Anti-Bullying & Harassment Policy 2026-2027

Policy Information			
Created Date	August 2026	Reviewed By	Principal
Review Cycle	One Year	Next Review	August 2027
Principal			
Vice Principal			
Author of policy's role	Ms. Shahanaz A.W		
Chair of Governors			

TABLE OF CONTENTS

Section No.	Section Title	Page No.
1	**Rationale**	3
2	**Definition**	3, 4
3	**Aims**	4
4	**Strategies**	4, 5
5	**Signs and Symptoms**	5
6	**Procedures**	6
7	**Preventing Bullying**	6
8	**Roles and Responsibilities**	7, 8, 9
9.	**Staff Policy Acknowledgement and Annual Compliance**	9,10

"Every Child Matters"

1. RATIONALE

- At Happy Home English School, Sharjah, good behaviour is recognised as essential for establishing an effective learning environment in which all students are given the opportunity to achieve their full potential. The school seeks to create a caring and inclusive environment that actively encourages and reinforces good behaviour rather than merely responding to poor conduct. This approach is closely aligned with the Sharjah Education Council (SEC) requirements that guide the principles and practices of behaviour management across all schools in Sharjah. The policy is implemented in partnership with the school's existing behaviour policies and applies consistently to the entire school from FS2 to Year 7.

2. DEFINITION

- **Bullying**

  Repeated physical, social, or verbal aggression exercised by students who feel they are in a position of power against other students who are perceived weaker or powerless, to achieve specific gains or draw attention, in a way that hurts the student physically and/or emotionally. Bullying can be committed by groups or individuals, in online (cyberbullying) or offline settings. The National Bullying Policy for the Prevention of Bullying in Educational Institutions provides a complete framework for bullying and cyberbullying.

- **Cyberbullying**

Bullying that takes place online "using the means of communication and information technology to insult, use profanity towards, threaten with violence, slander, or blackmail someone" (MoE, 2020). Online bullying can follow the bullied student wherever they go via social networks and mobile phones and has a wider reach than bullying in the real world.

- **Bullying includes**:

Physical: Pushing, kicking, hitting, pinching, hair-pulling and other forms of violence or threats of violence
Verbal: Name-calling and sarcasm
Innuendo: Spreading rumors, persistent teasing
Emotional: Excluding, ridicule, humiliation
Intrusive: Email, text messaging, use of Facebook and other social media, designed to upset or abuse
Racist: Racial taunts, graffiti, gestures
Sexual: Unwanted physical contact or abusive comments

- **Harassment:**
  Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin, religion; physical characteristics; gender, marital, parenting or economic status, age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

3. AIMS

- To inform students and parents of expectations to ensure a productive partnership, where everyone has a role in eradicating bullying.
- To maintain a community where everyone feels valued and safe, and individual differences are appreciated, understood, and accepted.
- To promote a secure, happy, and caring environment where kindness and helpfulness are expected and respected.
- To praise and reward positive behaviour that benefits others and the community as a whole.
- To teach students to respect themselves and others, promoting crucial self-esteem.
- To reduce the emotional and mental distress of bullying, enabling all students the right to enjoy their time at school.

4. STRATEGIES

- Implement a school-wide anti-bullying programme (assemblies, classroom interactions) to inform students and provide coping strategies.
- Use guidance and counselling to help students make right choices and resist peer pressure.
- Listen to all parties involved in incidents and always take allegations from victims seriously.
- Reassure students that the school will protect and support all parties while issues are being resolved.
- Foster the school's values by example.
- Investigate all incidents as fully as possible.
- Include within the curriculum opportunities to discuss bullying and other anti-social behaviour.
- Identify bullying behaviour at early stages and work towards behaviour modification before problems escalate.
- Organise Anti-bullying Week, Health and Wellbeing Day, and other whole-school events to educate students and staff on inclusion and tolerance.

5. SIGNS AND SYMPTOMS (POSSIBLE INDICATORS A CHILD MAY BE BULLIED)

Adults should investigate if a child:

- Is unwilling to go to school

- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night, has nightmares, or experiences bedwetting
- Regularly feels ill in the morning
- Shows a change in pattern of school work or achievement
- Comes home with torn clothes or damaged books/equipment
- Has possessions go missing
- Has unexplained cuts and bruises
- Shows loss of appetite, not sleeping, or loss of weight
- Is frightened to say what is wrong
- Changes their usual routine

Note: The presence of one or more of these symptoms does not necessarily mean a child is being bullied. All staff should report suspicions promptly to the appropriate person.

6. PROCEDURES

Reporting Bullying

As a school, we will:

1. **Encourage** victims and witnesses to speak up.
2. **Treat** all incidents seriously, however trivial they may seem at first.

Be alert as a whole staff to changes in behaviour, attitude, and well-being, reporting these immediately to the appropriate member(s) of staff (e.g., school social worker).

How to report:

Channel	Method	Availability
HHES Safeguarding Email	safeguarding@happyhomeenglishsch.com	24/7 (monitored 7am–4pm school days)
Confidential "worry" Box	Located at the reception (no name required)	Always
Direct to Class Teacher or Counselor	In person, during break or lunch	School hours
Parent Portal/What's App to class teacher	Secure message to "Child Protection Team" DSL- Ms Malati - 0528341993	24/7(for out-of-hours emergencies)
UAE National Helpline	116111 (Ministry of Interior Child Protection Centre)	24/7 (for out-of-hours emergencies)

Responding to Bullying:

As a school, we will:

1. Take all bullying problems seriously.
2. Deal with each incident individually and assess the needs of each student separately.
3. Regard all incidents as potentially serious and investigate them thoroughly.
4. Interview bullies and victims separately.
5. Obtain witness information.
6. Keep a written record of the incident, investigation, and outcomes, and copy it to relevant staff.
7. Take action to prevent further incidents, which may include:
   - Imposition of sanctions (e.g., detention, removal of privileges) as per the school's behaviour policy
   - Obtaining a sincere apology
   - Informing parents of both the bully and the bullied
   - Providing support for **both** the victim and the bully

7. PREVENTING BULLYING

The whole school community will prevent bullying by creating an inclusive, respectful environment where differences are openly discussed and all forms of bullying (including peer-on-peer abuse) are recognized. All staff will be trained to identify bullying, and anti-bullying will be promoted year-round through assemblies, curriculum integration, Anti-Bullying Week, student ambassadors, and opportunities to build social-emotional skills like resilience and self-esteem. Staff will model appropriate behaviour, remain observant for signs of distress, explicitly teach positive behavioural rights and responsibilities, challenge offensive behaviour, support targets, maintain vigilant supervision, respond appropriately to incidents, and contribute to ongoing policy review and improvement.

8. ROLES AND RESPONSIBILITIES

At HHES, we follow the guidelines set by the Sharjah Private Education Authority (SPEA) and federal regulations, such as Wadeema's Law, which mandate that every staff member plays a specific role in preventing and addressing bullying**.**

1. School Principal & Senior Leadership (SLT)

- **Implementation**: Responsible for ensuring the anti-bullying strategy is applied consistently across the school.
- **Climate Setting**: Establishing a school culture of "mutual support" and zero tolerance for abuse.
- **Training**: Ensuring all teaching and non-teaching staff (including bus drivers and security) receive regular training on identifying and managing bullying.

2. Designated Safeguarding Lead (DSL)

- **Primary Contact**: Acts as the main point of contact for all serious bullying and child protection concerns

3. Class Teachers & Subject Teachers

- Serve as first responders – listen to student reports, intervene immediately to stop incidents, and document within 24 hours
- Supervise vigilantly in non-classroom areas (corridors, playgrounds) where bullying is most likely to occur
- Be observant for signs of suspected bullying or distress
- Explicitly teach appropriate and positive behavioural rights and responsibilities
- Inform and challenge students when their behaviour is offensive
- Be receptive and supportive to targets of bullying
- Respond appropriately to suspected incidents and always report to relevant staff members

4. Non-Teaching & Support Staff

- **Bus Attendants & Drivers**: Must remain alert to signs of bullying during transit and report incidents immediately to the school's transport coordinator or DSL.
- **Administrative/Clinic Staff**: Identifying physical signs of bullying (e.g., unexplained injuries) and reporting them through formal channels

5. Students' Role

- ***Respect rights*** – Recognize and accept the differences of all peers
- ***Refuse participation*** – Actively decline to participate in any form of bullying or harassment
- ***Support targets*** – Offer assistance or kindness to the student being targeted
- ***Take preventative actio*****n** – Stop a situation from escalating if it is safe to do so
- ***Report directly*** – Inform a teacher, school counselor, or principal immediately if experiencing or witnessing bullying
- ***Report suspected incidents*** – Early intervention is critical
- ***Be an "upstander*****"** – Do not be a passive bystander; watching and doing nothing supports the bully
- ***Use assertive communication*** – Firmly tell the bully to "stop" and walk away confidently
- ***Keep evidence*** – For cyberbullying, save screenshots; do not reply to harassing messages
- ***Seek help*** – Always talk to a trusted adult; never suffer in silence

6. Parents' Role

- **Report promptly –** Notify the school immediately if they suspect or are informed their child is being bullied. Report any bullying concern immediately (within 24 hours) to the DSL through the school's dedicated safeguarding email, (safeguarding@happyhomeenglishsch.com) direct contact with the school, or the **Confidentia**l **Worry Box** near the reception.
- **Monitor for signs –** Watch for behavioural changes such as school refusal, unexplained injuries, or sudden drop in grades

- **Provide evidence –** For cyberbullying, save offending messages or screenshots as evidence before contacting the school

7. Parent notification:

For verified incidents, the school will notify the parent/guardian of the affected child within 24 hours, wherever appropriate and in accordance with safeguarding requirements. Where immediate notification may place the child or another person at further risk, the school may delay parental notification and follow the direction of the relevant child protection authority.

Partnership with the School

- **Support policies –** Actively encourage their child to follow school rules and support the school's zero-tolerance stance
- **Cooperate in investigations –** Participate in meetings and help develop behaviour plans if their child is involved
- **Respect confidentiality –** Avoid discussing incidents with other parents or on social media to protect all children's privacy

Behavioural Guidance at Home

- **Avoid escalation –** Do not encourage retaliation or taking matters into own hands; teach positive problem-solving
- **Set a positive example –** Model respectful behaviour (children mirror adult conduct)
- **Manage online safety –** Use parental controls and discuss legal consequences of cyberbullying under UAE law

9. STAFF POLICY ACKNOWLEDGEMENT AND ANNUAL COMPLIANCE

All staff are required to read, understand, and comply with the Safeguarding and Child Protection Policy.

At the beginning of each academic year, every staff member must complete and sign an Annual Policy Acknowledgement Form confirming that they:

- Have received and read the policy.
- Understand their safeguarding responsibilities.
- Agree to follow all procedures and reporting requirements.
- Understand their duty to report safeguarding concerns promptly.

The signed acknowledgement forms shall be maintained securely by the school as documented evidence of staff awareness, training, and compliance. These records shall be available for review during SPEA inspections and compliance audits.

Frequency: Annually and whenever significant amendments are made to the policy.

Responsible Person: Designated Safeguarding Lead (DSL) – Ms Malati / DDSL- Ms Athira, Ms Shahanaz / HASO- Ms Sara Wafa/ School Leadership.