



Victory Heights Primary School City of Arabia

Anti Bullying (including Cyber Bullying) Policy

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Introduction	3
Equal Opportunities Statement	3
Types of Bullying	4
Physical Bullying	4
Verbal Bullying	4
Social or Relational Bullying	4
Cyberbullying	4
Psychological Bullying	4
Prejudicial Bullying	4
Cyberbullying	5
Unique Concerns with Cyberbullying	5
Methods of Cyberbullying	6
Communication of Cyberbullying Information	6
Roles and Responsibilities	7
School Responsibilities	7
Teacher Responsibilities	7
Parent Responsibilities	7
Pupil Responsibilities	7
Signs of Bullying	8
How to Take Action	8
Who can you turn to if you are being bullied?	8
What can you yourself do if you are being bullied?	8
What should you do if you know someone else is being bullied?	9
School Response to a Bullying Incident	10
Sanctions	10
Warning	10
Stage 1	10
Stage 2	10
Stage 3	10
Stage 4	11
Appendix 1	13

Introduction

Victory Heights Primary School City of Arabia aims to create an environment where every child has a sense of involvement and in which he or she can develop as a young person with integrity, social conscience and courage. This is in keeping with our core values to nurture, challenge and excel.

Our goals include:

- Making sure all students, staff, and parents understand what constitutes bullying and its implications for victims.
- Ensuring effective and clear processes for reporting and addressing bullying.
- Building a school culture where any form of bullying is unequivocally deemed unacceptable.

Equal Opportunities Statement

Victory Heights Primary School City of Arabia is committed to fostering an environment that is inclusive, respectful, and supportive for all members of its community. We value diversity and actively promote equality of opportunity, ensuring that no individual is discriminated against on the basis of race, gender, disability, religion, belief, or any other protected characteristic. Our approach to pastoral care reflects this commitment, creating a culture of mutual respect, tolerance, and shared responsibility. By recognising and valuing the unique contributions of every individual, we aim to build a school community where everyone feels safe, respected, and empowered.

Types of Bullying

In order to address bullying effectively, it's essential to understand its various forms. Bullying can manifest in multiple ways, each causing significant harm to the victim. Here are the different types of bullying that can occur:

Physical Bullying

- This is the most overt form of bullying and involves physical harm or threats.
- Examples include hitting, pushing, slapping, tripping, or destruction of personal property.

Verbal Bullying

- This form of bullying uses words, statements, and name-calling to gain power and control over a target.
- Examples include teasing, mocking, insults, threats, and hurtful comments.

Social or Relational Bullying

- This involves using relationships to hurt someone.
- Examples include spreading rumours, gossiping, excluding someone from a group on purpose, and other forms of social manipulation.

Cyberbullying

- This type of bullying occurs through electronic means like smartphones, computers, and tablets.
- Examples include sending hurtful texts or emails, posting embarrassing photos or videos on social media, creating fake profiles, and other online harassment.

Psychological Bullying

- This involves manipulating a person's psychological state or well-being.
- Examples include stalking, intimidation, spreading false information about someone, or manipulating social relationships.

Prejudicial Bullying

- This is based on prejudices towards people who are different to us.
- Examples include making derogatory comments or actions based on someone's gender, religion, ethnicity, socioeconomic status, or appearance.

It's vital for the school community to recognize these types of bullying and take them seriously. Everyone has the right to feel safe and respected, and understanding the various forms of bullying is the first step in preventing and addressing them.

Cyberbullying

Cyberbullying encompasses harmful actions executed through digital platforms, including smartphones, computers, and tablets. This type of bullying can manifest in various ways, such as through messaging apps, social media platforms, online forums, or multiplayer games. Common cyberbullying actions include disseminating misleading, detrimental, or malicious content about an individual. Additionally, it might involve disclosing someone's confidential data, leading to potential distress or public shaming. Other forms can encompass online harassment, threats, misrepresentation, sharing unauthorised private imagery, digital manipulation, or causing social exclusion.

The act of pressuring individuals to circulate intimate or suggestive images can pave the way for a form of cyberbullying with sexual undertones. For instance, if an individual shares a personal photo with a boyfriend/girlfriend, and the partner later distributes it without consent, especially post-relationship, the initial sharer may face ridicule, derogatory comments, and explicit judgments based on their appearance.

Unique Concerns with Cyberbullying

Cyberbullying presents unique challenges in the digital age, as its pervasive nature allows harmful actions to transcend physical boundaries and persist indefinitely online, often with far-reaching and long-lasting consequences. Unlike traditional forms of bullying, its digital footprint can be difficult to erase, amplifying the emotional and psychological impact on victims. The unique challenges are expressed in more detail below:

Persistent

Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

Permanent

Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact university admissions, employment, and other areas of life.

Hard

to

Notice

Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognise.

Breaking the Cybercrime Law

Federal Law No.5. Students need to be aware that any incidents of cyberbullying which contravene the Federal Law of the U.A.E. may be subject immediately to Permanent Exclusion.

Methods of Cyberbullying

There are many different methods by which cyberbullying takes place. The following list is not exhaustive; while the development of information and communications technology is so rapid, new styles of cyberbullying are emerging constantly. Moreover, young people are particularly adept at adapting to new technology.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, TikTok and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features - such as WhatsApp, Facebook Messenger and Instagram Messaging)
- Email

Communication of Cyberbullying Information

In light of the rapidly evolving digital landscape, our school acknowledges the significance of eSafety and the risks associated with cyberbullying, which are increasingly pertinent with the advent of new technologies. To address this, our Computing curriculum is carefully designed to incorporate core messages about eSafety and cyberbullying, ensuring that our students are well-versed in the principles of safe and responsible internet use.

Furthermore, the importance of eSafety is reinforced through regular assemblies that keep the topic at the forefront of our community's consciousness. We believe it is crucial to engage not just our students, but also our parents and wider school community in these conversations.

To that end, we host an annual parent webinar, led by the Head of Innovation in collaboration with the Headteacher. This event serves as a platform to inform and educate parents about the latest developments in online safety, the challenges posed by cyberbullying, and the strategies that can be employed to protect our children in the digital world. We encourage all parents to participate in this vital discourse to ensure a united approach in nurturing a safe and respectful online environment for our students.

As part of our commitment to Internet Safety, including the prevention of cyberbullying, all parents are invited to join 'National Online Safety', a platform that enables parents and families to understand the risk factors surrounding cyberbullying, and how to mitigate these risks with their own children.

Roles and Responsibilities

School Responsibilities

- Provide access to our anti-bullying policy throughout the school community.
- Involve staff, parents and pupils in supporting the procedures instigated across the school.
- Ensure staff work within the guidelines of the Anti-Bullying Policy.
- Provide support and guidance to targets of bullying.
- Provide intervention and support for individuals who bully others.
- Through the Moral Education Curriculum discuss what bullying is and the actions children can take to prevent it and to report it
- Through Computing lessons, highlight what cyberbullying is and how this can be prevented
- Proactively teach appropriate ways to behave towards and respect each other.

Teacher Responsibilities

- Model anti-bullying attitudes and behaviour.
- Support the anti-bullying policy through teaching and the development of the curriculum to support anti-bullying initiatives
- Listen and respond to reports of bullying and provide support and refer as necessary.

Parent Responsibilities

- Support the values of tolerance and respect in the home.
- Encourage your child to exercise these values in all contexts including at school.
- Report bullying and encourage your child to do so.
- Provide support and encourage your child to seek help.
- Work with the school to resolve bullying issues.
- Understand that from time to time children are unkind to each other, and that this does not necessarily equate to bullying.
- Confront the possibility that your child may be a bully. If the school contacts you suggesting that your child may have been involved in bullying, try not to go on the defensive or to find excuses for the bullying behaviour. Work constructively with the school to find a solution to the problem.

Pupil Responsibilities

- Respect yourself and others.
- Learn to be tolerant, broad minded and rejoice in individual differences
- Do not follow friends when you do not agree with what they are doing.
- Speak out against bullying and report it when you see it.

Signs of Bullying

Teachers, parents or pupils who observe a radical change in a child's behaviour should discuss this with them as such changes may be symptomatic of bullying. Behaviours that might be observed are:

- An unwillingness or refusal to go to school.
- Complaints of feeling ill on school mornings.
- A decline in the quality of school work.
- Becoming withdrawn and lacking confidence.
- Crying at night and having nightmares.
- Requests for money or starting to steal.
- A reluctance to talk about what is wrong.
- Unexplained bruises, cuts or scratches.
- Increasing aggression.
- Regression to bed wetting.
- Unexplained loss of appetite.
- Frequent visits to the school clinic.

How to Take Action

Who can you turn to if you are being bullied?

You should report being bullied to any adult with whom you feel safe to confide in. This can include:

- Your parents
- Close friends
- Class teacher or classroom assistant
- Member of the schools inclusion team
- Year leader
- Members of the schools leadership team including Headteacher and Principal
- Any teacher with whom you feel you have a relationship of trust.
- The school doctor or the school nurse
- Administration staff

What can you yourself do if you are being bullied?

Victory Heights Primary School City of Arabia does not tolerate bullying. You should:

- Tell the bully to stop.
- Seek help, talk to somebody you can trust
- Report it to an appropriate adult

Do not respond to the bully by using violence or unkind language in response. Trust that the school will deal with your complaint seriously.

What should you do if you know someone else is being bullied?

Children at Victory Heights Primary School City of Arabia City of Arabia have an important role to play in ensuring that our school remains a bully free zone. If you see someone being bullied, you should:

- Care enough to take action, whether you are personally involved or not.
- Intervene at an early stage so that the problem is dealt with before it gets out of hand.
- Have the courage to report it.

School Response to a Bullying Incident

Upon receiving a complaint about bullying, the school will carry out a thorough investigation to ascertain the facts and to ensure that the report is an accurate reflection of events. Contact will be made with parents of all children involved, in the first instance from the class teacher(s) involved. However, if the nature of the incident is sufficiently serious enough, the first contact may be made by a member of the school's middle or senior leadership.

The bullying flowchart, identified in Appendix 1, details the 5 stages of action.

Once it has been confirmed that a child has perpetrated an act of bullying, the following steps are in place as sanctions.

Sanctions

Warning

If a pupil is beginning to behave in a manner which could develop into or be interpreted as bullying, wherever possible a warning will be given. In this way it is hoped that many potentially serious situations will never materialise. However, the warning stage is at the discretion of the school and a pupil involved in a serious instance of bullying will bypass this stage and be placed on Stage 1.

Stage 1

Where, after due investigation, the school is satisfied that bullying has occurred, it will be explained to the bully why his/her behaviour is unacceptable, and positive strategies will be pursued to raise his/her self-esteem as well as to protect the victim. The bully's parents will be informed. It is possible that after a period of time during which a marked improvement can be seen in the pupils behaviour the student will be removed from Stage 1. However this is entirely at the discretion of the school, and any pupil previously on Stage 1 who is involved in further instances of bullying will be placed directly onto Stage 2.

Stage 2

If the bullying continues, arrangements will be made to minimise contact between bully and victim. The bully's parents will be called into school by the Principal to discuss the situation. The bully will sign a statement promising that the bullying will not be repeated. It will not be possible to be removed from Stage 2 or any subsequent stage. It is envisaged that in most circumstances these two stages will be sufficient.

Stage 3

Where there is no improvement in the bullying, the bully will be on behavioural probation and possible suspension (either internal or external, dependent on the severity of the incident)

Stage 4

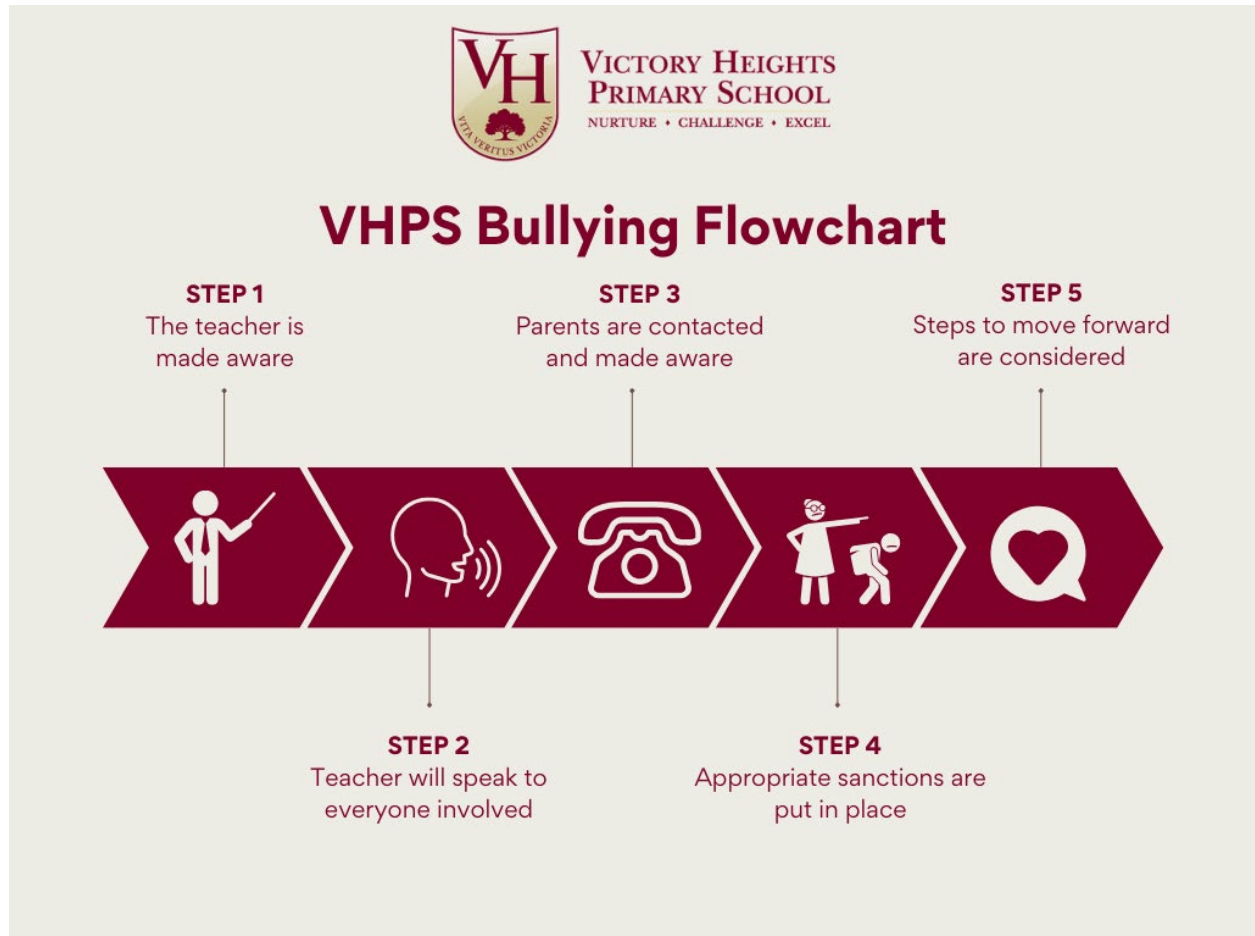
As a last resort, and when it is clear that the bully consistently endangers the welfare of other children in the school, the Principal will consult with the governing body to recommend permanent exclusion, upon which point the school will contact the KHDA and make representations that the child be permanently excluded from Victory Heights Primary School City of Arabia. If a child breaks the UAE Cybercrime Laws, they may also be subject to Stage 4 sanctions.



Victory Heights Primary School
City of Arabia
**Anti Bullying (including Cyber
Bullying) Policy
Appendices**

Appendix 1

Bullying response flowchart



Monitoring and Compliance

The implementation and effectiveness of this policy will be monitored regularly in line with the Policy Review Policy. Updates and changes will be documented in the Version Control Table to ensure transparency and continuous improvement.

Version Control Table

Policy Title: Anti-bullying (including Cyber Bullying) **Policy Owner:** Principal
Last Approved By: Primary Leadership Team

Version Number	Date Approved	Approved By	Changes Made	Next Review Date
1.0	November 2025	PLT	Initial policy release (2025 re-write)	August 2026