



NEW INDIAN MODEL SCHOOL, AL AIN

ANTI-BULLYING POLICY

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This procedure is reviewed annually (or whenever change is mandatory) to ensure compliance with current regulations

	Date	Name and Signature
Last reviewed:	March, 2025	Principal
To be reviewed:	March, 2026	Principal

“Protection from bullying guarantees children their right to education and protection from all forms of violence according to the Children’s Rights’ Agreement, UAE Vision 2021 and the National Strategy for Motherhood and Childhood adopted by the Supreme Council for Motherhood and Childhood.”

Shiekha Fatima bint Mubarak, Wife of Shiekh Zayed Al Nahyan, Mother of the Nation

New Indian Model School, Al Ain takes seriously its obligation to ensure that pupils and staff enjoy a safe working environment. The school believes that all people in the school community have the right to learn and teach in a supportive, caring and safe environment without fear of intimidation or being bullied. Every individual in school has the duty to report an incident of bullying whether it happens to themselves or to other people. NIMS, Al Ain promotes a culture in which students are not afraid to report bullying, actively encouraging the reporting of incidents in order that interventions can be made.

NIMS, Al Ain strives to be a community in which everybody feels valued and safe and where individual differences are accepted and regarded positively. Every student has the right to enjoy school. Bullying issues form a key part of the Wellbeing Program, along with assemblies, which is underpinned by the UAE Moral Education Program.

It is an individual’s right and responsibility to take a stand on bullying, whether the victim is yourself or somebody else.

What is bullying?

1. Behavior, usually repeated overtime, that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others. Bullying can take lots of different forms and children, and young people can be targeted for several reasons. Sometimes children and young people do not realize what is happening to them.

2.Bullying and its types are:

- Physical- Kicking, hitting, pushing, taking and damaging belongings.
- Verbal- Name calling, taunting, mocking, making nasty comments, making threats.
- Emotional – Leaving people out or deliberately ignoring, gossiping, spreading rumors.
- Cyber bullying- Bullying using text messages or phone calls, picture or video clips on phones, instant messenger, email, chat rooms, and websites.
- Racist or religious- Includes verbal and physical, in addition racist jokes, and graffiti, also refusing to play with people from different ethnic or socioeconomic backgrounds.
- Sexual or sexist – Includes abusive name calling, gestures, comments about appearances, innuendos, and propositions
- Special educational needs / disabilities – bullying will focus directly on the disability or impairment of the victim.

Bullying impacts on more people than the individual that is being bullied, it can also have a negative impact on the bystanders, friends and families or involved. There may be underlying reasons why the person displaying bullying behavior, is acting in this manner that needs to be addressed. No child or young person should have to tolerate bullying behavior and as an adult working with children or young people, it is your responsibilities to safe guard them against such incidents.

3.Warning Signs: There are many warning signs that may indicate that someone is affected by bullying – either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help. It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

3.1 Signs indicating that a child is being bullied

3.2 Signs indicating that a child is bullying others

3.3 Why kids do not ask for help

3.1 Signs indicating that a child is being bullied:

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewelry.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.

- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

If you know someone is seriously distressed or in danger, don't ignore the problem. Get help right away.

3.2 Signs indicating that a child is bullying others:

Kids may be bullying others if they:

- Get into physical or verbal fights.
- Have friends who bully others.
- Are increasingly aggressive.
- Get sent to the principal's office or to detention frequently.
- Have unexplained extra money or new belongings.
- Blame others for their problems.
- Don't accept responsibility for their actions.
- Are competitive and worry about their reputation or popularity.

3.3 Why do kids not ask for help

Statistics from the 2008-2009 school crime supplement show that an adult was notified in only about a third of bullying cases. Kids do not tell adults, for many reasons:

- Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Kids may fear backlash from the kid who bullied them.
- Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing their support.

4.Support the kids involved

All kids involved in bullying – whether they are bullied, bully others or see bullying – can be affected. It is important to support all kids involved to make sure the bullying does not continue and affects can be minimized.

4.1 Support Kids who are bullied

4.2 Address bullying behavior.

4.3 Support bystanders who witness bullying

4.1 Support Kids who are bullied

- Listen and focus on the child. Learn what's been going on and show you want to help.
- Assure the child that bullying is not their fault.

- Know that kids who are bullied may struggle with talking about it. Consider referring them to a school counselor, psychologist, or other mental health service.
- Give advice about what to do. This may involve role playing and thinking through how the child might react if the bullying occurs again.
- Work together to resolve the situation and protect the bullied child. The child, parents, and school or organization may all have valuable input. It may help to:
 - Ask the child being bullied what can be done to make him or her feel safe. Remember that changes to routine should be minimized. He or She is not at fault and should not be singled out. For example, consider rearranging classrooms or bus seating plans for everyone. If bigger moves are necessary, such as switching classrooms or bus routes, the child who is bullied should not be forced to change.
 - Develop a game plan. Maintain open communications between schools, organizations, and parents.
 - Discuss the steps that are taken and the limitations around what can be done based on policies and laws. Remember, the law does not allow school personnel to discuss discipline, consequences, or service given to other children.
- Be persistent. Bullying may not end overnight. Commit to making it stop and consistently support the bullied child.

Avoid these mistakes

- Never tell the child to ignore the bullying.
- Do not blame the child for being bullied. Even if he/she provokes the bullying.
- No one deserves to be bullied.
- Do not tell the child to physically fight back against the kid who is bullying. It could get the child hurt, suspended or expelled.
- Parents should resist the urge to contact the other parents involved. It may make matters worse.

School or other officials can act as mediators between parents.

Follow-up: Show a commitment to making bullying stop. Because bullying is behavior that repeats or has the potential to be repeated, it takes consistent effort to ensure that it stops.

4.2 Address Bullying Behavior

Parents, school staff and organizations all have a role to play.

- Make sure the child knows what the problem behavior is. Young people who bully must learn their behavior is wrong and harms others.
- Show kids that bullying is taken seriously. Calmly tell the child that bullying will not be tolerated.
- Model respectful behavior when addressing the problem.
- Work with the child to understand some of the reasons he or she was bullied.

4.3 Support bystanders who witness bullying

Even if kids are not bullied or bullying others they can be affected by bullying. Many times, when they see bullying, they may not know what to do to stop it. They may not feel safe stepping in the moment, but there are many other steps they can take.

- 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.

Roles and responsibilities

- The role of staff

- Understand and adhere to the anti-bullying policy
- Keep up to date regarding the ADEK policy
- Utilize curriculum and school life to address bullying
- Follow procedures for reporting and addressing bullying incidents
- Provide appropriate support to all parties involved.
- Interact with SLT, school counsellor and parents when necessary.

- The role of students

- Students are encouraged to use the strategy 'Stop-Walk-Talk'. This strategy and related programme works to empower students by teaching them problem solving skills, positive behaviors and bully prevention techniques that are manageable and sustainable.
- Students will focus on identifying problem behaviours and strategies to deal with them as well as whom to go to in the school if a problem occurs.
- Respect yourself and others.
- Try to create a relaxed atmosphere in school for everybody.
- Do not follow friends when you disagree with what they are doing.
- Learn to be tolerant and broad-minded and to rejoice in individual differences.
- Be aware of the school's anti bullying policy and give it your full support.

- The role of parents

- Show a real interest in your child's social life and in school events
- Encourage your child to have friends' round, to join clubs and to be tolerant and broad-minded towards others.
- Build up your child's self-esteem by emphasizing positive features and accepting individual characteristics.
- Discuss the school's anti-bullying policy with your child and suggest positive strategies if his/her rights are abused.
- Do not tell your child that bullying is part of growing up or imply that it is in any way acceptable.
- Encourage your child to act on bullying by reporting, but do not tell him/her to retaliate either physically or with name-calling.

- Show an example by being firm but positive and not aggressive in your approach to discipline.
- 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 issue.
- If your child is being bullied, please report it; the school can then take action.

- The role of school

- We take a zero-tolerance stance.
- We expect a high standard of behavior at all times.
- We aim to provide a safe and caring environment for everybody.
- We have a policy for detecting, preventing and dealing with bullying.
- We have a pastoral care system that provides genuine support to students which includes but is not limited to restorative justice sessions and peer support.

Equal Opportunities: The school recognizes the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Students with Special Educational Needs

Students with special educational needs are required to follow the same rules and conduct as other students. However, any disciplinary action for a student with special education needs must take into account the nature of the student's special education need and the Individual Education Plan for that student. Students with special education needs 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 with special education needs and other students.

What disciplinary structures exist to deal with incidents of bullying?

Warning (Level 1):

If a student starts to behave in a manner which could develop into or be interpreted as bullying, wherever possible a warning will be given (Level 1). In this way, it is hoped that many potentially serious situations will not escalate.

However, the warning stage is at the discretion of the school, and a student involved in a serious instance of bullying will bypass this stage and be placed onto the relevant scale of NIMS Code of Conduct.

Level 2

Where, after due investigations, the school has determined 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 self-esteem as well as to protect the victim. The bully's parents will be informed by letter. Referral to student counselor would be done to make the bully reflect on his/her behavior.

However, this is entirely at the discretion of the school, and any student previously on Level 2 who is involved in a further instance of bullying will be placed directly on to Level 3.

Level 3 (SLT)

If the bullying continues, arrangements will be made to minimize contact between the bully and victim. The bully's parents will be called into school to discuss the situation. The bully will sign a statement promising that the bullying will not be repeated.

Level 4 (Internal/External Exclusion)

Where there is no improvement in the bullying, the bully will be excluded (temporarily suspended) from the school for at least 2-3 days. This may be internal or external depending on the severity of the case along with prior history of such behaviour.

Level 4 (Permanent Exclusion)

As a last resort, and when it is clear that the bully consistently endangers the welfare of fellow members of the school community, he or she will be permanently excluded from NIMS.

