

نوا  
مدرسة بريطانية



NOYA  
BRITISH SCHOOL

# Anti-Bullying Policy

<b>Policy</b>	Anti-Bullying Policy
<b>Policy issued</b>	August 2025
<b>Next review</b>	June 2026
<b>Lead Professional</b>	Principal & Assistant Principal (Pastoral)

## Definition of Bullying

At Noya British School, **bullying is defined as behaviour that is:**

- **Deliberate**
- **Repeated over time**
- **Intended to cause physical, emotional or psychological harm**
- **Involves an imbalance of power**, whether physical, social, emotional or psychological

Bullying can be carried out by an individual or a group and may take place face-to-face, online or through other forms of communication.

## Types of Bullying and Seriousness

Bullying may take many forms, including but not limited to:

- **Physical bullying:** hitting, pushing, kicking, intimidation or damage to property
- **Verbal bullying:** name-calling, insults, threats, teasing or spreading rumours
- **Emotional/social bullying:** exclusion, manipulation, humiliation or coercion
- **Cyberbullying:** misuse of digital technologies, including messages, images, social media or online platforms
- **Racist bullying:** behaviour motivated by race, ethnicity or nationality
- **Sexual or gender-based bullying:** unwanted comments, gestures or contact
- **Bullying related to disability or special educational needs**

All forms of bullying are taken seriously. The seriousness of an incident is determined by its **impact, frequency, intent and safeguarding risk**, and responses are proportionate and in line with the Behaviour Policy.

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## Bullying Related to Protected Characteristics

Bullying on the basis of **protected characteristics** is considered particularly serious. This includes bullying related to:

- Race or ethnicity
- Religion or belief
- Disability or special educational needs

Such incidents are treated as **discriminatory behaviour**, logged accordingly and escalated where appropriate. Noya British School is committed to equality, dignity and respect for all members of its community.

## The Foundation of Our Anti-Bullying Approach

At Noya British School, we believe that fostering a positive, supportive and inclusive learning environment is foundational to students' academic success, personal growth and overall wellbeing. We recognise that behaviour is a form of communication and that students thrive when they feel valued, respected and emotionally secure. This belief underpins our approach to preventing and addressing bullying.

Our Anti-Bullying Policy is fully aligned with our whole-school Behaviour Policy and Student beliefs and is grounded in the principles of positive psychology, emotional intelligence, relational practice and High Performance Learning (HPL). We proactively teach and model positive behaviours, social-emotional skills and strong character values so that students develop the confidence, empathy and responsibility needed to form healthy relationships and resolve conflict safely.

Our Student Code of Conduct — Be Ready, Be Respectful, Be Responsible — defines the expectations we have for all students, at all times and in all interactions. These expectations are explicitly aligned with our High Performance Learning values, attitudes and attributes (VAAs), including empathy, integrity, resilience, self-regulation and respect for others. Bullying behaviours are incompatible with these values and with our commitment to developing caring, reflective and socially responsible learners.

We believe that all members of our school community have the right to learn and work in an environment where they feel safe, respected, valued and where we share collective responsibility for creating and maintaining such an environment. While we hold high expectations for conduct, we also

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recognise that mistakes provide important opportunities for learning. Our responses to bullying behaviour focus on understanding underlying causes, repairing harm, restoring relationships and supporting positive behaviour change, with sanctions used proportionately and in line with ADEK guidance.

Through this consistent, whole-school approach, we aim to:

- create a culture where bullying is actively prevented and promptly addressed
- develop students' self-awareness, empathy and interpersonal skills
- empower students to speak up safely for themselves and others
- reinforce HPL values and behaviours in real-life social contexts
- work in close partnership with families to support positive behaviour

By aligning our Anti-Bullying Policy with both our student beliefs and the HPL framework, we ensure a consistent, whole-school approach to preventing and addressing bullying. This approach supports students to:

- demonstrate empathy, respect and kindness in all relationships
- take responsibility for their behaviour and choices
- speak up safely for themselves and others
- apply HPL values and attributes in real-life social situations

This policy reflects our commitment to educating the whole child and ensuring that Noya British School remains a safe, caring and respectful community in which every student can flourish.

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## BELIEF 1 | N UTING A GENERATION

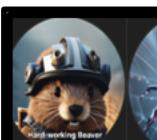
Learning is complex and always changing, so we are committed to...

Commitment	Aligned	Active Alignment	Enhancing NBS Culture	Competencies	ACPs / VAAs
Taking responsibility for our own learning	We attend lessons ready to learn and complete our work with care.	We actively seek feedback and use it to improve.	We inspire others by showing positive learning habits.	Curiosity, Metacognition, Agency, Responsibility	ACPs: Meta-thinking, Self-Regulation VAAs: Perseverance, Hard Work, Practice, Agile Thinking
Seeing learning as a lifelong journey	We show interest in new learning opportunities and experiences.	We look for ways to stretch ourselves and grow our skills.	We encourage a culture of curiosity and ambition across Noya.	Resilience, Initiative, Critical Thinking	ACPs: Creating, Analysing, Meta-thinking VAAs: Curiosity, Growth Mindset, Open-mindedness
Being reflective, thinking about mistakes or successes about our learning	We think about how we learn and what helps us improve.	We change our approach when something isn't working.	We help others by sharing learning strategies.	Critical Thinking, Self-Regulation, Agency	ACPs: Analysing, Linking, Meta-thinking VAAs: Empathy, Responsibility, Reflectiveness
Always looking to improve and do best	We try new learning strategies when suggested.	We test new ideas to improve our learning results.	We model resilience and innovation for others.	Creativity, Responsibility, Initiative	ACPs: Creating, Problem Solving VAAs: Creativity, Initiative, Responsibility
Understanding that everyone is different	We respect different learning styles and needs.	We adapt how we work to support ourselves and others.	We help create an inclusive, respectful learning environment.	Empathy, Agility and Resilience	ACPs: Linking, Analysing VAAs: Empathy, Respect, Resilience

## BELIEF 2 | O PENING YOUNG MINDS

We believe strong communities are built on integrity, care and respect, so we are committed to...

Commitment	Aligned	Active Alignment	Enhancing NBS Culture	Competencies	ACPs / VAAs
Holding ourselves to high standards	We follow school expectations and behave responsibly.	We encourage others to make positive choices.	We help build a culture of excellence and pride through commitment and hard work	Integrity, Responsibility, Self-Regulation	ACPs: Meta-thinking VAAs: Integrity, Hard Work, Responsibility
Solving problems respectfully	We speak calmly and listen when conflicts arise.	We work to resolve disagreement fairly and positively.	We promote respectful communication across the school.	Empathy, Respect, Communication	ACPs: Linking, Problem Solving VAAs: Empathy, Collaboration
Supporting and uplifting others	We work cooperatively and include together everyone.	We actively help others succeed.	We strengthen our school community through kindness.	Gratitude, Agency, Cooperation	ACPs: Creating, Linking VAAs: Compassion, Gratitude
Developing a growth mindset	We accept feedback and try to improve.	We actively seek feedback to get better.	We show others that effort leads to success. Modelling for students as leaders, etc.	Resilience, Metacognition, Agency	ACPs: Self-Regulation VAAs: Growth Mindset, Reflectiveness



## BELIEF 3 | YIELDING CONSCIOUS CITIZENS

We value our school and wider community, so we are committed to...

Commitment	Aligned	Active Alignment	Enhancing NBS Culture	Competencies	ACPs / VAAs
Positive connection with families	We communicate respectfully with adults and peers.	We represent our school positively at all times.	We help build trust between school and home.	Communication, Integrity, Empathy	ACPs: Linking VAAs: Respect, Responsibility
Community outreach	We take part in community and charity events.	We seek opportunities to serve others.	We build a culture of service and kindness.	Agency, Responsibility, Cooperation	ACPs: Problem Solving VAAs: Social Responsibility
Creating a happy, inclusive school	We treat everyone with kindness and respect.	We actively contribute to a welcoming environment.	We help strengthen belonging and school pride.	Pride, Creativity, Empathy	ACPs: Creating VAAs: Respect, Open-mindedness
Representing NBS proudly in our region	We participate positively in external events.	We show leadership beyond the classroom.	We raise the profile of Noya through positive conduct.	Agency, Determination, Resilience	ACPs: Intellectual Confidence VAAs: Leadership, Confidence
Living UAE National Identity	We respect UAE traditions, values and culture.	We actively engage in National Identity events.	We help implement UAE values across school life.	Respect, Cultural Awareness	ACPs: Linking, Analysing VAAs: Respect, Pride

## BELIEF 4 | AIMING FOR EXCELLENCE

We believe all students can succeed, so we are committed to...

Commitment	Aligned	Active Alignment	Enhancing NBS Culture	Competencies	ACPs / VAAs
Knowing ourselves and others	We build respectful relationships.	We grow/flourish positive friendships.	We contribute to a caring school culture.	Empathy, Respect, Cooperation	ACPs: Linking VAAs: Respect, Collaboration
Knowing ourselves as learners	We use feedback to improve our work.	We track our own learning progress.	We display/show strong learning habits.	Critical Thinking, Agency	ACPs: Analysing VAAs: Perseverance
Embracing neurodiversity (Accepting that people's brains work differently)	We respect how others think and learn.	We value everyone's strengths.	We promote inclusion and acceptance.	Empathy, Integrity	ACPs: Meta-thinking VAAs: Open-mindedness
Inclusive learning	We participate fully in lessons.	We challenge ourselves appropriately.	We create barrier-free learning for all.	Creativity, Agency	ACPs: Creating, Problem Solving
Using feedback	We act on feedback every lesson.	We refine our learning strategies.	We promote a culture of improvement.	Responsibility, Metacognition	ACPs: Self-Regulation
Engaging learning through homework, ECA	We enjoy meaningful, active learning.	We connect learning to real life.	We inspire learning enthusiasm. Looking forward to learning	Curiosity, Communication	ACPs: Linking
Beyond the classroom	We take part in clubs, trips and events.	We seek leadership opportunities.	We strengthen community spirit.	Initiative, Cooperation	ACPs: Intellectual Confidence

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## Anti-Bullying Policy – Purpose and Scope

In our school we believe that every child and adult should be able to work and study in a bully-free environment. Coming to school should be something to look forward to and not something to fear. It is everyone's responsibility to make sure that everyone in our community understands that bullying will not be tolerated here. When bullying does occur (please see definition below) staff and learners should feel confident that they can report the behavior and that a system will be put into place to prevent it from happening again.

Bullying is the persistent use of aggression with the intention of hurting another person. It can be emotional, physical, through racist taunting, of a sexual nature, or verbal name-calling.

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Verbal – name calling, sarcasm, spreading rumors, teasing
- Racist – taunts, graffiti, gestures
- Gender – unwanted physical contact or abusive comments based on gender
- Cyber – all areas of internet such as email misuse, mobile threats by text/calls, misuse of associated technology such as cameras.

Bullying of any kind is unacceptable and damages the well-being of individual children. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell school staff and be protected.

It is important that we set a good example as adults 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 the teacher/ child relationship we should also set a good example in the way we address children, 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.

All accusations of bullying should be taken seriously. There are a variety of reasons why children and adults bully one another. Time should be spent not only with the victim but also considering the reasons why a child becomes a bully.

## Aims and Objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by

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developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 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.

## Roles and Responsibilities

### The role of children:

- Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must continue to let people know.
- Children must report any incidents that they witness as bullies, even if they observe as a bystander.
- Children are encouraged to stand up assertively and safely to a bully and are provided with a range of strategies on how to do this, whether they are being bullied or are a bystander.

### The role of parents and families:

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately who will record the concern and monitor the situation, reporting back to parents as often as needed for up to two weeks with feedback on action they are taking. After this time, parents and the class teacher will come to a mutual agreement about seeking support from the Head of Year and the Senior Leadership Team if required.
- Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

### 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 behavior in this school. Anti-bullying events and promotions throughout the year will highlight and support why this behavior is wrong.
- The principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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## Reporting Bullying: Procedures for Pupils, Parents and Staff

Bullying can be reported by:

- **Pupils**, directly to a trusted adult
- **Parents**, by contacting the class teacher or phase leader
- **Staff**, who must act immediately upon awareness

### Procedure:

1. Incident reported to the class teacher (or any trusted adult)
2. Incident investigated promptly and fairly
3. Incident logged on **CPOMS**
4. Parents of all involved pupils informed
5. Support and sanctions applied as appropriate
6. Follow-up monitoring to ensure behaviour does not continue

Serious or repeated incidents are escalated to senior leaders in line with the Behaviour Policy.

## Procedure for Dealing with Reported Incidents

The school behavior policy should be followed in cases of reported incidents. This includes:

- The class teacher dealing with reports in the first instance.
- The class teacher will record the incidents on CPOMS.
- The Deputy Head of Primary dealing with reports where the behavior continues
- Referral to the Principal where interventions have failed to prevent repeats of the behavior  
– the ‘stages’ will then be followed as outlined in the school’s behavior policy.

Depending upon the nature of the incident, children can be referred to the principal at any stage. Opportunity should be given for both victim and bully to express their point of view and time taken to find out what motivates the behavior.

Parents of both the victim and the learner exhibiting bullying behavior should be kept informed and any actions taken by the school should be explained to them. At all times it should be stressed that bullying is not acceptable, and that action will always be taken.

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# Educating Pupils About Bullying

At NBS we actively promote our anti-bullying slogan: TAG which is discussed with learners regularly and displayed in all classrooms.

Pupils learn about bullying through:

- PSHE lessons and assemblies (see *PSHE Policy*)
- Class discussions and circle time
- Anti-bullying campaigns and awareness events
- The school's **TAG strategy**:
  - **Tell** the person to stop
  - **Walk Away**
  - **Tell a Grown-up**

This empowers pupils to recognise bullying, seek help and act safely as bystanders.

## Involvement of Parents

Parents are informed promptly when bullying incidents occur and are:

- Kept updated on actions taken
- Involved in planning support strategies
- Asked to reinforce expectations at home

The school works in partnership with families to ensure consistent messages and positive outcomes

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## **Support for Victims and Perpetrators**

### **Victims are supported through:**

- Pastoral care and check-ins
- Safe reporting and reassurance
- Emotional and wellbeing support

**Perpetrators** are supported through:

- Behaviour reflection and restorative work
- Targeted intervention and guidance
- Support to develop empathy and self-regulation
- Monitoring and review of behaviour

## Logging, Monitoring and Follow-Up

All bullying incidents are:

- Logged on **CPOMS**
- Monitored by pastoral and senior leaders
- Reviewed to identify patterns or repeated behaviour
- Followed up with pupils and parents

Records are used to inform further support, intervention or escalation where required.

## **Staff Training and Awareness**

All staff receive regular training on:

- Recognising signs of bullying
- Responding appropriately and consistently
- Safeguarding and reporting procedures
- Bullying linked to protected characteristics
- Online safety and cyberbullying

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This ensures a consistent, informed and vigilant approach across the school.

## Monitoring and Review

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



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