



: Learners Today.. Leaders Tomorrow :

The Gulf English School

Whole School Anti-Bullying Policy

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Author: Leadership Team

Adoption / Review	Committee	Lead Personnel	Review Date:
September 2025	ELT	LT	September 2026

*This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran*

Responsible, Respectful, Resilience

The Gulf English School's

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

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Summary Statement

At our school, we are committed to creating a safe, inclusive, and respectful environment for all pupils. Bullying in any form is not tolerated. This policy outlines how we prevent and respond to bullying across all phases—Infants, Juniors, and Secondary—through a consistent whole-school approach rooted in our values, the British curriculum, and respect for the diversity of our international school community in Qatar.

1. Policy Statement

We believe that every member of our school community—children, staff, and parents—has the right to feel safe, respected, and supported. Bullying damages lives and wellbeing and can hinder academic progress. Our school takes all forms of bullying seriously and works proactively to educate, prevent, and respond.

This policy provides clear definitions, prevention strategies, and procedures tailored to each school phase to ensure consistency and clarity across the Infants, Juniors, and Secondary schools.

2. Aims of the Policy

- To prevent bullying through education, awareness, and consistent expectations.
- To ensure pupils, parents, and staff know what bullying is and how to report it.
- To establish clear reporting and investigation procedures.
- To support pupils who have been bullied and address the behaviour of those responsible.
- To promote kindness, respect, and inclusion in all areas of school life.

3. What Is Bullying?

Bullying is defined as **repeated, intentional behaviour** that causes **physical or emotional harm** and involves a **power imbalance**. Bullying is not the same as occasional arguments, fallouts, or isolated incidents.

Bullying can take many forms, including:

- **Physical:** hitting, kicking, taking belongings
- **Verbal:** name-calling, insulting, offensive remarks
- **Indirect:** spreading rumours, social exclusion, manipulation
- **Emotional:** being intentionally unfriendly, discrimination

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- **Cyberbullying:** using technology to threaten, humiliate, or target others

Bullying may relate to:

- Race, nationality, or culture
- Religion or belief systems
- Appearance or health conditions
- Gender or gender identity
- Sexual orientation
- Special Educational Needs (SEN) or disabilities
- Home or family circumstances

We also recognise that bullying may arise due to:

- Peer pressure and social dynamics
- Stereotyping and unconscious bias
- Jealousy or competition
- Political or social tensions
- Perceived differences or nonconformity

Signs of Bullying

Staff and parents should be alert to:

- Reluctance to attend school
- Withdrawal, anxiety, or low mood
- Drop in academic performance
- Changes in sleep or eating habits
- Unexplained injuries or lost belongings
- Avoidance of social situations
- Sudden outbursts or aggression

4. Prevention Strategies

We promote a culture of inclusion, kindness, and respect across all year groups.

Whole School Approaches:

- Assemblies, PSHE, and tutor time activities promoting empathy and inclusion.
- Celebration of diversity and anti-bullying themed weeks.
- Staff vigilance and proactive pastoral care.
- Digital citizenship education to support safe and respectful online behaviour.

Infants (EYFS & KS1):

- Circle time and storytelling to explore feelings and friendship.
- Use of puppets, visual prompts, and class charters to model good behaviour.
- Positive reinforcement and support for developing empathy.

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Juniors (KS2):

- Anti-bullying pledges and classroom discussions.
- Circle time focused on healthy friendships and resilience.
- Introduction of Speak Up bot (see below) for anonymous reporting.

Secondary (KS3-KS5):

- Peer mentoring and anti-bullying ambassadors.
- Themed assemblies and workshops (e.g. online safety, respect in relationships).
- Clear online reporting options and digital education.

5. Reporting and Responding to Bullying

We encourage a 'tell someone' culture where students feel safe and supported when raising concerns.

Reporting Bullying:**All pupils can:**

- Speak to any trusted adult (teacher, TA, counsellor).
- Share concerns with parents who can notify the school.
- Report incidents via pastoral forms, digital tools, or in person.

Juniors & Secondary: Speak Up Bot

- Pupils in the Juniors and Secondary phases have access to **Speak Up**, a digital bot placed in Microsoft Teams designed to support students in reporting bullying confidentially and safely.
- The bot offers guidance and reassurance and links to a Microsoft Form for reporting.
- Once submitted, the Form automatically notifies the Head Teacher and Deputy Head of that phase for investigation.

Response Procedure (All Phases):

1. **Listen** to the student without judgement.
2. **Record** the incident using the school's safeguarding/wellbeing system.
3. **Investigate** promptly and fairly, hearing from all parties involved.
4. **Inform** parents/carers when patterns of concern emerge.
5. **Support** the victim with check-ins, safe spaces, or counselling.
6. **Address** the behaviour of the perpetrator through restorative conversations, behaviour plans, or sanctions as appropriate.
7. **Follow up** to ensure the situation has been resolved and the pupil feels safe.

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6. Roles and Responsibilities

Role	Responsibilities
All Staff	Be role models of respectful behaviour. Challenge and report unkind or bullying behaviour immediately.
SLT & Phase Leaders	Oversee implementation and ensure consistency. Review data and ensure appropriate responses.
Designated Safeguarding Leads (DSLs)	Oversee serious or persistent cases. Ensure compliance with safeguarding policies.
Parents and Carers	Encourage open conversations about school life. Report concerns and support the school's approach.
Students	Treat others with kindness and respect. Report bullying they see or experience.

7. Monitoring and Evaluation

- Termly analysis of reported incidents and trends.
- Regular pupil voice surveys to evaluate student wellbeing.
- Annual policy review involving feedback from staff, students, and parents.
- Safeguarding leads and Heads of Phase will review incident data to assess effectiveness and improve strategies.

8. Links to Other Policies

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Inclusion and SEND Policy
- PSHE & RSE Curriculum Overviews

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