - Unwanted sexual comments, gestures, or behaviours.  
*Examples:* inappropriate remarks, unwanted physical contact, or sexist jokes and comments.

### **Cyber-bullying**

In accordance with **UAE Digital Safety and KHDA Wellbeing Guidelines**, all incidents of cyberbullying are taken extremely seriously. Every case will be brought to the attention of **parents or guardians**, typically through a **face-to-face meeting** where evidence is reviewed.

The school will only sanction incidents where there is **clear printed or digital evidence, or a written admission**, but will inform parents when there are reasonable concerns or suspicions.

Each case will be assessed **in context**, considering whether it occurred in a public or private digital space, and sanctions will be **proportionate and restorative**. Wherever appropriate, a **restorative meeting** will be held between those involved, to promote understanding, accountability, and reconciliation.

If digital abuse is directed towards staff, a **verbal and written apology** will be required, and the matter will be escalated according to school and KHDA disciplinary procedures.

#### **Examples of cyberbullying include:**

- Sending mean or inappropriate messages online or via text.
- Sharing or posting harmful or defamatory content.
- Harassing or being rude to others in online games or forums.
- Spreading rumours, secrets, or false information through digital platforms.
- Pretending to be another person to cause harm or embarrassment.

### **Preventing Bullying**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Annual Anti-bullying week
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.

- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. Lead and PSHE Drop Down days
- Secure the safety of the target of bullying Take actions to stop the bullying from happening again  
Whole school learning - reflection on what we have learnt
- Think about any safeguarding concerns and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

### ***Reporting bullying***

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies
- Via the YouHQ wellbeing App

Students are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher /Lead teacher. When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

### ***Sanctions are graduated until permanent exclusion***

Bullying of any kind is unacceptable. If bullying does occur, children should report the incident to a member of staff who will deal with it promptly and effectively. It is important that time is spent not only with the victim but also considering the reasons why a child has shown negative behaviour.

As a school community we need to work together to ensure that everyone feels safe and protected. It is important that all adults set a good example in and around the school. The way we work with one another, and our own productive and supportive relationships will provide a model for children. In all relationships we should set a good example in the way we address each other, the language and tone that we use and the response that we expect. Respect around the school for one another and an ethos of care and

consideration is part of building a culture which is resistant to bullying and ensures, where it emerges, it is dealt with firmly and fairly.

### ***Roles and Responsibilities***

#### ***The role of pupils:***

At our school, pupils play a vital role in creating a safe, respectful, and inclusive environment. By encouraging pupils to take action and seek support, we empower them to be active contributors to a positive school culture where bullying is not tolerated.

All pupils are expected to:

- Treat others fairly and with respect, in line with our Be A Gem behaviour expectations.
- Speak up if they are being bullied by telling a trusted adult—this could be a teacher, parent, or another staff member. If the bullying continues, they must keep reporting it until the situation is resolved.
- Report any bullying they witness, even if they are not directly involved. Being a bystander carries a responsibility to help protect others.
- Respond assertively and safely if they feel confident to do so. Pupils are taught a range of strategies to stand up to bullying—whether they are experiencing it themselves or witnessing it happen to someone else.

#### ***The role of parents and families:***

Research consistently shows that parental involvement is a key factor in preventing bullying and supporting children who may be affected by it. When parents model respectful, inclusive behaviour and maintain open communication with their children and the school, it significantly reduces the likelihood of bullying and improves student wellbeing.

- Parents should set a positive example for all pupils at all times, reinforcing the values of kindness, respect, and empathy both at home and in the wider school community.
- If a parent is concerned that their child may be experiencing bullying—or may be involved in bullying behaviour—they should contact the school immediately. The school will take appropriate action, investigate thoroughly, and monitor the situation closely. Parents will be informed of the outcome and may be asked to support follow-up actions to ensure the wellbeing of all students involved.

#### ***Parents also have a responsibility to:***

- Support the school's Anti-Bullying Policy
- Encourage their child to be a positive, respectful member of the school community
- Work in partnership with the school to address concerns and promote a safe learning environment
- Help their child understand the difference between conflict and bullying, and how to respond appropriately

### *The role of the Principal:*

- It is the responsibility of the principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Anti-bullying events and promotions throughout the year will highlight and support why this behaviour is wrong.
- The principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The principal sets the school climate of mutual support and praise for success to reduce the likelihood of bullying. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### ***Bullying Response Protocol – Aligned with Be A Gem Behaviour Expectations***

Bullying of any kind is strictly prohibited and is treated with the utmost seriousness in accordance with our Be A Gem behaviour protocols. All incidents are recorded at the highest level of a B5 and trigger immediate and comprehensive action.

#### *Immediate Actions Taken May Include:*

- Referral to SLT and BSS (Secondary) for urgent intervention
- Full investigation of the incident
- Parent meetings involving both the bully and the victim
- Recording the incident on Go4Schools
- Issuance of a Stage Letter as per the escalation policy
- Logging on Safeguarding systems
- Detention (Secondary) or Extended Break Time Reflection (Primary)
- Consideration of internal or external exclusion, depending on severity
- Obtaining a sincere apology from the perpetrator
- Providing support for both the victim and the bully
- Imposing sanctions in line with the B5 Chart

#### *Ongoing Monitoring and Review:*

- We monitor and review all bullying incidents to identify patterns or trends that may require further action.
- Pupils are regularly given the opportunity to share how safe and happy they feel at school through pupil questionnaires.
- The school behaviour policy must be followed in all reported incidents.

### *Our Commitment as a School:*

- Take all bullying problems seriously
- Deal with each incident individually and assess 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
- Keep a written record of the incident, investigation, and outcomes
  - This must be recorded on Go4Schools and shared with relevant staff
- Take appropriate action to prevent further incidents
- Refer to a Senior Leadership Team member if interventions fail to prevent repeated behaviour
  - The 'stages' outlined in the school's behaviour policy will then be followed

### ***Monitoring Arrangements***

This policy will be reviewed by Joe Gannon (DHT Secondary) and Mr. Ed Staton (Vice Principal). At every review, the policy will be approved by Mr. Naveed Iqbal – Principal and CEO