



Anti-Bullying Policy

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Amity English School Anti-Bullying Policy

1. Policy Statement

Amity English School believes that it is a basic entitlement of all pupils to receive their education free from humiliation, oppression, and abuse. It is the responsibility of all adults working within our schools to ensure that children learn in an atmosphere that is caring and protective. Bullying of any kind is unacceptable in our school.

2. Aims

The aims and purpose of this policy are to:

- Protect students and prevent the exploitation, bullying, physical and/or sexual abuse, insult, or harm of any kind.
- Identify those who may have suffered harm.

3. Practice and Procedure

Bullying can have a devastating effect on individuals within school, leading to absenteeism, underachievement, depression, and even suicide. Witnesses of bullying can also experience traumatic effects, such as worry, fear, and guilt.

At Amity English School, we consider ongoing education of pupils essential to develop skills and strategies to identify, cope with, and ultimately prevent bullying.

3.1 Definitions

Bullying can occur through several types of anti-social behaviour, including:

- **Physical:** Punching, kicking, hitting, spitting, etc.
- **Verbal:** Name-calling, teasing, taunting, directed towards gender, ethnic origin, physical/social disability, or personality.
- **Exclusion:** Being excluded from discussions, activities, or games.
- **Damage to Property or Theft:** Damaging, stealing, or hiding property.
- **Racial:** Racial taunts, graffiti, or gestures.
- **Cyber:** Use of electronic devices to send or post harmful messages or images.
- **Other:** Making rude gestures and intimidation.

3.2 Promoting a Bullying-Free Culture

Schools shall maintain an atmosphere of mutual respect, trust, and courtesy between students, teachers, staff, and administrators. Bullying is least likely to occur in schools where:

- All staff have an opportunity to discuss bullying.
- The deployment of rewards and punishments is seen to be fair.
- All staff are actively concerned about aggressive and violent behaviour.
- All staff see themselves as role models for the children in their care.
- All staff feel comfortable sharing information that affects decisions made.

3.2.1 Reinforcing Student Behaviour

The school uses strategies and frameworks that recognise, reward, and reinforce positive behaviour rather than relying on a set of rules and punishments for dealing with student misconduct.

3.2.2 Co-dependent Factors for Positive Student Behaviour

- **Heritage and Culture:** Incorporating the UAE's culture and traditions into the Codes of Conduct.
- **Positive School Environment:** Establishing a welcoming, caring, safe, enriching, professional, and respectful environment.
- **Management of Student Behaviour:** Encouraging effective and consistent behaviour management based on age and gender.
- **Partnerships with Parents/Guardians and the Local Community:** Encouraging active involvement of parents/guardians and strong community partnerships.

3.3 Student Code of Conduct

All students must respect the main code of conduct, which includes:

- Complying with school rules.
- Taking pride in the school uniform and following dress regulations.
- Following staff instructions promptly.
- Staying within the bounds of the school.
- Arriving at school and lessons on time and justifying any poor punctuality and absence.
- Demonstrating a positive attitude to studies and striving for excellence.
- Completing homework to the best of their ability and on time.
- Behaving responsibly and not endangering the safety and welfare of themselves and others.
- Taking good care of their possessions and ensuring they are named.
- Respecting and caring for the facilities and property of others and the school.

- Promoting a positive school community by being courteous, kind, and respectful to all.
- Behaving responsibly to not disrupt the learning of others.
- Committing to the heritage and culture of the UAE by being honest and dignified in behaviour.

The school holds three behaviours in high disdain, and pupils who commit these acts are likely to have their place at the school removed, subject to affirmation of such behaviour following an investigation:

- Systematic Bullying
- Theft
- Involvement in illegal or dangerous behaviour

Supplementary Codes of Conduct exist specific to:

- Use of the library
- Use of IT on school premises
- Use of cubbies / lockers
- Bus travel
- School field trips
- Extra-curricular activities

3.3 School Procedures for Guiding and Disciplinary Action Following Misconduct

The school uses the guidance and disciplinary actions advised in the "Guidance to Schools on Managing School Behaviour" published by its regulator to encourage students to understand why their behaviour is unacceptable and how to behave better in the future.

In their response to incidents of student misconduct, schools shall take into consideration the students' individual circumstances and personalities, including the social, emotional, and psychological factors that may underlie a student's behaviour. Managing students' misconduct must be consistent with the following:

3.3.1 Disciplinary Actions

The school conforms with the KHDA categories for students' misconduct by categorising the misconduct into three levels. Each level is assigned appropriate advised disciplinary action. These categories are as follows:

- **Level One:** Any behaviour that results in disruption of the teaching and learning environment, which may include:

- Tardiness (lateness/unpunctuality)
 - Unexplained absences
 - Not bringing the necessary books and equipment to class
 - Incorrect school uniform (including sports uniforms)
 - Disruptive behaviour in classrooms and in school
 - Breaking school rules including in classrooms, hallways, playgrounds, and buses
 - Defying orders from school management and staff
 - Mocking others
 - Disruptive behaviour on school buses
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- **Level Two:** Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and/or property damage, which may include:
 - Skipping classes or school
 - Sneaking into school after hours without supervision
 - Using abusive or inappropriate language toward peers and/or teachers
 - Fighting with other students and/or bullying them
 - Theft
 - Vandalizing school property or the property of others
 - Using cell phones during school time without permission
 - Possessing or viewing pornographic or other inappropriate material
 - Cheating in exams or assignments
 - Providing false documents (e.g., forging parents'/guardians' signatures)
 - Misuse or abuse of the school's IT systems
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- **Level Three:** Any behaviour that results in physical danger to others, or which violates applicable laws in the UAE, which may include:
 - Assaulting teaching faculty members, staff, or members of the local community
 - Distributing (or participating in the distribution of) pornographic material
 - Wilful damage to, or destruction of, school and personal property
 - Possessing or selling weapons or explosives
 - Using or promoting illegal drugs or substances in violation of public order and morals
 - Exchanging any inappropriate materials, such as letters or photos
 - Committing major actions contradictory to public morals such as sexual assault

3.3.2 Banned Disciplinary Actions

It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment
- Lowering or threatening to lower grades
- Group punishment for an individual's misconduct
- Imposing more school work
- Mocking or insulting the student in private or in public
- Preventing the student from using washroom facilities or consuming food

3.3.2 Corporal Punishment

Corporal punishment is defined as any physical chastisement that inflicts harm on a student and causes him/her pain or discomfort even if it is light, such as holding and shaking, slapping, or hitting with a cane, by hand, or any other object.

Any form of corporal punishment of students is strictly prohibited. While at school, students should feel secure from all types of physical punishment and abuse. Schools shall maintain an atmosphere of mutual respect, trust, and courtesy between students, teachers, staff, and administrators. Schools are required to promote positive student behaviour at all times, including when applying disciplinary actions for student misconduct.

If any incident of corporal punishment occurs, whether the incident is proven or suspected, the Head of School (or in the case of the offense being carried out by the Head of School, the Chair of Board of Trustees or School Owner) will:

- Take immediate action to safeguard all those involved, such as notifying relevant official entities, while complying with other laws that may be related to the incident such as the Penal Code.
- Report the incident immediately to PSQA Sector, Licensing and Accreditation Division, by telephone within a maximum of 24 hours of the incident.
- Report the incident immediately to concerned parents/guardians.
- Immediately suspend any member of staff who is accused of abusing any student, until the investigation is completed and a decision is made concerning the member of staff's eligibility to continue to work.
- Carry out a formal investigation obtaining written statements from those involved.
- Provide KHDA with a written report within 24 hours of the incident via official email (private.schools@KHDA.ac.ae) addressed to PSQA Sector, Licensing and Accreditation Division.
- Anyone found guilty of committing abuse will immediately be dismissed.

3.3.3 Staged Approach for Dealing with Wilful or Persistent Misconduct

Students are given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g., warnings, written notices) is taken.

Student misconduct shall be dealt with as follows:

- Firstly, the school shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the School.
- If there is a need for further escalation of response, the School shall inform Parents/Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home School strategy. Parents/Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the School may suspend the student temporarily from School for up to five days and shall issue to the student and his or her Parent/Guardian a final warning.
- In the final stage, if the student fails to modify his or her behaviour in accordance with the requirements of the School, the School may apply to KHDA to transfer the student to another School or to permanently exclude the student concerned. In making an application to KHDA, the School will evidence that all these stages have been followed.

3.3.4 School Disciplinary Committee

The School has a 'School Disciplinary Committee' to review and discuss student behavioural issues. The remit of this committee is to ensure that:

- All disciplinary actions are fair and equitable to all students without exception.
- All disciplinary actions are appropriate to the student's age and the severity of the misconduct as per the levels identified in this policy.
- A transparent and fair appeals process for sanctions is available to students, Parents and/or Guardians.

The School Disciplinary Committee shall keep a record of the disciplinary offences of each student and the actions taken in response.

3.3.5 Confidentiality

The schools, KHDA and any supervisory authorities shall treat all information about students' behaviour as strictly confidential.

3.3.6 Students of Determination

Students of determination are required to follow the same rules and conduct as other students.

However, any disciplinary action for a student of determination must take into account the nature of the student's special education need and the Individual Education Plan for that student.

Students of determination must not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.

The implementation of a School code of conduct shall not generally differentiate between students of determination and other students.

3.4 Procedures for Distribution of the Codes of Conduct and Behaviour Procedures

This code is distributed to all students and their Parents/Guardians at the beginning of each school year and is discussed and referenced from time to time with students, staff, and Parents/Guardians to ensure that it is understood throughout the School community.

3.5 Suspension, Exclusion and Expulsion of Students

The School will not expel or dismiss a student, or require him/her to leave the School, against the wishes of their Parents/Guardians, without first obtaining written approval from KHDA. The school obtains the approval of KHDA for the terms and implementation of its behaviour policy including its procedures for expulsion. This policy is then published and made accessible to Parents/Guardians.

In drafting these terms, the School sets out to comply with KHDA's related regulations and policies and the guidance included in the KHDA's "Guidelines for Managing Student Behaviour in Dubai Schools".

3.5.1 Guidelines for Suspension and Expulsion

The school provides opportunities to help students act positively before any disciplinary action is escalated. It never requires students to leave the School for any period of time as a disciplinary action without going through the formal staged procedures as set out above in section 3.3.3 Staged Approach for Dealing with Wilful or Persistent Misconduct.

The School will in every case look for alternative ways to handle and rectify a student's unacceptable behaviour before giving consideration to the expulsion of the student. Formal discipline may include measures that range from a verbal warning, to a written notice, suspension, disciplinary transfer or expulsion. Failure to comply with one type of discipline will lead to increasing severity and consequences.

The School will use both temporary and permanent suspension measures very cautiously and judiciously.

The School believes all students are entitled to an education and because expulsion can lead to depriving students of an education and therefore the loss of protection, social order and general progress toward maturity it is used only as a last resort.

3.5.1.1 Temporary Suspension

Temporary suspension is only considered in circumstances where:

- It is necessary to provide respite from behaviour that is seriously disruptive to the normal life of the School.
- The behaviour poses a threat to the safety and welfare of other members of the School, Levels 2 and 3 of misconduct (see 3.3.1 Disciplinary Actions above) and where all other attempts to correct the disruptive behaviour have been unsuccessful.

The Head of School, through the School Disciplinary Committee, will only suspend the concerned student after following formal discipline measures. The Head of School ensures that a staged approach is followed to correct the student's misconduct, reviews the documented history of misconduct incidents and notifies Parents/Guardians and KHDA of such.

The period of suspension must not exceed five school days.

3.5.1.2 Expulsion

Expulsion applies only to students who have been suspended from studying because of repeated disciplinary infractions and those who are above the mandatory school age. The School Disciplinary Committee must seek KHDA's approval in order to expel a student from the School. Students have the right to seek out alternate education institutions.

4. Assessment and Record Keeping

Records of positive behaviour and misconduct are stored as follows:

1. Using the Schools system Nexquare
2. By the Teacher in the primary school
3. In the student files
4. Staffing and Resources

5.1 The School's Owner and Board of Trustees:

- Reviews and approves the School's behaviour and discipline policy, and ensures that the Behaviour Policy is fully compliant with the requirements of the Council's regulations and policies.
- Monitors the School's implementation of its Behaviour (and Expulsion) Policy.
- Creates a School Disciplinary Committee.
- Reviews and approves the School's policy terms with respect to expulsion, and ensures that such policy is compliant with KHDA's regulations, policies and guidelines.
- Ensures that the School adopts a robust policy prohibiting all forms of corporal punishment.

5.2 The School Head of School and School Leadership Team:

- Develops and implements the School's behaviour (and expulsion) policy and related procedures.
- Ensures, through regular review of the Behaviour Policy, involving students, Parents/Guardians, teachers, and other staff, that the importance of the Behaviour Policy is understood and accepted by all members of the School community.
- Maintains accurate records of all suspensions or expulsions of students.
- Seeks approval from KHDA before expelling any student.
- Follows scrupulously the Council's required processes in response to alleged corporal punishment, reporting the incident to the Council immediately and presenting a report to the Council within 24 hours of the incident, knowing of the incident or suspecting it to have occurred inside the School.
- Chairs the School Disciplinary Committee.

5.3 Teachers:

- Teach students to recognise the various forms of cyber-bullying and know what steps to take if confronted with that behaviour, observe, and reinforce student positive behaviour.

6. Associated Documents

- Policy 50: Student Behaviour Policy Corresponding to Article (55) of the Organising Regulations
- Policy 51: Expelling Students Corresponding to Article (56) of the Organising Regulations
- Policy 52: Corporal Punishment Corresponding to Article (57) of the Organising Regulation
- "Guidelines for Managing Student Behaviour in Dubai Schools"
- Amity English School Codes of Conduct
- Amity English School behaviour management procedures (specific to the Foundation and Primary School)