

Star International School, Al Twar — Anti-Bullying Policy

1. Vision & Core Philosophy

At Star International School, Al Twar, we are committed to maintaining a safe, inclusive, caring, and supportive learning environment where every child feels valued, respected, and free from fear. Grounded in the Knowledge and Human Development Authority (KHDA) Framework and aligned with our school's core values, we believe that every student has the right to learn in an environment free from intimidation, harassment, or harm.

Our anti-bullying policy is built upon our STAR Values in Action:

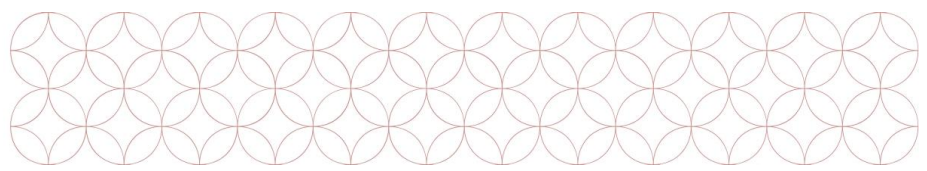
- **Grow with Purpose:** Taking responsibility for our growth and choices, showing empathy, and learning from mistakes.
- **Think with Depth:** Reflecting on the impact of our actions, considering perspectives, and resolving problems calmly.
- **Connect & Collaborate:** Building positive relationships, including others, treating everyone with kindness, and resolving conflict peacefully.
- **Act for Tomorrow:** Using technology responsibly, respecting diversity, standing up for others, and making a positive impact on our school community.

2. Definition & Forms of Bullying

Bullying is anti-social behavior recognized as deliberate, hurtful action that is repeated over a period of time, involving an imbalance of power. It directly conflicts with our STAR values and KHDA student wellbeing standards.

Bullying includes, but is not limited to, the following four primary forms:

1. **Verbal Bullying:** Name-calling, teasing, insulting, writing hurtful notes, making threats, or direct verbal abuse.
2. **Physical Bullying:** Hitting, kicking, spitting, pushing, removing belongings, or damaging property.
3. **Emotional & Social Bullying:** Ostracizing, deliberately excluding others, spreading rumors, mocking, gesturing, or intimidation.
4. **Cyberbullying & Digital Abuse:** Harassment, sending threats, spreading rumors, or posting non-consensual media online, via social media, or through electronic devices. *This includes*



unauthorized recording or photography via wearable technology (e.g., Meta Smart Glasses), which is strictly prohibited.

3. KHDA Governance & Stakeholder Responsibilities

Board of Governors

- Monitors the policy's effectiveness, aligns school operations with Dubai KHDA regulations, and holds the Principal to account for implementation.

Principal & Senior Leadership Team (SLT)

- Promotes a school climate of positive behavior, respect, and zero tolerance for bullying.
- Oversees pastoral care, ensures fair and consistent application of sanctions/interventions, and maintains KHDA and safeguarding compliance.

Staff & Educators

- Creates a positive, safe, and responsive learning space while setting clear expectations.
- Models respect, dignity, and STAR values in all interactions.
- Promptly logs and investigates any reported or observed incidents via iSAMS or MyConcern.
- Integrates preventive skills through the curriculum (PSHE/MSCS, Literacy, Drama, Circle Time).

Students

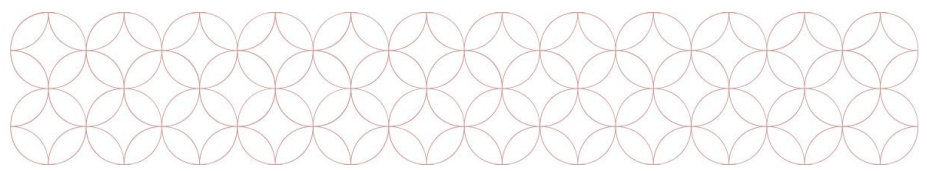
- Treats all peers and staff with respect, kindness, and dignity (**Connect & Collaborate**).
- Reflects on their choices and stands up for others respectfully (**Grow with Purpose, Act for Tomorrow**).
- Understands their role as active bystanders and remembers the **3 R's: Report, Record, Respond**.

Parents & Carers

- Supports the school's behavioral expectations, promotes positive digital habits, and reports concerns to school leadership promptly.
- Partners with the school during restorative meetings or behavioral monitoring.

4. Prevention Strategies & Promoting STAR Values

We actively prevent bullying through proactive education, positive behavior reinforcement, and robust supervision:



- **STAR Rewards & Milestones:** Recognizing students who exemplify kindness, inclusion, and positive social choices via House Points and STAR Postcards (leading to leadership commendations).
- **Active Supervision & Zoning:** Ensuring high staff presence in outdoor spaces, staggering lunch schedules, and zoning play areas to eliminate congestion.
- **Curriculum Integration:** Embedding anti-bullying education into PSHE/MSCS, holding an annual Anti-Bullying Week, and conducting regular Circle Time and House assemblies.
- **Responsible Technology Use:** Enforcing strict e-safety guidelines and banning unauthorized recording/smart wearable devices on school grounds.
- **Support Infrastructure:** Providing access to the School Counselor and establishing a network of trusted adults for every student.

5. Reporting Procedure: The 3 R's

Anyone who experiences, witnesses, or suspects bullying is encouraged to follow the 3 R's:

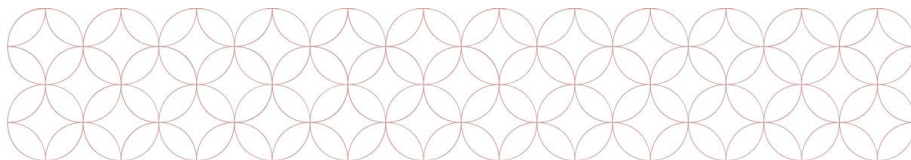
1. **Report:** The student or parent informs a trusted adult, teacher, Head of Year, or School Counselor immediately.
2. **Record:** Staff document the incident details on iSAMS (or MyConcern for severe/safeguarding incidents).
3. **Answer:** Leaders investigate, debrief all parties involved transparently, implement consequences, and initiate pastoral care.

When bullying occurs, the school applies a graduated, fair, and restorative response aligned with our Positive Behaviour Policy.

6. Restorative Practice & Victim Support

A consequence alone does not change behavior; restorative practices ensure long-term character growth and safety.

- **Separating the Behaviour from the Student:** We avoid labeling a student as a "bully," focusing instead on correcting unacceptable actions and developing emotional regulation skills (Grow with Purpose).
- **Restorative Meetings:** Guided conversations where offending students understand the harm caused, take accountability, and propose concrete solutions to help the impacted student feel safe again.
- **Supporting the Impacted Student:** Victims of bullying receive immediate reassurance, counseling support, and safety strategies. *Blame is never placed on the victim.*



7. Associated Policies & Approval

This policy works in conjunction with:

- *Positive Behaviour Policy*
- *Rewards Policy*
- *Safeguarding & Child Protection Policy*