BELVEDERE
INTERNATIONAL SCHOOL

ANTI-BULLYING POLICY
2026-2027

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Approvals:			
Principal	**Mr. Ismat Daou**		
Signature		Date:	18/9/26
BIS Board of Governors	**Dr. Naim Alradi**		
Signature		Date:	21/9/26

Statement of Commitment

Every child has the right to learn, and every adult has the right to work in a safe school environment free from all forms of bullying, discrimination, harassment, abuse, and harmful electronic behaviours, including discrimination related to race, gender, religion, disability, or any protected characteristic.

Belvedere International School adopts a zero-tolerance approach to bullying and is fully aligned with:

- Student Protection Policy – Department of Education and Knowledge (2025)
- UAE Child Protection Law (Wadeema Law)
- Approved Student Code of Conduct
- UAE Cybercrime Law
- National Child Protection Framework

Bullying is addressed within the approved student safeguarding procedures (Concern Safeguarding) and is considered a safeguarding matter within the school.

This policy operates in integration with the School Behavior Policy, Student Protection Policy, and Complaints Policy.

Definition of Bullying

Bullying is repeated and intentional behaviour involving an imbalance of power that causes physical, psychological, social, or electronic harm.

A single serious incident may be considered bullying if it results in significant harm.

Anti-Bullying Committee Members

- School Principal (Chairperson)
- Senior Leadership Team
- Designated Safeguarding Lead (DSL)

- Social Worker
- Wellbeing Officer
- School Nurse
- Student Representative
- Parent Representative

Roles and Responsibilities

School Principal

- Ensure full implementation of the policy.
- Escalate serious cases to ADEK when required.
- Submit an annual safeguarding report to the Board of Governors.
- Review the policy annually.

Designated Safeguarding Lead (DSL)

- Receive and manage all safeguarding and serious bullying reports.
- Conduct risk assessment and classify cases (Low / Medium / High).
- Decide on internal or external referral.
- Coordinate with relevant authorities when required.
- Ensure confidential record keeping.
- Follow up cases until official closure.

Social Worker

- Provide counseling sessions and behavioral intervention.
- Prepare structured intervention and follow-up plans.
- Conduct periodic follow-up sessions.
- Communicate with parents.
- Analyze survey data and wellbeing indicators.

Wellbeing Officer

- Monitor mental health and school belonging indicators.
- Lead preventive initiatives to promote a positive environment.

- Support integration of Social Emotional Learning (SEL) skills.
- Participate in safeguarding review meetings.

School Nurse

- Provide immediate medical support for bullying-related injuries.
- Document visible injuries according to medical and safeguarding protocols.
- Immediately report any risk indicators to the DSL.
- Maintain medical records confidentially in accordance with UAE regulations.

Parent Representative

- Represent parents' perspective within the committee.
- Strengthen school-family partnership.
- Promote a culture of safe and responsible reporting.

Student Representative

- Represent student voice within the Anti-Bullying Committee.
- Support awareness campaigns and preventive activities.
- Participate in policy review and provide feedback.

Anti-bullying Procedures

- Immediate safety assessment is conducted.
- All Incidents are reported to the Designated Safeguarding Lead.
- Participate in policy review and provide feedback.

Cases are classified according to risk level:

Low – Internal follow-up with monitoring
Medium – Formal intervention plan
High – Safeguarding referral and possible involvement of external authorities

Intervention may include:

- Restorative sessions
- Behavioral contracts
- Counselling support
- Parent meetings
- Disciplinary actions in accordance with the Code of Conduct
- Full compliance with ADEK guidelines
- In extreme cases, relevant authorities will be involved
- All incidents are documented in the electronic system

Monitoring and Evaluation

- Recording and follow-up of all incidents
- Monthly safeguarding meetings
- Quarterly data analysis
- Pre- and post-surveys to measure impact
- Submission of an annual safeguarding report
- Annual policy review

Cyberbullying

Cyberbullying includes all forms of digital abuse such as:

- Social media platforms
- Instant messaging applications
- Sharing harmful photos and videos
- Defamatory blogs or websites
- Abusive emails
- Threatening text messages

All Cyberbullying are handled according to:

- UAE Cybercrime Law
- Student Protection Policy - ADEK
- School Safeguarding Procedures

Digital evidence must be preserved and immediately reported to the DSL

Appendix II – Indicators and Signs of Bullying (Updated 2025)

Students may display indicators suggesting exposure to bullying. Staff and parents must remain vigilant and verify when necessary.

Possible indicators include:

- Decline in academic performance
- Sleep disturbances or nightmares
- Anxiety, withdrawal, or loss of confidence
- Sudden behavioral changes
- Avoiding school attendance or transportation
- Anxiety when receiving digital notifications
- Fear of using the internet or phone
- Changes in eating habits
- Bullying siblings or peers
- Unusual aggressive behavior
- Unexplained injuries
- Repeated loss of personal belongings
- Damaged clothing or property

These signs may indicate other issues; however, bullying must always be considered as a possibility and investigated in accordance with safeguarding procedures.

Appendix III – Preventive Learning Objectives

(Aligned with Social Emotional Learning and Learn to Be Safe Framework)

Early Years and Lower Primary

- Understand that I belong to my class
- Recognize unkind behavior
- Know whom to speak to if I feel unsafe
- Appreciate differences in others

Primary Stage

- Understand the meaning of bullying and the difference between bullying and normal conflict.
- Demonstrate empathy toward others
- Recognize the role of the bystander in supporting or stopping bullying
- Resolve conflicts positively.

Middle School Stage

- Understand direct and indirect bullying
- Recognize the impact of rumors and social exclusion
- Manage my emotions during conflict situations
- Support others safely and responsibly.

Whole School Level

- Understand reasons why some engage in bullying behavior
- Know safe strategies to respond to bullying
- Seek help appropriately
- Take responsibility as a member of a safe school community

Appendix IV – Cyberbullying (Updated 2025)

Cyberbullying is the sending or posting of harmful messages or images through digital media.

Types include:

- Abusive text messages
- Sharing images or videos for embarrassment or threat
- Silent or abusive calls
- Threatening emails
- Abuse in chat rooms
- Abusive instant messages
- Defamatory websites or blogs

Safeguarding Considerations:

- Bystanders may unintentionally contribute by sharing content
- A single incident may escalate into repeated abuse
- Spreads rapidly
- May be anonymous
- Can occur 24/7.

All cases must be recorded and investigated in accordance with approved safeguarding procedures.