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Dar Al Marefa

Antibullying Policy

2025/2026

Reviewed: 19/08/2025



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1. Our Vision

Our vision is to create a community that fosters lifelong learning, is rooted in its values and beliefs, is open minded, tolerant and appreciates diversity. Our graduates are principled and courageous individuals, ready to contribute to a more just and peaceful world.

2. Our Mission

Our mission is to build a consistent, challenging and safe learning environment that supports each child in exploring their capabilities, encourages them to respect other cultures and embrace the world with open-mindedness, tolerance and confidence.

3. Rationale

This policy outlines the commitment of the staff, children and Governors of Dar Al Marefa School to ensure that any form of bullying is prevented and avoided as far as possible for all members of the school community. These include:

- Children
- Teaching staff
- Support and administrative staff
- Voluntary staff
- Parents
- Governors
- Visitors to school

4. Aims

At Dar Al Marefa School, we aim to provide equal opportunities and mutual respect which will permeate all aspects of school life. We believe that all members of our community have the right to feel safe and to be listened to, creating a positive ethos and learning environment.

5. Expectations

There are consistently high expectations of all children regardless of age, gender, ethnicity, ability, or social background. All students are encouraged to improve on their own achievements and not measure themselves against others. Parents are also encouraged to view their own children's achievements, socially and academically, in this light. The adults in the school provide good, positive role models in their approach to all issues relating to anti-bullying and equality of opportunity.

Dar Al Marefa also has a very simple to understand 'no hands' policy which prohibits students



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from making physical contact with each other.

6. Definition of Bullying Behaviours

All members of the school community are committed to providing a safe, positive, valuing, and inclusive environment for students, staff, and parents/carers.

At Dar Al Marefa School we define bullying behaviour as:

- Intentionally hurtful deliberate, unjustifiable, and unprovoked behaviour. This includes actions that cause physical, emotional, or mental hurt to the victim and actions that violate another person's freedom and rights. Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Examples of bullying include (but are not limited to):

1. Physical- hitting, kicking, taking, or hiding belongings, pulling, grabbing, touching etc.
2. Verbal- name calling, teasing, insulting, writing or sending unkind notes or messages
3. Emotional- being intentionally unfriendly or unkind, excluding, tormenting looks, rude gestures and spreading rumors
4. Cyber - emails and internet chat room/app misuse, threats over text, email, calls, social websites etc

Specific types of bullying include:

- Bullying related to race or color, religion or belief or culture.
- Bullying related to special educational needs or disabilities (people of determination)
- Bullying related to appearance or health conditions
- Sexist or sexual bullying
- Bullying using electronic/digital forms of contact.

Different roles within bullying:

- Those relaying on social power, dominating others, often with groups (ringleader)
- Others joining in and, therefore, afraid of the ringleader (associates)
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders)
- Those who try to stop bullying (defenders)

Styles of bullying include:

- Causing physical pain or discomfort
- Intimidation and rude gestures.
- The 'look' - this is an example of non-verbal bullying.



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- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate authority. It is important to note that if a student presents with and/or many or some of the symptoms listed above it does not necessarily mean that they are being bullied further observation and investigation must be made.

7. Prevention of Bullying

We celebrate a warm and open atmosphere which welcomes and values everyone at Dar Al Marefa School. We aim to respond immediately to any allegations of bullying behaviour whether it be verbal, implied or physical intimidation or harm.

At Dar Al Marefa School we:

- Use our Learner Profile to promote kind, positive and respectful actions from all.
- Establish rules and expectations within classrooms which demonstrate positive and caring behaviour using our positive reinforcement.
- Have assemblies where the importance of being respectful and valuing others is discussed by children and adults.
- Demonstrate our values through weekly Moral Education and regular PSHE lessons where every child has a voice.
- Encourage children to talk about their feelings and experiences with any known adult. Each morning our children complete well-being check ins prior to beginning the day.
- Ensure that all incidents of harassment and bullying are recorded on Managebac and/or ISAMS and monitored. These are visible to the Head of Wellbeing and reported to the Principal during weekly SLT Meetings.
- Inform parents of the victim and perpetrator in the event of any bullying behaviours.
- Work in partnership with all parties in order to stop and prevent any further incidents of bullying behaviour.
- Encourage student voice, using restorative justice techniques to resolve their own conflicts, with adult support where needed.
- Further support and communication around the use of technology within the classroom and awareness of cyberbullying. Children have regular learning focuses around being safe when using their own devices.



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8. Positive Interactions

We recognise that it is important that all members of the school community model positive behaviours and interaction, including language and the way that they speak to others. This includes language or actions which:

- Do not transmit or confirm stereotypes
- Do not offend others
- Create the conditions for all people to develop their self esteem
- Use correct and appropriate terminology when referring to groups or individuals

It is our school guidelines to provide staff with training and development which will increase awareness of the needs of different groups of students in all dimensions. As part of our Dar Al Marefa Learning Culture we value each child equally and everyone will be treated with the same respect.

9. Partnerships

We aim to work in close partnership at all times with parents and carers to help students to achieve their full potential. Parents and carers have an important role to play in actively encouraging their child to be a positive member of Dar Al Marefa School. If bullying is reported to the school parents and carers need to be informed in a sensitive, responsible and professional manner.

Any concerns over bullying behaviour should be taken to the Head of Wellbeing and recorded on Managebac and/or ISAMs as soon as possible. These concerns should be shared with the members of staff and not the parents or other child/children involved. The best place to resolve conflicts between children is in the school, where all sides and aspects of incidents can be explored.

10. Communication

The Head of Wellbeing will provide a meaningful response to parents within 24 hours of the complaint. This may be in the form of an email, conversation or phone call. Additional time may be required to follow up or monitor the situation and parents will be informed of a timeline in which they will receive further details.

Parents and members of staff will be informed of any significant incidents involving children in order to support the children and the school in seeking resolutions and restoring a safe environment for all. Each case or incident will be dealt with according to the individual circumstances and appropriate actions will be taken.

These may include:

- Parent/carer meetings
- Resolution meetings between children and/or teachers
- Allocation of class buddies to support children
- Movement of classes for an agreed period of time



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If further support is required, or parents are not satisfied with how the situation has been handled, the Wellbeing Leader will seek advice from the principal who have overall responsibility and the ultimate decision.

11. Pastoral Care

The Head of Wellbeing will work closely with all parties involved in any bullying incidents or cases in the following ways:

- Discussion with children individually
- Meetings with teachers and/or parents to inform them of incidents and actions
- Providing mentoring or buddying support where applicable
- Referral to outside agencies if required

12. Confidentiality

Confidentiality is expected from all parties involved in any allegations or incidents of bullying behaviour. In particular, parents are requested not to discuss or spread stories about incidents as partial information can be inaccurate and affect the reputation of individual children, parents and the school. Should a child disclose information to a member of staff regarding an incident of bullying, the staff member must inform the child that they will pass this onto the Wellbeing Leader. All children should be aware of who the Head of Wellbeing.

13. Roles and Responsibilities

The implementation of these guidelines is the responsibility of everyone within our school community. The responsibility for always keeping the issues of bullying prevention at a high level of priority and in all areas, is that of the Head of Wellbeing and the Principal.

Reviewed by: David Sellars, Abdelbasset Ouissa

Final review: Sahar Moosa

Approved by: Steven Giles

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"Enhancing life by nurturing minds."



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