



POL/ANTI-BULLYING:

Policy Title:	Anti-Bullying Policy
Version:	2
Effective Date:	30 April, 2026
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Supersedes:	September 2024
Approved By:	Sydney Atkins Principal

1. Introduction

GEMS Modern Academy is committed to fostering a safe, inclusive, and respectful learning environment in which every student is valued and protected. Bullying in any form is not tolerated and is addressed through a structured, educational, and restorative approach.

This policy is grounded in both international child protection principles and the laws of the United Arab Emirates, reinforcing that student wellbeing is both a moral and legal responsibility.

2. Purpose

The purpose of this policy is to:

- 2.1. Provide clear definitions and expectations regarding bullying
- 2.2. Establish a consistent framework for prevention, reporting, and response
- 2.3. Promote a culture of empathy, respect, and accountability
- 2.4. Ensure all members of the school community understand their roles

3. Scope

This policy applies to all members of the GEMS Modern Academy community, including students, parents, and staff.



Every stakeholder plays a vital role in fostering a safe and inclusive school environment. All are expected to understand, follow, and actively support the expectations outlined in this policy, working together to prevent, identify, and address bullying in all its forms.

The policy aligns with:

- 3.1. **The UN Convention on the Rights of the Child (Article 19)**, which states that every child has the right to be protected from all forms of physical or mental violence, injury, abuse, neglect, or exploitation.
- 3.2. **UAE Federal Law No. 3 of 2016 (Wadeema's Law)**, which ensures the protection of children from all forms of harm, abuse, and neglect.
- 3.3. **UAE Federal Decree Law No. 34 of 2021 on Cybercrime**, which criminalises online harassment, defamation, invasion of privacy, and misuse of digital platforms.
- 3.4. Relevant provisions of the **UAE Penal Code** relating to harassment, threats, and defamation.

In serious cases, particularly those involving cyberbullying or harm, the school reserves the right to escalate matters to external authorities.

4. Policy Statements

- 4.1. **Classification of Bullying Behaviour:** To ensure a fair and proportionate response, bullying incidents are categorized as follows:

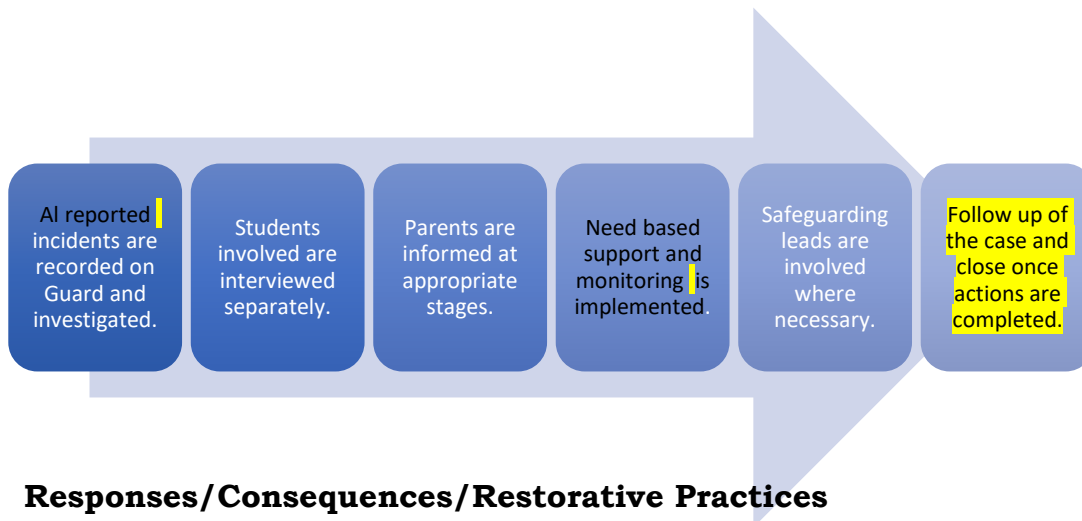
Level	Behaviour	Authorized staff member
Level 1: Emerging Behaviour	<ul style="list-style-type: none"> • One-off or low-level incidents • Limited awareness of impact 	<ul style="list-style-type: none"> • Teacher • Supervisor
Level 2: Repeated Behaviour	<ul style="list-style-type: none"> • Pattern of behaviour • Intent to harm or exclude 	<ul style="list-style-type: none"> • Supervisor • Counselor • Phase DSL
Level 3: Serious Bullying	<ul style="list-style-type: none"> • Ongoing or targeted harm • Significant emotional distress • Includes cyberbullying 	<ul style="list-style-type: none"> • Supervisor • Head of Section • Counselor • DSL

Level 4: Severe / Safeguarding Concern	<ul style="list-style-type: none"> Physical harm, coercion, or threats Sexual harassment or exploitation Potential legal implications 	Principal Vice-Principal DSL/ DDSL Supervisor Need based: <ul style="list-style-type: none"> GEMS Education Staff Relevant Local Authorities External Counselor/ Medical Practitioner.
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4.2. Process of Reporting and Responding to Bullying:

4.2.1. **Channels for reporting bullying:** Students, parents and staff may report incidents of bullying in the following ways:

- a. Students, parents and staff, may report incidents of bullying in the following ways:
- b. In person to a teacher, supervisor or the counsellor (Any trusted adult)
- c. Via email – to the teacher, supervisor or counsellor.
- d. On Phoenix using the ‘report a concern’, option.
- e. Via the Kibo and My School My Views surveys.



4.3. Responses/Consequences/Restorative Practices



GEMS Modern Academy adopts a balanced approach that includes:

- Accountability (Consequences)
- Restorative Practices (Repairing Harm)
- Support (Wellbeing and Behaviour Change)

4.3.1. **Restorative practice** helps students understand the impact of their actions. Encourage empathy and responsibility and repair harm within the community. This is central to the school’s philosophy and may include:

- a. Guided reflection
- b. Restorative conversations
- c. Mediated meetings
- d. Rebuilding relationships
- e. Creating awareness and sensitizing all students through assemblies/circle time/ VBLS lessons etc.

4.3.2. **Support** is provided to both the affected student and the student involved in the bullying behaviour. These measures are not disciplinary in nature but are intended to promote wellbeing and support long-term behavioural change. They may include:

- a. Counselling
- b. Behavioural support plans
- c. Social skills development
- d. Emotional regulation strategies

4.3.3. **The school’s response – Phase appropriate actions.**

Consequences are applied based on severity, age and context.

Phase	Level 1/2	Level 3	Level 4
Primary School	<ul style="list-style-type: none"> • Guided individual reflection. • Restorative conversations. • Sensitizing students. • Parent communication with both parties. 	<ul style="list-style-type: none"> • Increased supervision. • Behaviour support plans. 	Restricted privileges.
Middle School	<ul style="list-style-type: none"> • Guided individual reflection • Restorative conversations 	<ul style="list-style-type: none"> • In-school suspension. • Restricted privileges. 	Out of school suspension.

	<ul style="list-style-type: none"> • Behaviour contracts. • Parent communication with both parties. • Counselling support. 		
Senior School	<ul style="list-style-type: none"> • Guided individual reflection • Restorative sessions. • Behaviour contracts. • Parent communication with both parties. • Counselling support. 	<ul style="list-style-type: none"> • In school suspension • Loss of privileges or leadership roles. 	<ul style="list-style-type: none"> • Out-of-school suspension • Expulsion • Referral to external authorities (if required by law)

4.4. Cyberbullying

Cyberbullying includes:

- 4.4.1. Sending harmful or threatening messages
- 4.4.2. Sharing private information without consent
- 4.4.3. Posting or distributing harmful content

Students must understand that online behaviour has real-world consequences, including potential legal implications under UAE law.

Cyberbullying is regarded as equivalent to in-person bullying and will be managed in line with the procedures, restorative practices, and disciplinary responses detailed within this policy

4.5. Monitoring and Review

- 4.5.1. All reported incidents are systematically tracked, documented, and reviewed on a regular basis by the school leadership and wellbeing teams.
- 4.5.2. Data is analyzed to identify patterns, trends, and areas of concern, enabling timely and early intervention.
- 4.5.3. Insights gathered from student wellbeing surveys such as KIBO and My School My Views, are used to inform preventative strategies and strengthen anti-bullying practices.

- 4.5.4. Ongoing staff training and professional development support consistent implementation of the policy and reinforce proactive responses to student well-being concerns.
- 4.5.5. This policy is reviewed biennially, or sooner if needed, to reflect emerging needs, survey data, and best practices in student wellbeing and safeguarding. It is developed in collaboration with students and the Family of Modern community to ensure shared understanding, relevance, and transparency.

5. Responsibilities

Students are expected to:

- 5.1. Show kindness and consideration to peers, staff, and all members of the school community.
- 5.2. Refrain from engaging in any form of bullying, including verbal, physical, social, or cyberbullying.
- 5.3. Speak up if they witness or experience bullying, either by informing a teacher, counselor, or trusted adult.
- 5.4. Offer help to students who may be feeling excluded or bullied, fostering a culture of inclusion and empathy.
- 5.5. Adhere to school policies and expectations that promote a safe and positive learning environment.

Parents are expected to:

- 5.6. Encourage their children to treat others with kindness, respect, and empathy both in and outside of school.
- 5.7. Be vigilant about their child's interactions, including online activities, to ensure they are not engaging in or being subjected to bullying.
- 5.8. Report any bullying incidents or concerns to the school promptly and constructively, working collaboratively to address the issue.
- 5.9. Reinforce the school's anti-bullying policy and expectations at home, emphasizing the importance of a safe and positive school environment.
- 5.10. Participate in school initiatives, workshops, or discussions on bullying prevention and student well-being.

Staff are expected to:

- 5.11. In terms of recording and reporting the concerns, staff are expected to follow safeguarding protocols and measures as per GEMS guidelines.
- 5.12. Record and report any concerns and follow all guidelines.
- 5.13. Deal immediately, if approached for assistance or if witness to an incident of bullying.



- 5.14. Log the incident on Guard and immediately report to the supervisor and counselor.
- 5.15. Report the matter to the parent, if the staff member is a class teacher or supervisor.

6. References

- 6.1. Safeguarding Policy
- 6.2. Behaviour Policy
- 6.3. Wellbeing Policy