



# Cambridge International School

## Anti-Bullying Policy and Procedures Policy and Procedures

| NAME OF POLICY   | Anti-Bullying Policy and Procedures                                                                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APPROVED BY      | Principal                                                                                                                                                                        |
| LAST REVIEW DATE | AUGUST 2026                                                                                                                                                                      |
| NEXT REVIEW DATE | AUGUST 2027                                                                                                                                                                      |
| RELATED POLICIES | CIS Child Safeguarding Policy<br>CIS Cyber Bullying Policy<br>CIS Student Code of Conduct<br>CIS DLP Policy<br>CIS Acceptable Use Digital Policy<br>CIS Student Wellbeing Policy |

**Purpose:** The policy intends to fulfil the school's objectives to provide a safe environment for its students, promote the school's high standards (in both behaviour and education), and achieve the standards laid out in our behaviour, child protection, safeguarding, equality, e-safety, and acceptable use policies.

## School Rights

This policy is underpinned by the three core rights of Cambridge International School:

1. **Everyone has the right to learn.**
2. **Everyone has the right to be treated with respect.**
3. **Everyone has the right to be in a safe environment.**

Bullying behaviours undermine these rights and are therefore incompatible with the values and expectations of Cambridge International School.

**Wellbeing Vision:** At CIS, we aim for all students to flourish in a safe and nurturing environment where we uphold our core values of respect, empathy, honesty, responsibility, and perseverance.

**Wellbeing Mission:** We strive to create an inclusive community that empowers all students to be high-performance learners by promoting well-being and positive mental health.

## Policy Aims

- To provide a safe, inclusive and respectful learning environment.
- To prevent all forms of bullying through education, positive relationships and student leadership.
- To ensure that all concerns are reported, investigated and addressed appropriately.
- To support those affected by bullying and promote positive behaviour change.
- To encourage students to Stand Up. Speak Out. and act as positive upstanders.
- To work collaboratively with students, staff and parents to maintain a Culture of Belonging.

Bullying is not tolerated at Cambridge International School and will be addressed through prevention, education, restorative practice, safeguarding measures and appropriate consequences.

## How does Cambridge International School define bullying?

The school regards bullying as: 'the intentional and repeated misuse of power by an individual or group that causes physical, emotional, social or psychological harm to another person who may find it difficult to defend themselves. Bullying involves a real or perceived imbalance of power.'

Bullying may be:

- Physical
- Verbal
- Social or relational
- Cyber
- Racist, cultural or religious
- Disability-related
- Appearance-based
- Gender-based
- Prejudice-based

Bullying is not:

- A one-off disagreement
- Accidental behaviour
- Mutual conflict between individuals of equal power
- Friendly teasing where all parties are comfortable and no harm is intended

**Be A GEM and Stand Up. Speak Out.**

Every member of the school community has a responsibility to contribute to a culture where all students feel they belong and can thrive. Through the Be a GEM and Leadership Gemstones: Stand Up. Speak Out., we teach, model and reinforce positive behaviours, helping students develop the character, confidence and responsibility needed to make good choices. We recognise that mistakes are opportunities for growth and learning; therefore, alongside celebrating positive behaviour, students are supported to reflect on their actions, understand their impact on others, make amends where appropriate and learn from their experiences. Bullying prevention is embedded within this proactive approach to wellbeing, ensuring that all students can exercise their right to learn, be treated with respect and feel safe.

Bullying prevention is embedded within our Be a GEM expectations:

**Be Present**

Participate positively in school life and seek support when concerns arise.

**Be Ready to Learn**

Help create a calm, safe and respectful learning environment.

**Be Focused**

Make responsible choices that positively impact yourself and others.

**Be Kind**

Treat everyone with dignity, respect, empathy and compassion.

**Be Brave**

Speak out, report concerns and seek support when needed.

**Be an Ambassador**

Promote inclusion and represent the school positively both online and offline.

**Be the Best You Can Be**

Demonstrate the GEMS values of Care, Always Learning, Excellence and One Team in all interactions.

**Roles and Responsibilities**

**Students are expected to:**

- Treat others with kindness, respect and empathy.
- Be Brave and Stand Up. Speak Out. if they experience or witness bullying.
- Support peers who may be vulnerable.
- Report concerns to a trusted adult.
- Contribute to a culture where everyone feels they belong.
- Students are encouraged to act as positive upstanders by supporting peers, reporting concerns and helping to create a culture where bullying cannot thrive.

**Parents and families are expected to:**

- Support the school's values and behaviour expectations.
- Encourage open communication with their child.
- Report concerns promptly.
- Work in partnership with the school to resolve concerns and support positive outcomes.
- Parents are responsible for supporting the school's Anti-Bullying Policy and actively encouraging their children to be positive members of the school.

**Staff will:**

- Model positive relationships and respectful behaviour.
- Promote school values and expectations.
- Listen to concerns and take them seriously.
- Investigate incidents promptly and fairly.
- Record incidents onto Guard and in line with safeguarding procedures.

- Provide support and follow-up where required

All staff to be aware that children can abuse other children (referred to as child-on-child abuse) and to be clear as to the school's anti-bullying and safeguarding policy. The Wellbeing and Pastoral Lead, Deputy Pastoral Leads and School Counsellors ensure that all staff receive sufficient training to deal with all bullying incidents.

The whole school community sets the school climate of mutual support and praise for success to reduce the likelihood of bullying.

### Recording Instances of Bullying

Bullying concerns, investigations, outcomes and follow-up actions must be recorded on Guard in accordance with safeguarding procedures. Where bullying also constitutes a breach of the Student Code of Conduct, behaviour incidents and consequences should additionally be recorded on Phoenix Classroom. Safeguarding concerns, risk assessments and welfare actions must always be recorded on Guard.

| Type of Record                            | System          |
|-------------------------------------------|-----------------|
| Safeguarding/Bullying                     | Guard           |
| Behaviour Points                          | Phoenix         |
| Serious behavioural safeguarding concerns | Guard + Phoenix |

### Signs of Bullying

Students who are being bullied may display changes in behaviour, wellbeing, attendance or academic performance. Possible signs include:

- Increased anxiety, withdrawal or changes in mood
- Reluctance to attend school or unexplained absences
- Declining academic performance or concentration
- Changes in friendship groups or social isolation
- Unexplained injuries, damaged belongings or missing possessions
- Changes in eating, sleeping or online behaviour
- Increased aggression, distress or reluctance to talk about concerns

Staff should remain vigilant to these signs and report any concerns promptly in line with the school's safeguarding procedures. Persistent absence or changes in behaviour may indicate an underlying safeguarding concern, including bullying.

### Reporting a Bullying Behaviour

Students, staff and parents are encouraged to report bullying concerns immediately. Concerns may be reported to:

- Class Teacher
- Learning Manager/Form Tutor
- Head of Year
- School Counsellors
- Mental Health First Aiders
- Students can self-report on Upstrive or through Phoenix Classroom
- Designated Safeguarding Lead
- Senior Leadership Team

All reports will be taken seriously, investigated appropriately and managed confidentially wherever possible. Students who report concerns for themselves or others are demonstrating the Be a GEM expectation of Be Brave and will be supported throughout the process.

If a parent wishes to report an occasion of bullying, they should contact their son/daughter's Learning Manager, Head of Year, or School Counsellor. Parents have an important role in supporting the school in maintaining its high standards of behaviour. Consistent expectations between home and school are essential, and it is vital that there is cooperation between the two.

### **Safeguarding**

Bullying is recognised as a safeguarding concern. All bullying incidents will be managed in accordance with GEMS Safeguarding Policy, and Student Code of Conduct. Where bullying raises concerns relating to significant harm, child-on-child abuse, discrimination, online safety, exploitation or a student's welfare, safeguarding procedures will take precedence and appropriate action will be taken to protect those involved. Vulnerable students, including Students of Determination and those with identified wellbeing concerns, may require additional support and monitoring.

### **Responding to Bullying**

When bullying is reported or suspected, the school will take prompt and appropriate action to stop the behaviour, safeguard those affected, support all students involved and provide opportunities for reflection, accountability and positive behaviour change. Students will be encouraged to take responsibility for their actions, make amends where appropriate and learn from the experience in line with the Be a GEM framework and the Student Code of Conduct. Where appropriate, a restorative and no-blame approach will initially be adopted to understand the situation and the impact on all parties.

The member of staff receiving the concern will respond immediately and ensure the matter is reported to the appropriate pastoral lead. All bullying concerns, investigations, outcomes and follow-up actions will be recorded on GUARD in line with safeguarding procedures. Incidents involving racist, discriminatory, prejudicial or other safeguarding concerns will be escalated immediately to the relevant Head of Year, Designated Safeguarding Lead and Senior Leadership Team as appropriate.

Staff will:

1. Listen and gather information.
2. Record the concern and assess safeguarding risks.
3. Investigate fairly and thoroughly.
4. Determine whether bullying has occurred.
5. Support all students involved.
6. Communicate with parents/carers.
7. Involve the School Counsellor and/or appropriate pastoral leaders where required.
8. Implement restorative, educational and wellbeing interventions.
9. Apply appropriate consequences in line with the Student Code of Conduct.
10. Monitor outcomes and review progress to ensure the behaviour has stopped.

Responses will always be proportionate to:

- Severity
- Frequency
- Intent
- Impact
- Safeguarding risk
- Age and developmental needs of those involved
- Any identified Special Educational Needs and Disabilities (SEND)/Students of Determination considerations or other relevant circumstances.

Parents of all students involved will be informed and, where appropriate, involved in implementing solutions and supporting positive outcomes. Counselling, wellbeing support, behaviour interventions, Be a GEM Support Plans and other appropriate measures may be implemented depending on the needs of the students involved. The school recognises that vulnerable children may be at increased risk of bullying, child-on-child abuse, online harm and exploitation, and these concerns will be managed through safeguarding procedures.

Where bullying is substantiated, consequences will be applied in accordance with the Student Code of Conduct and may include restorative conversations, reflection sessions, Behaviour Support Plans, internal reflection, suspension or, in the most serious or persistent cases, referral to external authorities or permanent exclusion. Learning from bullying incidents will be used to strengthen awareness, promote positive upstander behaviour and reinforce the message that bullying is not tolerated at Cambridge International School.

## **Why is it Important to Respond to Cyberbullying?**

Cyberbullying can have a significant impact on a student's wellbeing, sense of safety and ability to learn. At Cambridge International School, students are taught to stay safe online through digital citizenship and online safety education, and are encouraged to report concerns promptly. Any form of cyberbullying is considered a serious breach of the school's expectations and will be addressed in accordance with the Anti-Bullying Policy, Student Code of Conduct and safeguarding procedures. Students involved will be supported to understand the impact of their actions, take responsibility and make positive choices moving forward. All staff receive training to respond appropriately to online safety concerns, and any reported or suspected incident will be investigated promptly, with appropriate support, restorative measures and consequences implemented where required. Students are encouraged to Stand Up. Speak Out. and seek support from a trusted adult whenever they experience or witness cyberbullying.

## **Restorative Practice: Pause, Reflect and Reset**

Where appropriate, CIS will use restorative approaches to help students develop empathy, accountability and positive relationships.

### **Pause**

Students are supported to regulate emotions, de-escalate situations and ensure everyone feels safe.

### **Reflect**

Students consider:

- What happened?
- Who was affected?
- How were others impacted?
- Which school right was affected?
- Which Be a GEM expectation was not met?
- Which GEMS value was compromised?

### **Reset**

Students identify:

- What they will do differently.
- How they will repair harm caused.
- How they will rebuild trust.
- How they will demonstrate positive behaviour moving forward.

Students may be supported through the school's Finding Solutions: Self-Reflection process to help them understand the impact of their actions and identify positive next steps. Reflection is intended to promote responsibility, empathy and positive decision-making. Restorative approaches complement, but do not replace, formal consequences where behaviour is serious, repeated, discriminatory or safeguarding-related.

## **Consequences and Support**

Bullying incidents will be managed in accordance with the school's Student Code of Conduct, Behaviour Improvement Path and safeguarding procedures. Responses will be determined by the severity, frequency, impact and safeguarding risk associated with the behaviour. Repeated, severe, discriminatory or cyberbullying incidents may be categorised as High-Level or Red Line behaviours and may result in suspension or further disciplinary action.

Responses may include:

- Restorative conversations

- Reflection sessions
- Parent meetings
- Behaviour Support Plans
- Weekly Report Cards
- Counselling support
- Wellbeing interventions
- Internal reflection
- Internal suspension
- Fixed-term suspension
- Referral to external agencies where required

The school's priority is always to:

- Stop the behaviour.
- Protect those affected.
- Educate students.
- Restore relationships where possible.
- Prevent recurrence.

Depending on the severity of the situation, the alleged student(s) could be suspended from school. If the incident is repeated, the matter will be referred to the Director of Education-GEMS/Ministry/KHDA with a recommendation that the student's name be struck off from the rolls. All copies of correspondence are placed onto Guard and both the victim and the bully are tagged as the 'persons concerned'.

### **Prevention of Bullying**

Cambridge International School takes a proactive approach to bullying prevention through:

- Leadership Gemstones: *Stand Up. Speak Out.* Sessions.
- Be a GEM expectations and routines.
- Curriculum for Life and character education.
- Digital citizenship and online safety education.
- Student leadership opportunities.
- Assemblies, awareness campaigns and student voice initiatives.
- Wellbeing monitoring and surveys.
- Positive recognition and rewards.

At GEMS, anti-bullying falls under safeguarding and is in compliance with our Safeguarding Policy. GEMS Education ensures that children are taught about elements of safeguarding, including online safety, through teaching and learning opportunities as part of providing a 'broad and balanced curriculum.'

### **Recognition of Positive Behaviour**

In line with Be a GEM, the school actively recognises and celebrates students who demonstrate:

- Kindness
- Courage
- Inclusion
- Respect
- Leadership
- Service to others
- Reporting concerns responsibly
- Supporting peers

By recognising and reinforcing positive behaviours, the school seeks to build a culture where bullying is less likely to occur and all students can flourish.

### **Upstrive**

Students from Y2-Y13 are encouraged to complete a well-being check-in on Upstrive regularly at school. Students are encouraged to report any matters that may cause them upset on this online

platform. This information is then reviewed by Learning Managers, Heads of Year, Heads of School, and the School Counsellors. Necessary action is then taken, and disclosures are followed up if any student logs something that indicates that they are not happy at school.

### **Review of Policy**

The school will regularly review:

- Bullying incident data
- Behaviour and safeguarding records
- Student voice surveys
- Wellbeing outcomes
- Parent feedback
- Inclusion and belonging indicators

The outcomes from data, surveys and stakeholder feedback are closely analysed, and areas where development is required are identified so that appropriate improvements can be made.

Together, through Be a GEM and Leadership Gemstones: Stand Up. Speak Out., Cambridge International School creates a Culture of Belonging where every student feels safe, respected and included. By working in partnership with students, staff and parents, we strive to ensure that every learner can exercise their right to learn, be treated with respect and feel safe.

Date of review: August 2026