MAMOURA
BRITISH ACADEMY

Anti-Bullying Policy

Policy Issued	September 2024
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Next Review	September 2027
Lead Professional	APs Pastoral
SGG Ratification	

Rationale

Mamoura British Academy is a caring school where our TRACK values encourage positive relationships and the promotion of wellbeing throughout our community. Bullying will not be condoned, as it can cause serious long-term damage to a student's health, safety, learning and self-esteem.

This policy sets out how MBA prevents, identifies, responds to and monitors bullying. It is aligned with the ADEK School Student Behavior Policy (v1.3), the ADEK School Student Protection Policy (v1.1), Ministerial Resolution No. (645) of 2020 on preventing bullying, and the Aldar Education Bullying Prevention and Intervention Plan and Guidance Note (2026). It works alongside the MBA Management of Student Behaviour Policy, which sets the misconduct levels and sanctions referred to here.

Classification: General Internal Purpose

Aims

1. To ensure every student can learn in a safe, secure and respectful environment, in school, on school transport and online.
2. To make sure students, staff and parents share one definition of bullying and can tell it apart from conflict and rough play.
3. To prevent bullying through our TRACK values, our curriculum and a positive whole-school culture.
4. To make it easy for every student to report bullying, including anonymously, and to name a trusted adult.
5. To respond to every concern consistently, record it accurately, follow it up and support everyone involved.
6. To recognise when bullying becomes a child protection concern and act on it immediately.
7. To review our evidence every term and change what is not working.

At Mamoura British Academy we expect all members of our community, including staff, students and their families, to show respect for other people and their feelings, opinions, culture and right to be individuals. Bullying of any kind will not be tolerated and every report is taken seriously. Everyone is responsible for noticing and reporting bullying.

Policy references

This policy is written in line with:

- ADEK School Student Behavior Policy, v1.3 (November 2025), including sections 4 and 5 on misconduct levels and bullying prevention
- ADEK School Student Protection Policy, v1.1 (September 2024)
- ADEK School Digital Policy, v1.1 (September 2024)
- ADEK Safeguarding Policy, Student Mental Health Policy and Staff Wellbeing Policy
- Ministerial Resolution No. (645) of 2020 on the Policy of Preventing Bullying
- Ministerial Resolution No. (206) of 2020 (behaviour of students below Grade 5 / Year 6)
- Federal Law No. (3) of 2016 on Child Rights (Wadeema's Law)
- Dama Al Aman Child Protection Committee (2024), *Handling Student Maltreatment Concerns within Educational Institutions*
- Aldar Education Bullying Prevention and Intervention Plan, Guidance Note and Staff Flowchart (2026)
- Federal Decree-Law No. (34) of 2021 on Combatting Rumours and Cybercrimes
- Federal Decree-Law No. (26) of 2025 on Child Digital Safety (in force from 1 January 2026)
- UAE Unified School Inspection Framework used in ADEK Irtiqa'a inspections, Standard 5: Protection, care, guidance and support of students

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1. What is bullying?

MBA uses the Ministry of Education definition of bullying, in the form adopted by ADEK:

> *"Repeated physical, social, or verbal aggression exercised by a person who feels they are in a position of power, against another person who is perceived as different, weaker, or powerless, to achieve specific gains or draw attention, in a way that hurts this other person physically and/or emotionally. Bullying can be committed by groups or individuals, in person or online (cyberbullying)."*
>
> ADEK School Student Behavior Policy v1.3, Definitions

Is it bullying? Three questions

Question	What to look for
1. Is it repeated, or likely to be?	A pattern over days or weeks, or behaviour that is likely to continue.
2. Is there an imbalance of power?	Size, age, popularity, numbers, or the student being seen as different.
3. Does it hurt?	Physical or emotional harm, including fear, isolation or a change in attendance, learning or friendships.

If the answer to all three is yes, staff treat it as bullying. A one-off falling out, a disagreement between equals, or rough play that both children enjoy is not bullying. It still needs an adult response, and it can become bullying if it continues.

Types and forms of bullying

The MoE national policy names six types of bullying: physical, social, verbal, online, damage to property and sexual. At MBA, bullying can include:

- Physical assault, pushing, hitting or other physical intimidation
- Verbal abuse, name-calling, taunting or mocking (for example of an accent, appearance or disability)
- Spreading offensive rumours or deliberately excluding someone from a group, or encouraging others to do so
- Racist, religious, sexist or other prejudice-based abuse
- Hiding, stealing or destroying personal property, including a student's medicine
- Extortion, threats or intimidation
- Undue pressure to take part in unacceptable behaviour (for example truancy)
- Sexual comments, gestures or touching
- Cyberbullying through any digital platform (see section 2)

Prejudice-based bullying

ADEK requires a school that is welcoming, safe and respectful to all, regardless of background, nationality, religion, ability or disability, race and gender. MBA names prejudice-based bullying in lessons and in this policy, and records it as such so that patterns can be identified. This includes bullying linked to a student's background, nationality, religion, race, language, appearance, gender or disability.

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2. Cyberbullying

Cyberbullying is bullying that takes place through digital devices such as phones, computers, tablets and gaming consoles. It can happen through text messages, apps, social media, forums and online gaming. It includes sending, posting or sharing negative, harmful, false or mean content about someone else; sharing private information or images; impersonation; harassment; and deliberately excluding someone from online groups.

Cyberbullying needs particular attention because it can be:

- **Persistent:** devices allow contact 24 hours a day, so it can be hard for a student to find relief.
- **Permanent:** content can be saved, shared and found later, and can affect the reputation of everyone involved.
- **Hard to notice:** adults may not see or overhear it.
- **Against UAE law:** cyberbullying can breach Federal Decree-Law No. (34) of 2021 on Combatting Rumours and Cybercrimes. Students need to understand that serious online offences are treated as Level 4 misconduct and may be reported to the police.
- **Covered by the Child Digital Safety Law:** Federal Decree-Law No. (26) of 2025, in force from 1 January 2026, requires digital platforms to provide easy ways to report harmful content, and requires parents and carers to supervise their children's online activity, use parental controls and report harmful content promptly.

The most common places where cyberbullying occurs include social media (such as Instagram, Snapchat and TikTok), class or year group WhatsApp groups, instant messaging, email and online games. Online safety is taught through the Computing curriculum, PSHE/Wellbeing lessons, Moral, Social and Cultural Studies and Enrichment Days, and is reinforced through parent workshops (see the MBA BYOD, E-Safety and Responsible Use Policy).

3. Why it matters

Bullying can cause significant and lasting harm. Students who are bullied may lose confidence, stop attending school, fall behind in their learning or experience anxiety and low mood. Students who bully also need help to change their behaviour, and students who witness bullying can feel unsafe. MBA is a caring, kind and non-violent community, and every student has the right to enjoy their learning free from intimidation and fear.

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4. How serious is it? The Aldar severity scale

Every bullying case is recorded with a severity level, based on **its impact on the student, not the type of behaviour**. The same act can be low impact for one student and severe for another, so the level is reviewed if the impact changes.

Level	Examples (illustrative)	MBA response
Low impact Hurtful, unkind behaviour that upset the student, with no lasting effect on safety, attendance or learning.	• Copying a classmate's accent whenever they read aloud, over several days • A small group laughing at a new student's lunch for a week • Repeated jokes about height or glasses that stop once a teacher speaks to the group	Class teacher / form tutor or Head of Year responds, records the incident, informs parents and checks in with the student.
Moderate impact Repeated or escalating bullying, or a clear effect on wellbeing, attendance, learning or friendships.	• A student is removed from the class WhatsApp group and mocking stickers about her nationality are shared; she asks to stay at home • A student of determination is imitated on the bus every day and now refuses to take the bus • Rumours about a student's family spread in a group chat and his grades fall	Head of Year / Director of Phase / Director of Welfare and Industry with the AP Pastoral; behaviour agreement with the student and parents; support plan and regular check-ins for the student harmed; parents kept updated.
Severe impact Has had, or risks having, a significant physical and emotional impact, or is sexual in nature. Treated as maltreatment.	• A photo or video taken in a changing room or toilet and shared online • Sexual comments or touching, on the bus or online • Sustained group bullying after which the student talks about self-harm or not wanting to live	CPC/DSL immediately; child protection procedures apply (section 5). Principal informed and any external referral made. Parents informed, signposted to support and kept updated. All students supported.

5. When bullying becomes a child protection concern

ADEK treats severe bullying, meaning cases that have or risk having a significant physical and emotional impact on the student, as **student maltreatment** (ADEK Student Protection Policy v1.1, 3.3). Severe bullying includes bullying of a sexual nature. These cases leave the behaviour route and are handled under the MBA Child Protection and Safeguarding Policy.

Situation	What staff do
A student is in immediate danger	Tell the Principal now and, if needed, call emergency services. Then report to the CPC/DSL.
Severe or sexual bullying, or you are unsure	Report to the CPC/DSL straight away. If unsure, treat it as a child protection concern.
Suspected maltreatment (Abu Dhabi)	Under Federal Law No. (3) of 2016 (Wadeema's Law), all staff must report suspected maltreatment to the ADEK Child Protection Unit within 24 hours of suspicion and inform the CPC immediately. Once assessed, intervention follows the Dama Al Aman timelines: high risk immediately, medium risk within 72 hours, low risk within one week. Where the CPU decides a case can be managed in school, the CPC/DSL leads a written safety and wellbeing plan.
A single serious incident	A single sexual assault or an assault causing injury is not bullying, because it is not repeated, but it is Level 4 misconduct. Follow the Level 4 procedure in the Behaviour Policy and escalate to the CPC/DSL for triage.

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Situation	What staff do
Online sexual images, threats, blackmail or illegal content	Always goes to the CPC/DSL, whatever the ages of the students involved. Staff do not view, copy or forward the content.
Bullying by an adult	This is not peer bullying. Follow the allegations against adults procedure in the Child Protection and Safeguarding Policy.

6. Preventing bullying

Each year MBA completes the **Aldar Bullying Prevention and Intervention Plan**. The plan is written at the start of the year from the previous year's evidence, approved by the Principal and submitted to the Director of Education. It is reviewed every term, and straight away after a serious incident, a change in law or ADEK policy, inspection findings or new survey results. It sets no more than three priorities and at least one action in each of the eight essential areas below, each with a named lead, a deadline and the evidence that will show it has worked.

Essential area	What this looks like at MBA
1. Shared understanding	• The definition and three questions are taught in age-appropriate language in PSHE/Wellbeing and form time • Classes agree their own versions that separate bullying, conflict and rough play • The Home School Agreement and Student Code of Conduct are reviewed with students at the start of the year • The policy and definition are shared with parents
2. Prevention	• Our TRACK values, positive recognition (House Points, Gold Cards, Glimpse of Brilliance) and consistent routines (SLANT, the 3Rs) build a positive culture • Students are taught upstander skills: ADEK expects students to protect others by intervening when appropriate and reporting what they witness • An age-appropriate online safety programme is delivered and its impact evidenced • Supervision of hotspots (break and lunch areas, corridors, toilets, changing rooms, buses) is risk assessed and staff on duty are vigilant and visible • Anti-bullying is kept visible all year, not only in Anti-Bullying Week • Student leaders, Mental Health First Aiders and anti-bullying ambassadors help plan lessons and review this policy
3. Safe reporting	• Several routes to report (section 8), including an anonymous option suited to each phase • Every student can name one trusted adult in school • Reporting routes are accessible to students of determination and students with limited English • In-school support and external helplines are displayed (Appendix B)
4. Response and support	• One consistent five-step staff response (section 9) and accurate recording of every concern • Proportionate responses in line with the MBA Management of Student Behaviour Policy and ADEK misconduct levels • Support for the student bullied, the student who bullied and witnesses (section 10)

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Essential area	What this looks like at MBA
5. Students at greater risk	• Data is used to identify groups more likely to be bullied: students of determination, new students, students learning in an additional language, students from less advantaged backgrounds and particular year groups • Prejudice-based bullying is named and recorded • Learning materials represent our community respectfully and in line with UAE values • Inclusive clubs, buddy systems and quiet spaces at break; adults know students as whole people
6. Staff learning	• A year-long training plan (section 13) for all staff, including non-teaching and bus staff
7. Parents and partners	• The policy and a summary of the annual plan are shared with parents • Information sessions on the signs of bullying and on online safety • The school works with the parents of all students involved and with community partners where they add value
8. Monitoring and review	• Data and student voice are reviewed every term and the plan is updated (section 14)

7. Roles and responsibilities

Role	Responsibilities
Principal	• Approves the annual Bullying Prevention and Intervention Plan and submits it to the Director of Education • Chairs, or delegates the chairing of, the Anti-Bullying Team and the Behavioural Management Committee • Is informed of all severe cases and any external referral • Is the only person who can authorise a fixed-term exclusion
Assistant Principals (Pastoral) – anti-bullying leads	• Lead the implementation of this policy and the annual plan across their phase • Lead intervention for persistent or severe bullying that continues despite Head of Year and Director of Phase / Director of Welfare and Industry support • Check each term that bullying cases have actions, parent contact and follow-up recorded (Aldar core measure, section 14) • Analyse behaviour and CPOMS data to identify patterns and trends • Report serious incidents to ADEK in line with the misconduct levels
Child Protection Coordinators / DSL	• Triage every severe concern and every case where staff are unsure • Make referrals to the ADEK Child Protection Unit within 24 hours and lead any safety and wellbeing plan • Deliver staff training on thresholds for reporting to the CPU
Director of Phase (Primary) / Director of Welfare and Industry (Secondary)	• Takes action on repeated incidents following Head of Year intervention • Supports complex parent concerns with the Head of Year • Escalates ongoing or serious concerns to ELT and the Behavioural Management Committee
Head of Year	• Investigates bullying reports in the year group and agrees next steps • Contacts the parents of all students involved and leads parent meetings • Records actions and follow-up and checks in with the student harmed until they feel safe • Uses year group assemblies to reinforce shared expectations

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Role	Responsibilities
Class teacher / form tutor	• Builds positive, respectful relationships and a calm, safe classroom • Stops bullying behaviour, listens and reassures, and records the concern straight away • Is often the trusted adult a student or parent reports to first • Delivers anti-bullying and online safety content in PSHE/Wellbeing and form time
All staff, including non-teaching and bus staff	• Follow the staff flowchart (Appendix A) and report every concern • Supervise duty areas and buses actively and intervene when required
Inclusion team, counsellor and social worker	• Advise on the needs of students of determination and adapt support plans • Provide counselling and wellbeing support for students involved (in line with the Student Mental Health Policy)
Students	• Treat others with respect, online and offline • Report bullying they experience or witness, and support others where it is safe to do so
Parents	• Support the school's approach and report concerns promptly (section 12) • Monitor their child's use of phones, tablets and other devices at home

The Anti-Bullying Team

In line with the Aldar plan and MoE policy, MBA has an Anti-Bullying Team of five to seven core members. It oversees the annual plan, identifies hotspots, reviews evidence each term and keeps anti-bullying visible across the school. Membership:

- Principal or SLT lead (chair) and the APs Pastoral (also DSLs)
- The school counsellor and social worker
- The school nurse
- A teacher, a parent representative and a student representative (age appropriate)
- Optional: a member of non-teaching staff or a community partner

The Behavioural Management Committee

Disciplinary decisions for Level 3 and Level 4 misconduct, including bullying, are made by the Behavioural Management Committee set out in the MBA Management of Student Behaviour Policy. It has at least four members and may extend to other Level 3 child protection trained staff, depending on the case. As a minimum it comprises the Principal, the Heads of School, the Child Protection Coordinators, the Social Worker and the Aldar behaviour lead. Its role is to review behaviour concerns and ensure that disciplinary actions are fair and appropriate. The Director of Education joins for Level 4 cases.

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8. Reporting bullying

How students can report

- Speak to any member of staff they trust, including their class teacher, form tutor, Head of Year, counsellor, nurse or bus supervisor
- Use the anonymous reporting option for their phase
- Ask a friend, student leader or Mental Health First Aider to come with them or report on their behalf

Students can report bullying that happened outside school or online. They will not be blamed for reporting, and staff will tell them what will happen next.

How parents can report

Parents should speak first to their child's class teacher (Primary) or form tutor (Secondary). The member of staff will record the concern and share it with the Head of Year or Director of Phase / Director of Welfare and Industry, who will take further action. Parents can also contact the Head of Year or AP Pastoral directly.

First response

Every report is acknowledged and the person reporting is told who is dealing with it within one school day. Parents of all students involved are informed, and the parents of the student harmed are updated on the outcome. Once a report has been made, parents are asked to give the Head of Year or relevant leader time to investigate and deal with the matter.

9. Responding to bullying: the five steps

All staff respond in the same way, using the Aldar five-step model. The staff flowchart is in Appendix A.

Step	What staff do
1. Stop and identify	Stop the behaviour, make everyone safe and listen without judging. Check: is anyone in immediate danger? Is it severe? If so, go straight to the CPC/DSL (section 5).
2. Explain	Name the behaviour and explain why it is not acceptable, linked to our TRACK values.
3. Support	Reassure the student harmed that it will be followed up, and tell them what will happen next.
4. Report	Record the incident straight away: what happened, where, when, who was involved, the type of bullying and the severity. Tell the Head of Year / pastoral lead. Inform the parents of all students involved.
5. Ensure accountability	Agree a proportionate response in line with the MBA Management of Student Behaviour Policy and ADEK misconduct levels, then follow up until the student feels safe.

Recording

All bullying concerns are recorded, whatever the outcome. Staff log the behaviour event on Go4Schools and/or CPOMS completing the immediate and follow-up actions, in line with the Behaviour Policy. The bullying concern, its severity, the actions taken, parent contact and the outcome are recorded using the Bullying Record in Appendix C, so that pastoral leaders and the CPC/DSL can track patterns. Any safeguarding or Child Protection issues will be recorded on CPOMS.

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In line with ADEK Student Behavior Policy 5.2 and MoE policy, each case records: when and where it happened, who was involved, how it came to light, the type of bullying (including whether it was prejudice-based or online), its impact and severity, how long it had been going on, the actions taken, and the outcome after follow-up (**stopped, reduced, no change or worse**).

Choosing a proportionate response

Approach	When it may be suitable
Helping the student respond assertively	Mild, non-violent bullying, where the student is ready to learn how to respond.
Restorative practice	Moderate, non-criminal bullying, where the student who bullied shows remorse, apologises sincerely and will put things right, and the student bullied accepts. This builds on the restorative approach in our Reflection Point system.
Support Group Method / Method of Shared Concern	A group is bullying a student, the bullying is not severe or criminal, and other students will support the student bullied.
Direct sanctions	Severe bullying; the student shows no remorse; or bullying continues after other approaches.

Sanctions: how bullying links to the Behaviour Policy

Disciplinary measures follow the MBA Management of Student Behaviour Policy and ADEK misconduct levels.

Phase / situation	Procedure
Year 6 and above: bullying	Level 3 misconduct (bullying, intimidation, harassment or abuse of members of the school community, including defaming them on social media). On first occurrence: • Parents contacted and asked to come into school; meeting with the Principal, Director of Education, SLT and Aldar HQ as required • Onsite suspension of up to 5 days and a written warning signed by all parties; the Behavioural Management Committee evaluates the evidence and determines disciplinary actions • Parents sign an undertaking to support the agreed strategy Repeated Level 3: review meetings, a behaviour contract signed by all parties and offsite suspension authorised by the Principal (ADEK informed); further repetition can lead to a managed move or expulsion through ADEK.
Year 6 and above: persistent bullying	Level 4 misconduct under ADEK Student Behavior Policy v1.3. Immediate parent meeting; offsite suspension until the end of the investigation (maximum 5 days); the Behavioural Management Committee, with the Director of Education, evaluates the evidence and agrees final disciplinary actions and a corrective plan; ADEK notified.
Level 4 offences that may arise from bullying	Using digital devices or social media for unlawful or immoral purposes; capturing, viewing or distributing unlawful media; sexual assault or harassment; assault causing injury. These follow the Level 4 procedure and are always escalated to the CPC/DSL.
Below Year 6 (Primary)	Ministerial Resolution No. (206) of 2020 applies. Staff use the Primary consequence stages (subtle warning, reminder, review, reset), Reflection Time with the Director of Phase and parent contact. Bullying is always recorded as a bullying concern, the Head of Year and Director of Phase are alerted, and the case moves to the Anti-Bullying Team or Behavioural Management Committee if it continues or is severe.

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Phase / situation	Procedure
Graduated response (all phases)	Every case is reported and parents informed. If bullying continues or worsens, the case moves up a level: it is referred to the Anti-Bullying Team, a behaviour agreement is made with the student and parents, and a support plan is put in place. Serious cases go to the CPC/DSL and the Child Protection Unit.

Before any fixed-term exclusion, the Pastoral team carries out a full investigation, which may involve students and witnesses and will include consultation with parents. Only the Principal can authorise a fixed-term exclusion (up to 5 days). Permanent exclusion is decided by the Principal in consultation with the Aldar Director of Education and ADEK. Parents have the right to appeal using the Parents' Appeal – Letter of Consideration in the Behaviour Policy. *It is the right of the extended pastoral team to apply professional discretion when dealing with incidents of misbehaviour.*

10. Supporting everyone involved

The student who has been bullied

- A named key adult as their first point of contact for any ongoing concerns
- Regular check-ins until the student says they feel safe, consistent with any individual plan
- A support plan for moderate cases, and access to the counsellor, social worker or external agencies (such as the Family Care Authority) where needed
- Support for bullying that happened online or outside school

The student who has bullied

- Restorative work to help them take responsibility, repair the harm and stop the behaviour
- A behaviour agreement or Behaviour Improvement Plan agreed with the student and parents
- Exploration of any underlying reasons, with referral to the counsellor, SENCO or Educational Psychologist where appropriate

Witnesses

- Reassurance and thanks for reporting, and help to understand how to be an upstander

Students of determination

Where a student of determination is involved in bullying, the Inclusion team advises on the student's specific needs. If the behaviour is not linked to their needs, this policy applies. If it is linked to their needs, the school develops an Individual Behaviour Plan or revises the existing IBSP, and continues to support and integrate the student, in line with the Behaviour Policy and the MBA Inclusion Policy. Students of determination who are bullied receive support that is consistent with their individual plans.

11. Bullying outside school and online

Where bullying outside school or online is reported to staff, it is investigated and appropriate action is taken, and the student who has been bullied is supported even if the bullying happened outside school. If the behaviour is criminal or poses a serious threat, a member of the Leadership Team will inform the police. Whilst the school teaches students to stay safe online, parents are responsible for monitoring their child's use of phones, tablets and other devices at home, a duty now set out for parents and carers in the Child Digital Safety Law (Federal Decree-Law No. 26 of 2025). Mobile phones are not permitted on school property during school time (see the Behaviour Policy).

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12. The role of parents

If a child tells their parents that they, or a friend, are being bullied, it is important for families to stay calm and support their child at a difficult time. MBA advises parents:

DO	DO NOT
• Reassure your child that they have done nothing wrong • Keep a record of what has happened, including screenshots of abusive messages • Report the matter to the school: we may not be aware of it, and we can only act if we are told • Talk with your child about staying safe online, and use parental controls on their devices • Report harmful content using the platform's reporting tools	• Ignore what your child is saying • Tell your child to forget about it • Try to resolve the matter yourself by confronting the other child or their family; this usually makes the situation worse • Share details of the incident on social media or in parent group chats

Please remember that the school will support your child and deal with any instance of bullying as a priority. Parents sign the Home School Agreement each year and are expected to support the actions agreed by school leaders.

13. Staff training

All staff, including non-teaching staff, bus supervisors, nurses and security staff, receive training on this policy at induction, an annual update and short refreshers through the year. Training covers:

- The ADEK definition and how to tell bullying from conflict and rough play
- The five-step response and how to record a concern
- Online bullying and how to respond to images or messages without viewing or sharing them
- Supporting students of determination and students at greater risk
- The signs of bullying, including physical signs (injuries, self-harm, eating changes, stealing to meet demands), emotional signs (fear of school, crying, anger, helplessness) and social signs (losing friends, hiding away, isolation)
- Thresholds for reporting to the ADEK Child Protection Unit, compared with resolving a concern in school

14. Monitoring, evaluation and review

The Anti-Bullying Team reviews bullying data and student voice every term, looking at types, places, times, year groups and repeat cases, and updates the annual plan. MBA reports against the four Aldar core measures:

Measure	Source
Students who can name a trusted adult in school (%)	Student survey or focus groups
Students who feel safe from bullying, in school and online (%)	Student survey
Bullying cases with actions, parent contact and follow-up recorded (% checked)	Termly case check by the APs Pastoral or CPC/DSL
Staff trained this year to recognise and respond to bullying (%)	Training records

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2026–27 is a baseline year. A rise in recorded concerns can show that students trust adults and that staff are recording accurately, so numbers are always read alongside student voice. MBA values honest recording and good follow-up over low numbers.

This policy is reviewed annually, and straight away after a serious bullying incident, a change in federal law or ADEK policy, inspection findings or new survey results. The Term 3 review of the annual plan informs the next review of this policy.

15. Linked MBA policies

- MBA Management of Student Behaviour Policy
- MBA Child Protection and Safeguarding Policy
- MBA BYOD, E-Safety and Responsible Use Policy
- MBA Student Mental Health Policy
- MBA Student Wellbeing Policy and Staff Wellbeing Policy
- MBA Inclusion Policy and Cultural Consideration Policy
- MBA Transportation Policy

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Appendix A: Responding to bullying – staff flowchart

For all staff, including non-teaching and bus staff. Not sure what to do? Speak to the Pastoral team.

A bullying concern is seen or reported
by a student, parent or staff member, anonymously, or online

▼

Is a student in immediate danger? NO ▼
Continue to Step 1 below.

YES ►
Tell the Principal now; if needed call emergency services. Then report to the CPC/DSL.

▼

1. Stop and identify
Stop the behaviour, make everyone safe, listen without judging.

▼

Is it severe? NO ▼
Significant physical and emotional impact, sexual in nature, or you are worried about harm? **Not sure? Treat it as severe.**

YES ►
Report to the CPC/DSL straight away. Child protection procedures apply: ADEK Child Protection Unit within 24 hours.
Level 3 or 4 misconduct: Behavioural Management Committee (+ Director of Education for Level 4).

▼

2. Explain and 3. Support
Name the behaviour and why it is not acceptable. Reassure the student harmed that it will be followed up.

▼

4. Report
Record straight away: what, where, who, type and severity (Go4Schools and/or CPOMS). Tell the Head of Year / pastoral lead. Inform the parents of all students involved.

▼

Low impact
Teacher or Head of Year responds, records the incident and checks in with the student. Updates parents.

Moderate impact
Head of Year / Director of Phase / Director of Welfare and Industry with AP Pastoral; behaviour agreement with the student and parents; support plan for the student harmed; regular updates.

▼

5. Ensure accountability
A proportionate response in line with the Behaviour Policy (ADEK misconduct levels from Year 6; MR 206/2020 below Year 6).

▼

Follow up
Check in until the student feels safe. Record the outcome: stopped, reduced, no change, worse.
Continues or worse? Move up a level and review the plan.

Remember: a single serious incident, such as a sexual assault or an assault causing injury, is not bullying but could be maltreatment; always escalate to the CPC/DSL. Bullying by an adult follows the allegations against adults procedure. Wadeema's Law reporting duties apply to all staff.

Classification: General Internal Purpose

Appendix B: Where can you find help? (student display)

For display in classrooms, corridors and on buses. Adapt the wording for each phase.

Being bullied? Seen someone being bullied?

You are not alone. Tell someone you trust.

- **Talk to a trusted adult:** your class teacher, form tutor, Head of Year, the counsellor, the nurse or any adult in school.
- **Tell us anonymously:** worry box / online form / QR code.
- **Bring a friend** with you if that makes it easier.
- **Online?** Don't reply. Take a screenshot, block, and tell an adult.
- **Be an upstander:** if it is safe, stand up for the person or get help.

My trusted adult is: _____

Outside school: Ministry of Interior Child Protection Centre **116111** · Family Care Authority (24 hours) **800444** · Police **999** in an emergency

Appendix C: Bullying record – minimum fields

Based on the MoE standard form and ADEK Student Behavior Policy 5.2. To be completed for every bullying concern and uploaded to Go4Schools and/or CPOMS.

Field	Detail to record
Date, time and place	Including bus, online platform or off-site
Students involved	Student harmed, student(s) who bullied, witnesses
How it came to light	Student, parent, staff, peer, anonymous, online
Type	Physical, verbal, social, online, damage to property, sexual; prejudice-based (state which)
Duration	One-off concern, days, weeks, longer
Severity	Low, moderate or severe impact (section 4)
Actions taken	Immediate and follow-up actions; misconduct level if applicable; CPC/DSL referral
Parent contact	Parents of all students involved; date and by whom
Support	Key adult, check-ins, support plan, referrals
Outcome after follow-up	Stopped, reduced, no change, worse; date the student said they felt safe

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